

Term 2 Curriculum Overview

Year 6

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 April 15	Four Operations: Whole Number Number Patterns Data and Statistics	Comprehension 3&4: Text Study Word Solving	Organisation	<p><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Resilience</i> Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be optimistic ● Accept and adapt ● Growth mindset ● Be courageous ● Bounce back <p><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 3: Positive Coping</p> <p>Topic 4: Problem Solving</p> <p>Topic 5: Stress Management</p>	<p>Physical Sciences & Science as a Human Endeavour.</p> <p>I understand that light from a source, forms shadows and can be absorbed, reflected and refracted. (VCSSU080)</p> <p>I understand that energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy. (VCSSU081)</p> <p>I understand that scientific discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives. (VCSSU073)</p> <p>With guidance, I can plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks (VCSIS083)</p> <p>I can construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data. (VCSIS085)</p>
Week 2 April 22	Four Operations: Whole Number Number Patterns Measurement	Comprehension 3&4: Text Study Word Solving	Organisation		
Week 3 April 29	Four Operations: Whole Number Number Patterns Measurement	Comprehension 3&4: Text Study Word Solving	Organisation		
Week 4 May 6	Four Operations: Whole Number Number Patterns Measurement	Comprehension (1&2): Within & Beyond the Text Word Solving	Word Choice		
Week 5 May 13	Fractions Four Operations: Decimals Measurement	Comprehension (1&2): Within & Beyond the Text Word Solving	Word Choice		
Week 6 May 20	Fractions Four Operations: Decimals Prisms and pyramids	Comprehension (1&2): Within & Beyond the Text Word Solving	Word Choice		
Week 7 May 27	Fractions Four Operations: Decimals Prisms and pyramids	Comprehension (1&2): Within & Beyond the Text Word Solving	Word Choice Conventions: Grammar & Punctuation		
Week 8 Jun 3	Four Operations: Decimals Chance Location and Mapping	Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving	Word Choice Conventions: Grammar & Punctuation		
Week 9 Jun 10	Chance Location and Mapping	Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving	Word Choice Conventions: Grammar & Punctuation		
Week 10 Jun 17	Chance	Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving	Conventions: Grammar & Punctuation		
Week 11 Jun 24	Chance	Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving	Conventions		

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
Week 1-4	<p>Four Operations: Whole Number Students solve problems that involve all four operations using whole numbers</p>	<ul style="list-style-type: none"> → I can use a range of efficient strategies to solve contextual problems involving division, representing remainders as decimals → I can use a range of efficient strategies to solve contextual problems involving all four operations (with whole numbers) <p><i>* Unless otherwise stated, all addition and subtraction learning targets are with four-digit numbers and beyond, and all decimal numbers are to the thousandths</i></p> <p><i>Multiplication learning targets are with 3 or 4-digit numbers x 2-digit number</i></p> <p><i>Division learning targets are with 3 or 4-digit numbers ÷ 1-digit number with remainders</i></p>
Week 1-4	<p>Number Patterns Students continue and create number patterns involving whole numbers, fractions, and decimals</p>	<ul style="list-style-type: none"> → 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
Week 1	<p>Data and Statistics: Students interpret, compare, and analyse data.</p>	<ul style="list-style-type: none"> → I can construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables → I can explain what categorical variables are → I can pose and refine questions when collecting categorical or numerical data → I can interpret and draw conclusions from secondary data sets → I can explain the difference between primary and secondary data
Week 2-5	<p>Measurement: Students solve problems involving metric units for length, area, capacity, and volume.</p>	<ul style="list-style-type: none"> → 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)
Week 5-8	<p>Four Operations: Decimals Students solve problems that involve all four operations using whole numbers, decimals, and order of operations.</p>	<ul style="list-style-type: none"> → 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)

		<p>→ I can use a range of efficient strategies to solve contextual problems that require addition and subtraction of decimal numbers</p> <p><i>* Unless otherwise stated, all addition and subtraction learning targets are with four-digit numbers and beyond, and all decimal numbers are to the thousandths</i></p> <p><i>Multiplication learning targets are with 3 or 4-digit numbers x 2-digit number</i></p> <p><i>Division learning targets are with 3 or 4-digit numbers ÷ 1-digit number with remainders</i></p>
Week 6-7	<p>Shape (Prisms and Pyramids): Students can construct prisms and pyramids</p>	<p>→ I can identify and construct simple prisms and pyramids</p>
Week 8-11	<p>Chance and Probability: Students compare the frequency of events and communicate the probability of events using ratios, fractions, decimals, and percentages.</p>	<p>→ I can compare the results of chance experiments to the predicted outcomes</p> <p>→ I can conduct repeated trials of chance experiments, using both small and large numbers of trials, and compare the results</p> <p>→ I can represent probabilities using ratios</p> <p>→ I can represent probabilities using percentages</p> <p>→ I can represent probabilities using decimals</p>
Week 8-9	<p>Location and Mapping: Students plot coordinates in any of the four quadrants on the Cartesian plane</p>	<p>→ I can create a Cartesian plane</p> <p>→ I can locate and plot ordered pairs of integers (coordinates) on the Cartesian plane</p> <p>→ I understand and can explain the Cartesian plane coordinate system</p>

Term 2 Curriculum Overview: Reading

Year 6

	Essential Learning	Learning Targets
Week 1-3, 8-11	<p>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.</p>	<ul style="list-style-type: none"> → 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 → 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
Week 4-11	<p>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.</p>	<ul style="list-style-type: none"> → I can identify: <ul style="list-style-type: none"> ◆ 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 → 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) → 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 (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 → Identify the relationship between words, sounds, imagery and language patterns in poetry
Week 1-11	<p>Word Solving: I can use my knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.</p>	<ul style="list-style-type: none"> → 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. → 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
Week 1-3	<p>Organisation: The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> → I consistently write cohesive paragraphs that develop one main idea in depth → 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 beginning to organise related information, ideas and paragraphs into sections → I am beginning to experiment with, and intentionally select, structural elements for effect → I am experimenting with selecting text forms or types to effectively support my ideas → I consistently orientate the reader to the purpose and content of my text
Week 4-9	<p>Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader.</p>	<ul style="list-style-type: none"> → I can tighten my writing by omitting words that can be readily inferred. → 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 consistently use words to create imagery (e.g. the wind whistled and swirled around her) → 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 am beginning to use a range of effective figurative devices, such as well-crafted. metaphor, to impact the reader - selecting devices appropriately
Week 7-11	<p>Conventions: The mechanical correctness of the piece. Correct use of conventions (spelling, capitalisation, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.</p>	<ul style="list-style-type: none"> → I consistently use commas to separate clauses. → I am beginning to use a range of complex punctuation flexibly and correctly to pace and control the reading of a text (see punctuation progression) → I consistently punctuate more complex dialogue correctly. → I reread and edit my writing and the writing of others using agreed criteria and explaining my editing choices → I can use a combination of strategies and knowledge (word origins, base words, known words, prefixes, suffixes, spelling patterns and generalisations) to correctly spell more complex words (pneumonia) → I am beginning to use Latin & Greek word origins to learn new words and how to spell them → I am beginning to use less common prefixes and suffixes in my writing, including those which require a change to the base word (e.g. glamour - glamorous, explain - explanation) → I can use a dictionary to correct my own spelling

Term 2 Curriculum Overview: Social & Emotional Learning

Year 6

	Essential Learning	Learning Targets
Weeks 1-11	Topic 3: Positive Coping	<ul style="list-style-type: none">→ I can describe different ways to express emotions and the relationship between emotions and behaviour→ I can describe the influence that personal qualities and strengths have on achieving success→ I can identify and describe personal attributes important in developing resilience→ I can identify characteristics of respectful relationships
	Topic 4: Problem Solving	<ul style="list-style-type: none">→ I can describe different ways to express emotions and the relationship between emotions and behaviour→ I can identify and describe personal attributes important in developing resilience→ I can identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations→ I can recognise the influence of emotions on behaviours and discuss factors that influence how people interact→ I can explain and apply strategies to enhance my own and others' health, safety and wellbeing at home, at school and in the community
	Topic 5: Stress Management	<ul style="list-style-type: none">→ I can describe different ways to express emotions and the relationship between emotions and behaviour→ I can contribute to groups and teams suggesting improvements for methods used in groups and investigations→ I can recognise the influence of emotions on behaviours and discuss factors that influence how people interact→ I can describe my own and others' contributions to health, physical activity, safety and wellbeing→ I can explain and apply strategies to enhance my own and others' health, safety and wellbeing at home, at school and in the community