

# Term 3 Curriculum Overview

Year 6

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 July 15	Order of Operations	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Discussions	Sentence Fluency Conventions: Spelling	<p><b><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></b></p> <p>Value focus: <i>Inclusion</i>  <b>Fortnightly behaviour foci:</b></p> <ul style="list-style-type: none"> <li>● Welcoming others</li> <li>● Cooperate</li> <li>● Support others</li> <li>● Be an upstander</li> <li>● Celebrating Strengths and differences</li> </ul> <p><b><u>RESILIENCE, RIGHTS &amp; RESPECTFUL RELATIONSHIPS</u></b></p> <p><b>Topic 6:</b> Help Seeking</p> <p><b>Topic 7:</b> Gender and Identity</p> <p><b>Topic 8:</b> Positive Gender Relations</p>	<p>Society uses different types of resources to satisfy the needs and wants of present and future generations.</p>
Week 2 July 22	Order of Operations Angles Data & Statistics	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Discussions	Sentence Fluency Conventions: Spelling		
Week 3 July 29	Order of Operations Angles	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Discussions	Sentence Fluency Conventions: Spelling		
Week 4 August 5	Order of Operations Angles Chance & Probability	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Discussions	Sentence Fluency Conventions: Grammar & Punctuation Conventions: Spelling		
Week 5 August 12	Order of Operations	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Discussions	Sentence Fluency Conventions: Grammar & Punctuation Conventions: Spelling		
Week 6 August 19	Fractions Measurement Data & Statistics	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Discussions	Voice Conventions: Grammar & Punctuation Conventions: Spelling		
Week 7 August 26	Fractions Measurement	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Discussions	Voice Conventions: Grammar & Punctuation Conventions: Spelling		
Week 8 September 2	Fractions Measurement Chance & Probability	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Presentations	Voice Conventions: Grammar & Punctuation Conventions: Spelling		
Week 9 September	Measurement	Word Solving Comprehension 3&4: Text Study	Voice Conventions: Grammar &		

9		Speaking & Listening: Presentations	Punctuation Conventions: Spelling		
Week 10 September 16	Measurement Data & Statistics	Word Solving Comprehension 3&4: Text Study Speaking & Listening: Presentations	Voice Conventions: Spelling		

*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 3 Curriculum Overview: Mathematics

Year 6

	Essential Learning	Learning Targets
Week 1-5	<b>Order of Operations:</b> Students write number sentences using brackets and order of operations	<ul style="list-style-type: none"> <li>→ I can create number sentences that include multiple operations and brackets</li> <li>→ I can use order of operations to solve number sentences, including brackets</li> <li>→ I can explain the how to solve problems using order of operations</li> </ul>
Week 2-4	<b>Angles:</b> Students can solve problems involving angles	<ul style="list-style-type: none"> <li>→ I can use my knowledge of angle properties to find unknown angles without using a protractor</li> <li>→ I know that vertically opposite angles have the same value</li> <li>→ I know that angles around a point add up to <math>360^\circ</math></li> <li>→ I know that angles on a straight line add up to <math>180^\circ</math></li> <li>→ I can classify angles as reflex and straight angles</li> </ul>
Week 2,6,10	<b>Data and Statistics:</b> Students interpret, compare, and analyse data	<ul style="list-style-type: none"> <li>→ I can construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables</li> <li>→ I can explain what categorical variables are</li> <li>→ I can pose and refine questions when collecting categorical or numerical data</li> <li>→ I can interpret and draw conclusions from secondary data sets</li> <li>→ I can explain the difference between primary and secondary data</li> </ul>
Week 4 & 8	<b>Chance and Probability:</b> Students compare the frequency of events and communicate the probability of events using ratios, fractions, decimals, and percentages.	<ul style="list-style-type: none"> <li>→ I can compare the results of chance experiments to the predicted outcomes</li> <li>→ I can conduct repeated trials of chance experiments, using both small and large numbers of trials, and compare the results</li> <li>→ I can represent probabilities using ratios</li> <li>→ I can represent probabilities using percentages</li> <li>→ I can represent probabilities using decimals</li> </ul>
Week 6-8	<b>Fractions:</b> Students solve problems involving calculations with fractions and connect fractions with other representations	<ul style="list-style-type: none"> <li>→ I can use division to find a fraction of a collection, where the result is a whole number</li> <li>→ I can solve problems involving the addition and subtraction of fractions with the same or related denominators</li> <li>→ I can order fractions, decimals and percentages on a number line</li> <li>→ I can connect fractions, decimals and percentages as different representations of the same number</li> <li>→ I can order and compare fractions with related denominators on a number line, including demonstrating equivalence</li> </ul>
Week 6 - 10	<b>Measurement:</b> Students solve problems involving metric units for length, area, capacity, and volume.	<ul style="list-style-type: none"> <li>→ I can solve problems involving the comparison of length and area</li> <li>→ I can identify and explain the connection between the units of measurement for volume and capacity</li> <li>→ I can convert between units of measurement for capacity</li> <li>→ I can convert between units of measurement for length and mass (eg: 1km = 1000m)</li> <li>→ I can explore the meaning of prefixes in units of measurement (e.g. kilo=1000)</li> <li>→ I can make connections between the decimal system and units of measurement (e.g. 1.25m is the same as 125cm)</li> </ul>



# Term 3 Curriculum Overview: Reading & Viewing

Year 6

	Essential Learning	Learning Targets
Week 1-10	<p><b>Comprehension 3&amp;4: Text Study:</b> 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"> <li>→ I can identify:               <ul style="list-style-type: none"> <li>◆ Modality</li> <li>◆ Emphasis</li> <li>◆ Repetition</li> <li>◆ and metaphor</li> </ul> </li> <li>→ I can explain how these language features can be used to influence an audience/reader</li> <li>→ I can explain how these language features influence my feeling about a text/topic</li> <li>→ I can explain innovation and identify innovation on text structures (including hybrids)</li> <li>→ I can explain and identify word play/language features that give a particular effect (author's purpose: PIE)</li> <li>→ I can identify similarities and differences between texts</li> <li>→ I can describe and discuss similarities and differences between texts</li> <li>→ I can evaluate characteristics that define an author's individual style</li> <li>→ I can evaluate similarities and differences in texts on similar topics, themes or plots</li> <li>→ Identify and explain how analytical images (eg. figures, tables, diagrams, maps and graphs) help us understand verbal information (e.g. speeches).</li> <li>→ Identify the relationship between words, sounds, imagery and language patterns in narratives</li> <li>→ Identify the relationship between words, sounds, imagery and language patterns in poetry</li> </ul>
Week 1-10	<p><b>Word Solving:</b> 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"> <li>→ I can select, navigate and read increasingly complex texts for a range of purposes.</li> <li>→ I can apply appropriate text processing strategies such as word identification, self-monitoring and self-correcting.</li> <li>→ I can consolidate meaning by recalling information I have read.</li> <li>→ I can connect my knowledge of subject and technical vocabulary, and concept knowledge to new reading tasks.</li> </ul>
Week 1-7	<p><b>Discussions:</b> Students listen and contribute to discussions, clarifying content, challenging others' ideas and use a variety of strategies for effect.</p>	<ul style="list-style-type: none"> <li>→ I can contribute and respond to discussions, challenging others' ideas by:</li> <li>→ Using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions.</li> <li>→ I can use specific language and details to support my point of view or main point.</li> <li>→ I can explain why I made these specific language choices.</li> <li>→ I can adjust the way I interact with different people/audience depending on how formal the interaction is, or on our 'social distance'</li> <li>→ I understand the use of language to create bias (consider use of objective and subjective language)</li> </ul>
Week 8-10	<p><b>Presentations:</b> Students make presentations and create supporting texts</p>	<ul style="list-style-type: none"> <li>→ I can create texts for presentations that: allow me to explain key points in detail, are appropriate for my specified audience and purpose</li> <li>→ I can present to my class/chosen audience, using engagement techniques for effect</li> <li>→ I can actively contribute to class and group discussions, considering my audience</li> <li>→ I can use language to create emphasis and impact (eg, repetition, rhyme, italics, bold, carefully selected vocabulary)</li> <li>→ I can participate in formal and informal debates</li> </ul>

## Term 3 Curriculum Overview: Writing

Year 6

	<b>Essential Learning</b>	<b>Learning Targets</b>
Week 1-5	<p style="text-align: center;"><b>Sentence Fluency</b> The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p>	<ul style="list-style-type: none"> <li>→ I am beginning to intentionally vary sentence structure for effect (art of writing)</li> <li>→ I am beginning to intentionally use a range of sentence types for effect</li> <li>→ I consistently use subordinating conjunctions (eg: even though) in my complex sentences</li> <li>→ I consistently use a range of sentence structures, including correctly structured complex sentences (grammatical correctness)</li> </ul>
Week 6-10	<p style="text-align: center;"><b>Voice</b> The tone and tenor of the piece – the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.</p>	<ul style="list-style-type: none"> <li>→ I can craft my writing with an awareness of and respect for my audience and writing's purpose</li> <li>→ My writing speaks directly to the reader in a way that is individual, compelling, and engaging.</li> <li>→ I am beginning to include visual and audio resources to evoke mood or atmosphere of text</li> <li>→ I am beginning to use a range of figurative devices to effectively impact and engage the reader (e.g. well-crafted metaphor, or uses sensory imagery to build atmosphere)</li> <li>→ I am beginning to judiciously use language, visual and audio features to emotionally or intellectually affect the reader</li> <li>→ I am beginning to vary sentence structure for effect</li> <li>→ I can create detailed texts elaborating upon key ideas for a range of purposes and audiences, choosing and selecting text structures, language features and digital resources accordingly</li> </ul>
Week 4-9	<p style="text-align: center;"><b>Conventions - Grammar and Punctuation:</b> When writing, students demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>	<ul style="list-style-type: none"> <li>→ 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)</li> <li>→ I consistently use commas to separate clauses.</li> <li>→ I consistently punctuate more complex dialogue correctly.</li> <li>→ I reread and edit my writing and the writing of others using agreed criteria and explaining my editing choices</li> </ul>
Week 1-10	<p style="text-align: center;"><b>Conventions - Spelling:</b> When writing, students demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> <li>→ 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)</li> <li>→ I am beginning to use Latin &amp; Greek word origins to learn new words and how to spell them</li> <li>→ 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)</li> <li>→ I can use a dictionary to correct my own spelling</li> </ul>