Term 3 Curriculum Overview
Year 6

	Mathematics	Reading	Writing	Concept
Week 1	Money Time Chance and Probability	Comprehension 1&2 Presentations Word Solving	Presentation Spelling	
Week 2	Money Time	Comprehension 1&2 Presentations Word Solving	Presentation Spelling	
Week 3	Money Time	Comprehension 1&2 Presentations Word Solving	Presentation Spelling	
Week 4	Data and Statistics	Comprehension 1&2 Discussions Word Solving	Presentation Spelling	**Science - Biological Science & Earth and Space Sciences** *I understand the Earth is part of a system of planets orbiting around a star (the Sun).* *I understand that sudden geological changes or extreme weather conditions can affect Earth's surface.* *I understand that living things have structural features and adaptations that help them to survive in their environment.* *I can communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships.*
Week 5	Transformations: Students investigate transformations of shape on the Cartesian plane	Comprehension 1&2 Comprehension 3&4 Discussions Word Solving	Presentation Spelling	
Week 6	Transformations	Comprehension 1&2 Comprehension 3&4 Discussions Word Solving	Spelling	
Week 7	Transformations	Comprehension 3&4 Discussions Word Solving	Spelling	
Week 8	*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	Comprehension 3&4 Discussions Word Solving	Spelling	
Week 9		Discussions Word Solving	Spelling	
Week 10		*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	Spelling	
Week 11			*Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.*	
Week 12				

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 1-3	**Money:** Students investigate and calculate percentage discounts	→ I can apply a percentage discount and determine the resulting purchase price → I can calculate a percentage of a given total (common percentages ie: 10%, 25%, 50%)
	Time: Students solve problems involving time and timetables	→ I can develop a simple timetable for personal use → I can use a timetable in everyday situations, including public transport → I can identify the key features of common timetables → I can calculate and compare elapsed time, using an appropriate unit → I can measure, calculate and compare the duration of events.
Week 1	**Chance and Probability:** 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 4	**Data and Statistics:** Students interpret, compare, and analyse data.	→ 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 5-7	**Transformations:** Students investigate transformations of shape on the Cartesian plane.	→ I can create tessellations → I can carry out combinations of transformations on the cartesian plane → I can carry out and describe the effect of combinations of transformations on simple and composite shapes

Term 3 Curriculum Overview: Reading

Year 6

	Essential Learning	Learning Targets
Weeks 1-6	**Comprehension 1&2: Within and Beyond the Text** I can identify and analyse information within a text to build literal and inferential comprehension.	➔ 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 ➔ I can use MSV and prior knowledge to read a range of texts ➔ I can gather and organise information, considering my purpose ➔ I can evaluate texts based on suitability for purpose, credibility, and relevance
Weeks 5-8	**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.	➔ 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 ➔ 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 ➔ I can identify and explain how analytical images (eg. figures, tables, diagrams, maps and graphs) help us understand verbal information (e.g. speeches). ➔ I can identify the relationship between words, sounds, imagery and language patterns in narratives ➔ I can identify the relationship between words, sounds, imagery and language patterns in poetry
Weeks 1-10	**Word Solving:** I can use my knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.	➔ 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.
Weeks 4-9	**Discussions:** Students listen and contribute to discussions, clarifying content, challenging others' ideas and use a variety of strategies for effect.	➔ 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. ➔ I can use specific language and details to support my point of view or main point. ➔ I can adjust the way I interact with different people/audience depending on how formal the interaction is, or on our 'social distance' ➔ I understand the use of language to create bias (consider use of objective and subjective language) ➔ I understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
Weeks 1-3	**Presentations:** Students make presentations	➔ 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)

| | and create supporting texts | ➔ 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	**Presentation:** The physical appearance of the piece.	➔ I consistently show control and consideration over how I select, and where I place visual, audio and print elements ➔ I demonstrate automaticity when using keyboarding and screen functions on my device ➔ I have developed my own handwriting style that is legible and fluent
Weeks 1-10	**Conventions - Spelling:** The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	➔ 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