Term 2 Curriculum Overview

Year 6

	Mathematics	Reading	Writing	Concept
Week 1 Apr 24	**Four Operations: Whole Number** **Number Patterns** **Data and Statistics**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving** **Comprehension 3&4: Text Study**	**Organisation**	**Concept:** **Changes to states of matter can be classified as reversible or irreversible.** **I understand that changes to states of matter can be reversible or irreversible and apply this to real life scenarios (VCSSU077)** **Students can:** - explain what is happening at a molecular level during these phase changes - explain various state changes, including: melting, freezing, evaporating - identify what variables can cause a change of state - define reversible and irreversible changes and give examples **I can pose questions to clarify practical problems or inform a scientific investigation. I predict what the findings of an investigation might be, based on previous experiences or general rules.** **(VCSIS082)** **Students can:** - create, plan and conduct their own experiments - make and record detailed & relevant observations - generate a hypothesis based on prior knowledge, new learnings and understandings - understand the purpose of the experiments they conduct **Following an experiment, I can suggest improvements or changes to the methods used, to continue to investigate a question or solve a new problem.** **(VCSIS087)** **Students can:** - conduct an altered version of their initial experiment & document their new aim/procedure/observations & conclusions - understand how an experiment can be changed to alter/improve the outcome, using their previous observations and learnings - pose questions based on observations, or develop new questions.
Week 2 *May 1*	**Four Operations: Whole Number** **Number Patterns** **Measurement**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving** **Comprehension 3&4: Text Study**	**Organisation**	
Week 3 *May 8*	**Four Operations: Whole Number** **Number Patterns** **Fractions** **Measurement**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving** **Comprehension 3&4: Text Study**	**Organisation** **Word Choice**	
Week 4 *May 15*	**Four Operations: Whole Number** **Number Patterns** **Fractions** **Measurement**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving**	**Word Choice**	
Week 5 *May 22*	**Four Operations: Decimals** **Fractions** **Prisms and Pyramids** **Measurement** **Chance**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving**	**Word Choice**	
Week 6 *May 29*	**Four Operations: Decimals** **Prisms and Pyramids** **Chance**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving**	**Word Choice**	
Week 7 *Jun 5*	**Four Operations: Decimals** **Chance**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving**	**Word Choice**	
Week 8 *Jun 12*	**Four Operations: Decimals** **Chance**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving** **Comprehension 3&4: Text Study**	**Word Choice**	
Week 9 *Jun 19*	**Four Operations: Decimals** **Chance**	**Comprehension 1&2: Within & Beyond the Text** **Word Solving** **Comprehension 3&4: Text Study**	**Word Choice**	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.
Where learning cycles are outlined to be completed is where post-testing is likely to occur.
Teaching teams also engage with formative assessment throughout learning cycles with students

Term 2 Curriculum Overview: Mathematics

Year 6

	Essential Learning	Learning Targets
Weeks 1-4	**Four Operations: Whole Number** Students solve problems that involve all four operations using whole numbers	* Unless otherwise stated, all addition and subtraction learning targets are with four-digit numbers and beyond, and all decimal numbers are to the thousandths ➔ Multiplication learning targets are with 3 or 4-digit numbers x 2-digit number ➔ Division learning targets are with 3 or 4-digit numbers ÷ 1-digit number with remainders Four Operations with Whole Numbers Essential Learning ➔ I can use a range of efficient strategies to solve contextual problems involving division, representing remainders as decimals (Sem 2 with decimals) ➔ I can use a range of efficient strategies to solve contextual problems involving all four operations (with whole numbers)
Weeks 1-4	**Number Patterns** Students continue and create number patterns involving whole numbers, fractions, and decimals	➔ I can identify number patterns in the real world (e.g. looking for patterns in the way numbers increase or decrease - in geometric patterns, data & statistics etc.) ➔ I can continue and create patterns, both additive and multiplicative, with whole numbers, fractions and decimals, and describe the resulting patterns
	Fractions Students solve problems involving calculations with fractions and connect fractions with other representations	➔ I can use division to find a fraction of a collection, where the result is a whole number ➔ I can solve problems involving the addition and subtraction of fractions with the same or related denominators ➔ I can order fractions, decimals and percentages on a number line ➔ I can connect fractions, decimals and percentages as different representations of the same number ➔ I can order and compare fractions with related denominators on a number line, including demonstrating equivalence
Weeks 2-5	**Measurement** Students solve problems involving metric units for length, area, capacity, and volume.	➔ I can solve problems involving the comparison of length and area ➔ - I can identify and explain the connection between the units of measurement for volume and capacity ➔ I can convert between units of measurement for capacity ➔ I can convert between units of measurement for length and mass (eg: 1km = 1000m) ➔ I can explore the meaning of prefixes in units of measurement (e.g. kilo=1000) ➔ I can make connections between the decimal system and units of measurement (e.g. 1.25m is the same as 125cm)
Weeks 5-6	**Prisms and Pyramids** Students can constructure prisms and pyramids	➔ I can identify and construct simple prisms and pyramids
Weeks 5-9	**Chance** Students compare the frequency of events and communicate the probability of events using ratios, fractions, decimals, and percentages.	➔ I can compare the results of chance experiments to the predicted outcomes ➔ I can conduct repeated trials of chance experiments, using both small and large numbers of trials, and compare the results ➔ I can represent probabilities using ratios ➔ I can represent probabilities using percentages ➔ I can represent probabilities using decimals
Weeks 5-9	**Four Operations: Decimals** Students solve problems that involve all four operations using whole	* Unless otherwise stated, all addition and subtraction learning targets are with four-digit numbers and beyond, and all decimal numbers are to the thousandths ➔ Multiplication learning targets are with 3 or 4-digit numbers x 2-digit number ➔ Division learning targets are with 3 or 4-digit numbers ÷ 1-digit number with remainders

	numbers, decimals, and order of operations.	Four Operations Decimals Essential Learning ➔ I can use estimation to make a reasonable prediction for problems involving addition, subtraction and multiplication of decimals ➔ I can use estimation to check the reasonableness of answers to problems involving addition, subtraction and multiplication of decimals ➔ I can use a range of efficient strategies to solve the division of decimals by powers of 10 ➔ I can use a range of efficient strategies to solve contextual problems that require multiplication of decimal numbers (inc. powers of 10) ➔ I can use a range of efficient strategies to solve contextual problems that require addition and subtraction of decimal numbers

Term 2 Curriculum Overview: Reading

Year 6

	Essential Learning	Learning Targets
Weeks 1 - 9	**Comprehension 1&2: Within & Beyond the Text** I can identify and analyse information within a text to build literal comprehension of a text as well as beyond the text to build inferred comprehension of a text.	Students use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) ➔ I can make synthesise information by making connections using my prior knowledge, experiences and texts ➔ I can find specific literal information (QAR- “right there”, “think and search”) ➔ I can infer and make predictions (QAR- “author and me”, “on my own”) ➔ I can ask and answer questions relevant to the text ➔ I can find the main idea of a text (themes and determining importance) ➔ I can summarise a text, focusing on key information Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346) ➔ Using MSV and prior knowledge to read a range of texts ➔ Critical Literacy: Gather and Organise- Consider your purpose as a reader when locating texts to gather and organise information. ➔ Critical Literacy: Evaluation- Evaluate texts based on suitability for purpose, credibility, and relevance
Weeks 1 - 3 Weeks 8 - 9	**Comprehension 3&4: Text Study** I can analyse and explain how authors can use text structures, language features, images and vocabulary to achieve particular effects.	Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342) Analyse strategies authors use to influence readers (VCELY345) ➔ I can identify: ◆ Modality ◆ Emphasis ◆ Repetition ◆ and metaphor ➔ I can explain how these language features can be used to influence an audience/reader ➔ I can explain how these language features influence my feeling about a text/topic Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339) ➔ I can explain innovation and identify innovation on text structures (including hybrids) ➔ I can explain and identify word play/language features that give a particular effect (author's purpose: PIE) Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style (VCELT343) Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT341) (NOT SAME AUTHOR, SAME THEME) ➔ I can identify similarities and differences between texts ➔ I can describe and discuss similarities and differences between texts ➔ I can evaluate characteristics that define an author's individual style ➔ I can evaluate similarities and differences in texts on similar topics, themes or plots Identify and explain how analytical images like figures, tables, diagrams, maps and graphs

		contribute to our understanding of verbal information in factual and persuasive texts (VCELA340) ➔ Identify and explain how analytical images (eg. figures, tables, diagrams, maps and graphs) help us understand verbal information (e.g. speeches). Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344) ➔ Identify the relationship between words, sounds, imagery and language patterns in narratives ➔ Identify the relationship between words, sounds, imagery and language patterns in poetry
Weeks 1 -9	**Word Solving:** I can use my knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.	Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346) ➔ I can select, navigate and read increasingly complex texts for a range of purposes. ➔ I can apply appropriate text processing strategies such as word identification, self-monitoring and self-correcting. ➔ I can consolidate meaning by recalling information I have read. Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377) ➔ I can connect my knowledge of subject and technical vocabulary, and concept knowledge to new reading tasks.

Term 2 Curriculum Overview: Writing

Year 6

	Essential Learning	Learning Targets
Weeks 1 - 3	**Organisation** The internal structure of the piece – the thread of logic, the pattern of meaning.	➔ I consistently orientate the reader to the purpose and content of my text.- ➔ I consistently use cohesive devices to alert the reader about how the text is unfolding, to link ideas across a text, and to express cause and effect ➔ I am experimenting with selecting text forms or types to effectively support my ideas ➔ I am beginning to experiment with, and intentionally select, structural elements for effect ➔ I am beginning to organise related information, ideas and paragraphs into sections ➔ I consistently write cohesive paragraphs that develop one main idea in depth
Weeks 3 - 9	**Word Choice** The specific vocabulary the writer uses to convey meaning and enlighten the reader	➔ I am beginning to use vocabulary, including discipline-specific terminology, to provide explicit information and add authority and credibility to my writing ➔ I am beginning to use vocabulary to indicate and describe relationships, including comparison and cause and effect ➔ I am beginning to make considered vocabulary choices to make my writing more cohesive and precise, and to avoid repetition ➔ I am beginning to make effective judgements when selecting language to affect the reader emotionally or intellectually and to express shades of meaning, feeling and opinion ➔ I can discuss and explain my choice of language features ➔ I consistently use words to create imagery (e.g. the wind whistled and swirled around her) ➔ I am beginning to use a range of effective figurative devices, such as well-crafted. metaphor, to impact the reader - selecting devices appropriately