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Yearly Overview – Year 6

	Term 1	Term 2	Term 3	Term 4
	Theme: Australian Federation		Theme: Beyond our Shores	
HASS: History	Australian Federation			
HASS: Geography				Our Asian Neighbours
HASS: Civics & Citizenship		Australian Government Unit		
HASS: Economics & Business			Consumer Choices	
English: Language English: Literature	**Text Type:** Biography	**Text Type:** Poetry	**Text Type:** Persuasive	**Text Type:** News Report
English: Literature	**Focus Text:** *The Little Refugee, Meet Ned Kelly, Little People Big Dreams books, The Boy at the Back of the Class*	**Focus Text:** *The Man From Snowy River, Mulga Bill's Bicycle, Holes*	**Focus Text:** *The Mess that we Made, Keepers of the Reef, Blueback*	**Focus Text:** *The Shaggy Gully Times, Leo and Ralph*
The Arts: Visual Arts		Famous Australian Artists	Under the Sea	
The Arts: Drama	Walk In My Shoes			
The Arts: Media				Behind the News
Maths: Number and Algebra	Integers, Numbers – prime, composite, square Patterns	Fractions Add and Subtract Decimals	Add and Subtract Fractions Multiplication and Division Algebra	Percentages Estimation Algorithms
Maths: Measurement and Geometry	Cartesian Planes	Angles Shapes	Measurement Area	Timetables Transformations
Maths: Statistics and Probability	Data	Chance		
Science	Material Changes	Electricity	The Great Barrier Reef	Around the Sun
Design Technology		Sustainable Living		
Digital Technology	Binary System		Digital Solutions	
Health	Managing Relationships			Diversity

Additional Writing Unit Options: Information Report & Narrative

For other texts to explore *visit the website:* *Picture books to support the Australian Curriculum: Year 6*

English Curriculum Scope and Sequence

	Language	understand that language varies as levels of formality and social distance increase AC9E6LA01	understand the uses of objective and subjective language, and identify bias AC9E6LA02	explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03	understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04	understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06	identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07	identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA098	understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09	Literature	identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E6LE01	identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02	identify and explain characteristics that define an author's individual style AC9E6LE03	explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04	create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LE05
English Unit 1 (includes Writing Unit – Biography)		■		■		■	■	■		■		■	■	■	
English Unit 2 (includes Writing Unit – Poetry)				■	■	■	■		■	■		■	■	■	■
English Unit 3 (includes Writing Unit – Persuasive)		■	■	■		■	■			■		■	■	■	■
English Unit 4 (includes Writing Unit – News Report)		■	■	■		■	■	■		■		■	■	■	
Writing Units															
Biography		■		■		■	■	■		■					
Poetry				■	■	■	■		■	■					
Persuasive		■	■	■		■	■			■					
News Report		■	■	■		■	■	■		■					
Information Report		■		■		■	■	■		■					
Narrative				■	■	■	■			■					■

English Curriculum Scope and Sequence

	Literacy	examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02	analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03	select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06	plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07	use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08	use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09
English Unit 1 (includes Writing Unit – Biography)										
English Unit 2 (includes Writing Unit – Poetry)										
English Unit 3 (includes Writing Unit – Persuasive)										
English Unit 4 (includes Writing Unit – News Report)										
Writing Units										
Biography										
Poetry										
Persuasive										
News Report										
Information Report										
Narrative										

Term 4	Term 3	Term 2	Term 1	Maths Curriculum Scope & Sequence
				Number and Algebra
			Integers	recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane AC9M6N01
			prime composite , square	identify and describe the properties of prime, composite and square numbers and use these properties to solve problems and simplify calculations AC9M6N02
		Fractions		apply knowledge of equivalence to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order AC9M6N03
		Add and Subtract Decimals		apply knowledge of place value to add and subtract decimals, using digital tools where appropriate; use estimation and rounding to check the reasonableness of answers AC9M6N04
	Add and Subtract Fractions			solve solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions AC9M6N05
	Multiplication and Division			multiply and divide decimals by multiples of powers of 10 without a calculator, applying knowledge of place value and proficiency with multiplication facts; using estimation and rounding to check the reasonableness of answers AC9M6N06
Percentages				solve problems that require finding a familiar fraction, decimal or percentage of a quantity, including percentage discounts, choosing efficient calculation strategies and using digital tools where appropriate AC9M6N07
Estimation				approximate numerical solutions to problems involving rational numbers and percentages, including financial contexts, using appropriate estimation strategies AC9M6N08
Percentages				use mathematical modelling to solve practical problems, involving rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made AC9M6N09
			Patterns	recognise and use rules that generate visually growing patterns and number patterns involving rational numbers AC9M6A01
	Algebra			find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using the properties of numbers and operations AC9M6A02
Algorithms				create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns AC9M6A03
				Measurement and Geometry
	Measurement			convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01
	Area			establish the formula for the area of a rectangle and use it to solve practical problems AC9M6M02
Timetables				interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys AC9M6M03
		Angles		identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning AC9M6M04
		Shapes		compare the parallel cross-sections of objects and recognise their relationships to right prisms AC9M6SP01
			Cartesian Planes	locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane AC9M6SP02
Transformations				recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometric software where appropriate AC9M6SP03
				Statistics and Probability
			Data	interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape AC9M6ST01
				identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions AC9M6ST02
				plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03
		Chance		recognise that probabilities lie on numerical scales of 0 – 1 or 0% – 100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals AC9M6P01
				conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials AC9M6P02

Term 4 - Around the Sun	Term 3 - The Great Barrier Reef	Term 2 - Electricity	Term 1 - Material Changes	Science Curriculum Scope and Sequence
				Science Understanding
				Chemical Sciences
				compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances AC9S6U04
				Physical Sciences
				investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03
				Biological Sciences
				investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions AC9S6U01
				Earth and Space Sciences
				describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length AC9S6U02
				Science as a Human Endeavour
				examine why advances in science are often the result of collaboration or build on the work of others AC9S6H01
				investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6H02
				Science Inquiry
				pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I01
				plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S6I02
				use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I
				construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04
				compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05
				write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06

Term 4 - Our Asian Neighbours	Term 3 - Consumer Choices	Term 2 - Australian Government Unit	Term 1 - Australian Federation	HASS Curriculum Scope and Sequence
				Knowledge and Understanding
				History
			■	significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government AC9HS6K01
			■	changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children AC9HS6K02
			■	the causes of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region AC9HS6K03
				Geography
■				the geographical diversity and location of places in the Asia region, and its location in relation to Australia AC9HS6K04
■				Australia's interconnections with other countries and how these change people and places AC9HS6K05
				Civics and Citizenship
		■		the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies AC9HS6K06
		■		the roles and responsibilities of the 3 levels of government in Australia AC9HS6K07
				Economics
	■			influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08
				Skills
■			■	develop questions to investigate people, events, developments, places and systems AC9HS6S01
■	■			locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02
■	■	■	■	evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03
			■	evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04
■	■			develop evidence-based conclusions AC9HS6S05
	■			propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS6S06
■	■	■	■	present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS6S07

Health Curriculum Scope and Sequence	Personal, Social and Community Health	adapt and modify movement skills across a variety of situations AC9HP6M01	investigate resources and strategies to manage changes and transitions, including changes associated with puberty AC9HP6P02	investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes AC9HP6P03	describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04	describe and implement strategies to value diversity in their communities AC9HP6P05	apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06	describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07	analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08	investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09	analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10
Term 1 - Managing Relationships											
Term 2		**No need to teach Health this term**									
Term 3		**No need to teach Health this term**									
Term 4 - Diversity											

Term 4	Term 3	Term 2	Term 1	The Arts Curriculum Scope and Sequence
				Visual Arts
	Under the Sea	Famous Australian Artists		explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts AC9AVA6E01
				explore ways that First Nations Australians use visual arts to continue and revitalise cultures AC9AVA6E02
				experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials AC9AVA6D01
				use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning AC9AVA6C01
				select and present documentation of visual arts practice, and display artworks in informal and/or formal settings AC9AVA6P01
				Media Arts
Behind the News				explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts AC9AMA6E01
				explore ways First Nations Australians use media arts to continue and revitalise cultures AC9AMA6E02
				develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies AC9AMA6D01
				use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences AC9AMA6C01
				present media arts works in informal and/or formal settings using responsible media practice AC9AMA6P01
				Drama
			Walk In My Shoes	explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts AC9ADR6E01
				explore the ways that First Nations Australians use drama to continue and revitalise cultures AC9ADR6E02
				explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama AC9ADR6D01
				develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms AC9ADR6C01
				rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings AC9ADR6P01

Term 4	Term 3 - Digital Solutions	Term 2 - Sustainable Living	Term 1 - Binary System	Technology Curriculum Scope and Sequence
				Design Technology
No need to teach Technology this term				explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments AC9TDE6K01
				explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02
				explain how and why food and fibre are produced in managed environments AC9TDE6K03
				explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04
				explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05
				investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions AC9TDE6P01
				generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02
				select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03
				negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04
				develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05
				Digital Technology
				investigate the main internal components of common digital systems and their function AC9TDI6K01
				examine how digital systems form networks to transmit data AC9TDI6K02
				explain how digital systems represent all data using numbers AC9TDI6K03
				explore how data can be represented by off and on states (zeros and ones in binary) AC9TDI6K04
				define problems with given or co-developed design criteria and by creating user stories AC9TDI6P01
				design algorithms involving multiple alternatives (branching) and iteration AC9TDI6P02
				design a user interface for a digital system AC9TDI6P03
				generate, modify, communicate and evaluate designs AC9TDI6P04
				implement algorithms as visual programs involving control structures, variables and input AC9TDI6P05
				evaluate existing and student solutions against the design criteria and user stories and their broader community impact AC9TDI6P06
				select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P07
				select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours AC9TDI6P08
				access multiple personal accounts using unique passphrases and explain the risks of password re-use AC9TDI6P09
				explain the creation and permanence of their digital footprint and consider privacy when collecting user data AC9TDI6P10