

## Term 3 Curriculum Overview

Year 6

	Mathematics	Reading	Writing	Concept
<b>Week 1</b> Jul 10	Order of Operations Four Operations (Whole Number)	Comprehension 3&4 Discussions Word Solving	Sentence Fluency Conventions Spelling	<p style="text-align: center;"><b>Geography</b></p> <p>There are differences in the demographic, economic, social and cultural characteristics of countries across the world.</p>
<b>Week 2</b> Jul 17	Order of Operations Four Operations (Whole Number) Angles Data and Statistics	Comprehension 3&4 Discussions Word Solving	Sentence Fluency Conventions Spelling	
<b>Week 3</b> Jul 24	Order of Operations Four Operations (Decimals) Angles	Comprehension 3&4 Discussions Word Solving	Sentence Fluency Conventions Spelling	
<b>Week 4</b> Jul 31	Order of Operations Four Operations (Decimals) Angles Chance and Probability	Comprehension 3&4 Discussions Word Solving	Sentence Fluency Conventions Spelling	
<b>Week 5</b> Aug 7	Order of Operations Four Operations (Decimals)	Comprehension 3&4 Discussions Word Solving	Sentence Fluency Conventions Spelling	
<b>Week 6</b> Aug 14	Fractions Measurement Data and Statistics	Comprehension 3&4 Discussions Word Solving	Voice Spelling	
<b>Week 7</b> Aug 21	Fractions Measurement	Comprehension 3&4 Discussions Word Solving	Voice Spelling	
<b>Week 8</b> Aug 28	Fractions Measurement Chance and Probability	Comprehension 3&4 Presentations Word Solving	Voice Spelling	
<b>Week 9</b> Sep 4	Fractions Measurement	Comprehension 3&4 Presentations Word Solving	Voice Spelling	
<b>Week10</b> Sep 11	Fractions Measurement Data and Statistics	Comprehension 3&4 Word Solving	Voice 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>
	<b>Four Operations:</b> Students solve problems that involve all four operations using whole numbers, fractions, decimals, and order of operations.	<ul style="list-style-type: none"> <li>→ I can use a range of efficient strategies to solve contextual problems involving division, representing remainders as decimals</li> <li>→ I can use a range of efficient strategies to solve contextual problems involving all four operations (with whole numbers)</li> <li>→ I can use estimation to make a reasonable prediction for problems involving addition, subtraction and multiplication of decimals</li> <li>→ I can use estimation to check the reasonableness of answers to problems involving addition, subtraction and multiplication of decimals</li> <li>→ I can use a range of efficient strategies to solve the division of decimals by powers of 10</li> <li>→ I can use a range of efficient strategies to solve contextual problems that require multiplication of decimal numbers (inc. powers of 10)</li> <li>→ I can use a range of efficient strategies to solve contextual problems that require addition and subtraction of decimal numbers</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 360°</li> <li>→ I know that angles on a straight line add up to 180°</li> <li>→ I can classify angles as reflex and straight angles</li> </ul>
Week 6-10	<b>Fractions:</b> Students solve problems involving calculations with fractions and connect fractions with other representations.	<ul style="list-style-type: none"> <li>→</li> <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>
	<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>
Weeks 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> </ul>

		<ul style="list-style-type: none"> <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>
Weeks 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>

## Term 3 Curriculum Overview: Reading

Year 6

	Essential Learning	Learning Targets
Weeks 1-10	<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.	<ul style="list-style-type: none"> <li>→ I can identify: modality, emphasis, repetition and metaphor</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>→ I can identify and explain how analytical images (eg. figures, tables, diagrams, maps and graphs) help us understand verbal information (eg speeches).</li> <li>→ I can identify the relationship between words, sounds, imagery and language patterns in narratives</li> <li>→ I can identify the relationship between words, sounds, imagery and language patterns in poetry</li> </ul>
	<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.	<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>
Weeks 1-7	<b>Discussions:</b> Students listen and contribute to discussions, clarifying content, challenging others' ideas and use a variety of strategies for effect.	<ul style="list-style-type: none"> <li>→ I can contribute and respond to discussions, challenging others' ideas by: 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 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> <li>→ I understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English</li> </ul>

## Weeks 8-9

### **Presentations:**

Students make presentations and create supporting texts

- I can participate in formal and informal debates
- I can use language to create emphasis and impact (eg, repetition, rhyme, italics, bold, carefully selected vocabulary)
- I can actively contribute to class and group discussions, considering my audienceI can present to my class/chosen audience, using engagement techniques for effect
- I can create texts for presentations that allow me to explain key points in detail and are appropriate for my specified audience and purpose

## Term 3 Curriculum Overview: Writing

Year 6

	Essential Learning	Learning Targets
Weeks 1-5	<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.	<ul style="list-style-type: none"> <li>→ I am beginning to intentionally vary sentence structure for effect</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</li> </ul>
	<b>Conventions - Grammar &amp; Punctuation:</b> The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	<ul style="list-style-type: none"> <li>→ I consistently use commas to separate clauses.</li> <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 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>
Weeks 6-10	<b>Word Choice:</b> The specific vocabulary the writer uses to convey meaning and enlighten the reader.	<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>
Weeks 1-10	<b>Conventions - Spelling:</b> The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	<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>