

Sanur Independent School

G6 Curriculum

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.

Grade 6 Curriculum

English

Grade 6

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Grades 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Grades 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Grade 6 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Grade 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Grade 6 Content Descriptions

| Language | Literature | Literacy |
|---|--|--|
| <p>Language variation and change</p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)</p> | <p>Literature and context</p> <p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> | <p>Texts in context</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</p> |
| <p>Language for interaction</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)</p> <p>Understand the uses of objective and subjective language and bias (ACELA1517)</p> | <p>Responding to literature</p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p> | <p>Interacting with others</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</p> |
| <p>Text structure and organisation</p> <p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)</p> <p>Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)</p> <p>Understand the uses of commas to separate clauses (ACELA1521)</p> | <p>Examining literature</p> <p>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</p> | <p>Interpreting, analysing, evaluating</p> <p>Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</p> <p>Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</p> <p>Use comprehension strategies to interpret and analyse information and</p> |

| | | |
|--|--|---|
| | | <p>ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p> <hr/> <p>Analyse strategies authors use to influence readers (ACELY1801)</p> |
| <p>Expressing and developing ideas</p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</p> <hr/> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)</p> <hr/> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</p> <hr/> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</p> <hr/> <p>Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)</p> | <p>Creating literature</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p> <hr/> <p>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)</p> | <p>Creating texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p> <hr/> <p>Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)</p> <hr/> <p>Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)</p> <hr/> <p>Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</p> |

Grade 6 Curriculum

Math

Grade 6

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations

Fluency includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables

Problem Solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles

Reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results

Grade 6 Achievement Standard

By the end of Grade 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages

Grade 6 Content Descriptions

| Number and Algebra | Measurement and Geometry | Statistics and Probability |
|--|--|--|
| <p data-bbox="129 394 395 421">Number and place value</p> <p data-bbox="129 445 512 535">Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122)</p> <p data-bbox="129 600 549 752">Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)</p> <p data-bbox="129 817 528 938">Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124)</p> | <p data-bbox="595 394 900 421">Using units of measurement</p> <p data-bbox="595 445 994 506">Connect decimal representations to the metric system (ACMMG135)</p> <p data-bbox="595 571 978 660">Convert between common metric units of length, mass and capacity (ACMMG136)</p> <p data-bbox="595 725 1015 815">Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)</p> <p data-bbox="595 880 978 969">Connect volume and capacity and their units of measurement (ACMMG138)</p> <p data-bbox="595 1034 911 1061">Interpret and use timetables</p> | <p data-bbox="1061 394 1150 421">Chance</p> <p data-bbox="1061 445 1481 535">Describe probabilities using fractions, decimals and percentages (ACMSP144)</p> <p data-bbox="1061 600 1481 721">Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145)</p> <p data-bbox="1061 786 1445 875">Compare observed frequencies across experiments with expected frequencies (ACMSP146)</p> |
| <p data-bbox="129 1117 379 1144">Fractions and decimals</p> <p data-bbox="129 1169 496 1290">Compare fractions with related denominators and locate and represent them on a number line (ACMNA125)</p> <p data-bbox="129 1355 555 1444">Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126)</p> <p data-bbox="129 1509 533 1630">Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127)</p> <p data-bbox="129 1695 544 1848">Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128)</p> <p data-bbox="129 1912 555 2033">Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without</p> | <p data-bbox="595 1133 911 1160">Location and transformation</p> <p data-bbox="595 1184 994 1337">Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)</p> <p data-bbox="595 1402 999 1491">Introduce the Cartesian coordinate system using all four quadrants (ACMMG143)</p> | <p data-bbox="1061 1122 1469 1149">Data representation and interpretation</p> <p data-bbox="1061 1173 1485 1294">Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)</p> <p data-bbox="1061 1359 1481 1449">Interpret secondary data presented in digital media and elsewhere (ACMSP148)</p> |

| | | |
|--|--|--|
| <p>digital technologies (ACMNA129)</p> <hr/> <p>Multiply and divide decimals by powers of 10 (ACMNA130)</p> <hr/> <p>Make connections between equivalent fractions, decimals and percentages (ACMNA131)</p> | | |
| <p>Money and financial mathematics</p> <hr/> <p>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132)</p> | <p>Shape</p> <hr/> <p>Construct simple prisms and pyramids (ACMMG140)</p> | |
| <p>Patterns and algebra</p> <hr/> <p>Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133)</p> <hr/> <p>Explore the use of brackets and order of operations to write number sentences (ACMNA134)</p> | <p>Geometric reasoning</p> <hr/> <p>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)</p> | |

Grade 6 Curriculum

Science

Grade 6

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Grades 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Grade 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how to look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.

Grade 6 Achievement Standard

By the end of Grade 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.

Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

Grade 6 Content Descriptions

| Science Understanding | Science as a Human Endeavour | Science Inquiry Skills |
|--|--|--|
| <p>Biological sciences</p> <p>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</p> | <p>Nature and development of science</p> <p>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE098)</p> <p>Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE099)</p> | <p>Questioning and predicting</p> <p>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS232)</p> <p>Evaluating</p> <p>Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS108)</p> |
| <p>Chemical sciences</p> <p>Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)</p> | <p>Use and influence of science</p> <p>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100)</p> <p>Scientific knowledge is used to inform personal and community decisions (ACSHE220)</p> | <p>Planning and conducting</p> <p>With guidance, plan appropriate investigation methods to answer questions or solve problems (ACSIS103)</p> <p>Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACSIS104)</p> <p>Use equipment and materials safely, identifying potential risks (ACSIS105)</p> |
| <p>Earth and space sciences</p> <p>Sudden geological changes or extreme weather conditions can affect Earth's surface (ACSSU096)</p> | | <p>Processing and analysing data and information</p> <p>Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS107)</p> <p>Compare data with predictions and use as evidence in developing explanations (ACSIS221)</p> |
| <p>Physical sciences</p> <p>Electrical circuits provide a means of transferring and transforming electricity (ACSSU097)</p> <p>Energy from a variety of sources can be used to generate electricity (ACSSU219)</p> | | <p>Communicating</p> <p>Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACSIS110)</p> |

Grade 6 Curriculum

Geography

Grade 6

A *diverse and connected world* takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia's connections with other countries and events in places throughout the world, and think about their own and other people's knowledge of other countries and places. Students' mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places.

The inquiry process provides opportunities to gather and represent data, which should be used to inform decisions when planning and implementing action on significant global issues.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 6 are articulated below.

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

Grade 6 Achievement Standard

By the end of Grade 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Grade 6 Content Descriptions

| Geographical Knowledge and Understanding | Geographical Inquiry and Skills |
|---|--|
| <p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)</p> <p>Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)</p> <p>The world's cultural diversity, including that of its indigenous peoples (ACHGK033)</p> <p>Significant events that connect people and places throughout the world (ACHGK034)</p> <p>The various connections Australia has with other countries and how these connections change people and places (ACHGK035)</p> <p>The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)</p> | <p>Observing, questioning and planning</p> <p>Develop geographical questions to investigate and plan an inquiry (ACHGS040)</p> <p>Collecting, recording, evaluating and representing</p> <p>Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS041)</p> <p>Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS042)</p> <p>Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS043)</p> |
| | <p>Interpreting, analysing and concluding</p> <p>Interpret geographical data and other information using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS044)</p> |
| | <p>Communicating</p> <p>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate (ACHGS045)</p> |
| | <p>Reflecting and responding</p> <p>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS046)</p> |

Grade 6 Curriculum

History

Grade 6

Australia as a nation

The Grade 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this year level are:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Year 6 Achievement Standard

By the end of Grade 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Grade 6 Content Descriptions

| Historical Knowledge and Understanding | Historical Skills |
|---|---|
| <p>Australia as a nation</p> | <p>Chronology, terms and concepts</p> |
| <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. . (ACHHK113)</p> | <p>Sequence historical people and events. (ACHHS117)</p> <p>Use historical terms and concepts (ACHHS118)</p> |
| <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. . (ACHHK114)</p> | <p>Historical questions and research</p> <p>Identify questions to inform an historical inquiry (ACHHS119)</p> <p>Identify and locate a range of relevant sources (ACHHS120)</p> |
| <p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. . (ACHHK115)</p> | <p>Analysis and use of sources</p> <p>Locate information related to inquiry questions in a range of sources. (ACHHS121)</p> <p>Compare information from a range of sources. (ACHHS122)</p> |
| <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. . (ACHHK116)</p> | <p>Perspectives and interpretations</p> <p>Identify points of view in the past and present (ACHHS123)</p> <p>Explanation and communication</p> <p>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</p> |

Grade 6 Curriculum

Technologies – Design and Technologies

Grades 5 and 6

Grades 5 and 6 Band Description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Grade 6 students will have had the opportunity to create designed solutions at least once in four technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments.

In Grade 5 and 6 students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics and social and environmental sustainability factors. Students consider why and for whom technologies were developed.

Students engage with ideas beyond the familiar, exploring how design and technologies and the people working in a range of technologies contexts contribute to society. They seek to explore innovation and establish their own design capabilities. Students are given new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. They explore trends and data to imagine what the future will be like and suggest design decisions that contribute positively to preferred futures.

Using a range of technologies including a variety of graphical representation techniques to communicate, students represent objects and ideas in a variety of forms such as thumbnail sketches, models, drawings, diagrams and storyboards to illustrate the development of designed solutions. They use a range of techniques such as labelling and annotating sequenced sketches and diagrams to illustrate how products function; and recognise and use a range of drawing symbols in context to give meaning and direction.

Students work individually and collaboratively to identify and sequence steps needed for a design task. They negotiate and develop plans to complete design tasks, and follow plans to complete design tasks safely, making adjustments to plans when necessary. Students identify, plan and maintain safety standards and practices when making designed solutions.

Grades 5 and 6 Achievement Standard

By the end of Grade 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

Grades 5 and 6 Content Descriptions

| Design and Technologies Knowledge and Understanding | Design and Technologies Processes and Production Skills |
|---|---|
| <p>Investigate how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use (ACTDEK019)</p> | <p>Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)</p> |
| <p>Investigate how forces or electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)</p> | <p>Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)</p> |
| <p>Investigate how and why food and fibre are produced in managed environments (ACTDEK021)</p> | <p>Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)</p> |
| <p>Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEK022)</p> | <p>Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)</p> |
| <p>Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)</p> | <p>Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)</p> |

Grade 6 Curriculum

Technologies – Digital Technologies

Grades 5 and 6

Grades 5 and 6 Band Description

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.

By the end of grade 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations.

In Grade 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems.

They learn to further develop abstractions by identifying common elements across similar problems and systems and develop an understanding of the relationship between models and the real-world systems they represent.

When creating solutions, students define problems clearly by identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and validate their designs to increase the likelihood of creating working solutions. Students increase the sophistication of their algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming, such as reading user input until an answer is guessed correctly in a quiz. They evaluate their solutions and examine the sustainability of their own and existing information systems.

Students progress from managing the creation of their own ideas and information for sharing to working collaboratively. In doing so, they learn to negotiate and develop plans to complete tasks. When engaging with others, they take personal and physical safety into account, applying social and ethical protocols that acknowledge factors such as social differences and privacy of personal information. They also develop their skills in applying technical protocols such as devising file naming conventions that are meaningful and determining safe storage locations to protect data and information.

Grades 5 and 6 Achievement Standard

By the end of Grade 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.

Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

Grades 5 and 6 Content Descriptions

| Digital Technologies Knowledge and Understanding | Digital Technologies Processes and Production Skills |
|---|--|
| <p>Investigate the main components of common digital systems, their basic functions and interactions, and how such digital systems may connect together to form networks to transmit data (ACTDIK014)</p> | <p>Acquire, store and validate different types of data and use a range of commonly available software to interpret and visualise data in context to create information (ACTDIP016)</p> |
| <p>Investigate how digital systems use whole numbers as a basis for representing all types of data (ACTDIK015)</p> | <p>Define problems in terms of data and functional requirements, and identify features similar to previously solved problems (ACTDIP017)</p> |
| | <p>Design a user interface for a digital system, generating and considering alternative designs (ACTDIP018)</p> |
| | <p>Design, modify and follow simple algorithms represented diagrammatically and in English involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)</p> |
| | <p>Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input (ACTDIP020)</p> |
| | <p>Explain how developed solutions and existing information systems are sustainable and meet local community needs, considering opportunities and consequences for future applications (ACTDIP021)</p> |
| | <p>Manage the creation and communication of ideas and information including online collaborative projects, applying agreed ethical, social and technical protocols (ACTDIP022)</p> |

Grade 6 Curriculum

Health and Physical Education

Grades 5 and 6

Grades 5 and 6 Band Description

The Grade 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Grade 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

The focus areas to be addressed in Grade 5 and 6 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- fundamental movement skills (FMS)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

Grades 5 and 6 Achievement Standard

By the end of Grade 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

Grades 5 and 6 Content Descriptions

| Personal, Social and Community Health | Movement and Physical Activity |
|---|--|
| <p data-bbox="129 394 454 421">Being healthy, safe and active</p> <p data-bbox="129 445 715 535">Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051)</p> <hr/> <p data-bbox="129 600 753 656">Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)</p> <hr/> <p data-bbox="129 721 743 777">Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)</p> <hr/> <p data-bbox="129 842 764 898">Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p> | <p data-bbox="828 394 1010 421">Moving our body</p> <p data-bbox="839 445 1434 501">Practise specialised movement skills and apply them in different movement situations (ACPMP061)</p> <hr/> <p data-bbox="839 566 1425 622">Design and perform a variety of movement sequences (ACPMP062)</p> <hr/> <p data-bbox="839 687 1428 743">Propose and apply movement concepts and strategies (ACPMP063)</p> |
| <p data-bbox="129 958 727 985">Communicating and interacting for health and wellbeing</p> <p data-bbox="129 1010 705 1066">Practise skills to establish and manage relationships (ACPPS055)</p> <hr/> <p data-bbox="129 1131 788 1187">Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p> <hr/> <p data-bbox="129 1252 762 1341">Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</p> | <p data-bbox="828 958 1107 985">Understanding movement</p> <p data-bbox="839 1010 1437 1099">Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)</p> <hr/> <p data-bbox="839 1164 1465 1252">Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)</p> <hr/> <p data-bbox="839 1317 1469 1406">Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)</p> |
| <p data-bbox="129 1460 633 1487">Contributing to healthy and active communities</p> <p data-bbox="129 1512 775 1601">Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</p> <hr/> <p data-bbox="129 1666 770 1787">Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)</p> <hr/> <p data-bbox="129 1852 751 1908">Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)</p> | <p data-bbox="828 1460 1134 1487">Learning through movement</p> <p data-bbox="839 1512 1465 1601">Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)</p> <hr/> <p data-bbox="839 1666 1441 1756">Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)</p> <hr/> <p data-bbox="839 1821 1477 1910">Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)</p> |

Grade 6 Curriculum

The Arts – Visual Arts

Grades 5 and 6

Grades 5 and 6 Band Description

In Grades 5 and 6, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates, teachers and communities.

Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They develop conceptual and representational skills. They use and apply appropriate visual conventions. Students test and innovate with properties and qualities of available materials, techniques, technologies and processes. The focus for this experimentation is on combining two or more visual arts forms to test the boundaries of representation.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students explore the practices of Aboriginal and Torres Strait Islander artists to learn about how these artists communicate intention.

As they make and respond to visual artworks as artists and audiences, students explore a diversity of ideas, concepts and viewpoints. They draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times. Suggested topics for their inquiry could include examining how artists have explored the concept of 'environment' or 'sustainability' in different places and at different times.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.

Grades 5 and 6 Achievement Standard

By the end of Grade 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.

Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

Grades 5 and 6 Content Descriptions

Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions

Develop and apply techniques and processes when making their artworks

Plan the display of artworks to enhance their meaning for an audience

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts

In this band students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on:

Representation

Subject matter - such as environment (macro/micro), physical and conceptual properties of materials and technologies

Forms - cross-media, drawing, design, painting, sculpture, printmaking, photography, film, etc.

Styles - figurative, expressionistic, abstract, surrealism, Dada, digital art, etc.

Techniques - collage, drawing, screen printing, digital imaging, construction and environmental sculpture

Visual conventions - identifying, using and interpreting a selection of design elements and design principles

Materials - understanding of possibilities and restraints (qualities) of a range of materials

Technologies - traditional and digital

Practices

Spaces - recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example,

cleaning up, organising materials, naming work and exhibiting work

-presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function

Skills - expressive – interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli

- conceptual – developing a thought or idea into a visual representation

- practical – using visual arts materials, equipment and instruments

Processes

- investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging and displaying

Viewpoints

- expression – physical, psychological, sensory and intuitive

contexts – recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia

Grade 6 Curriculum

The Arts – Music

Grades 5 and 6

Grades 5 and 6 Band Description

In Grades 5 and 6, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently, and collaboratively with their classmates, teachers and communities.

Students develop their aural skills by identifying rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music. They sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds. They explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They identify a variety of audiences for which music is made.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn how rhythm, pitch and form are used to communicate meaning. Students learn about music in and beyond their local community.

As they make and respond to music, students explore meaning and interpretation, forms and elements of music. They explore the social, cultural and historical contexts of music. They evaluate the use of elements of music in music they listen to, perform and compose.

Students maintain safety in using instruments and technologies and in interaction with others. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

Grades 5 and 6 Achievement Standard

By the end of Grade 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.

Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

Grades 5 and 6 Content Descriptions

Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns

Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience

Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts

In this band students develop their knowledge of how ideas and intentions are communicated in and through Music. They build on and refine their knowledge, understanding and skills through music practices focusing on:

Elements of music

Rhythm

- simple metres and time signatures , bars and barlines
- semibreve , minim , crotchet , crotchet rest , quaver , and associated rests, semiquaver
- compound metre , dotted crotchet , crotchet , quaver , quavers in groups of 3 ,
- semiquaver , dotted crotchet rest

Pitch

- pentatonic and major scales
- recognising pitch sequences such as an arpeggio or riff; treble and bass clef

Dynamics and expression

- smoothly (legato), detached (staccato), accent

Form

- theme/motif, phrase, rondo (ABACA), riff, ostinato

Timbre

- acoustic, electronic sounds; voice and instrument types

Texture

- contrast within layers of sound

Skills (including aural skills)

- identifying and notating metre and rhythmic groupings
- singing and playing independent parts against contrasting parts
- recognising instrumental and vocal timbres and digitally generated sounds
- using available technology and digital media as a tool for music learning
- holding and playing instruments and using their voices safely and correctly
- listening to others controlling volume and tone in ensemble activities.

Grade 6 Curriculum

Indonesian Language

Australian Curriculum: English (Grade 6)

| | Sub-strands | Content Descriptions | Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i> |
|-----------------|---|--|---|
| Language | Language variation and change | <ul style="list-style-type: none"> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515) | <p>Reading and viewing</p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p> |
| | Language for interaction | <ul style="list-style-type: none"> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) Understand the uses of objective and subjective language and bias (ACELA1517) | |
| | Text structure and organisation | <ul style="list-style-type: none"> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) Understand the uses of commas to separate clauses (ACELA1521) | |
| | Expressing and developing ideas | <ul style="list-style-type: none"> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526) | |
| Literacy | Texts in context | <ul style="list-style-type: none"> Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) | <p>Writing</p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts elaborating upon key ideas for a range of purposes and audiences.</p> |
| | Interacting with others | <ul style="list-style-type: none"> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) | |
| | Interpreting, analysing and evaluating | <ul style="list-style-type: none"> Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) | |

Australian Curriculum: English (Grade 6)

| Sub-strands | Content Descriptions | Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i> |
|------------------------------|--|--|
| <p>Creating texts</p> | <ul style="list-style-type: none"> Analyse strategies authors use to influence readers (ACELY1801) Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716) Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) | <p>They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices.</p> <p>Speaking and listening</p> <p>Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis.</p> |
| <p>Literature</p> | <p>Literature and context</p> <ul style="list-style-type: none"> Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) | <p>They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p> |
| | <p>Responding to literature</p> <ul style="list-style-type: none"> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) | |
| | <p>Examining literature</p> <ul style="list-style-type: none"> Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616) Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617) | |
| | <p>Creating literature</p> <ul style="list-style-type: none"> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800) | |

Australian Curriculum: English (Grade 6)

| Sub-strands | Content Descriptions | | Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i> |
|---|---|---------------|--|
| General Capabilities <ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Ethical behaviour • Personal and social capability • Intercultural understanding | Cross-Curriculum Priorities <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability. | Notes: | |

Australian Curriculum: Mathematics - (Grade 6)

| Proficiencies | | Examples in this year | Achievement Standard (organised by Strands) |
|---------------------------|-------------------------------|--|---|
| | Understanding | describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations | <p>Number and Algebra</p> <p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students locate fractions and integers on a number line. They calculate a</p> |
| | Fluency | includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables | |
| | Problem solving | includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles | |
| | Reasoning | explaining mental strategies for performing calculations, describing results for continuing number sequences, investigating new situations using known properties of angles, explaining the transformation of one shape into another, and inferring from the results of experiments | |
| Sub-strands | | Content Descriptions | |
| Number and Algebra | Number and place value | <ul style="list-style-type: none"> Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122) Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124) | |
| | | | |

Australian Curriculum: Mathematics - (Grade 6)

| | | |
|--|--|---|
| Fractions and decimals | <ul style="list-style-type: none"> • Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) • Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126) • Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) • Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128) • Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129) • Multiply and divide decimals by powers of 10 (ACMNA130) • Make connections between equivalent fractions, decimals and percentages (ACMNA131) | <p>simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations.</p> |
| Real numbers | | <p>Measurement and geometry</p> |
| Money and financial mathematics | <ul style="list-style-type: none"> • Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) | <p>Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. Students describe combinations of transformations. They solve problems using the properties of angles. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. They construct simple prisms and pyramids. Students locate an ordered pair in any one of the four quadrants on the Cartesian</p> |
| Patterns and algebra | <ul style="list-style-type: none"> • Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133) • Explore the use of brackets and order of operations to write number sentences (ACMNA134) | |
| Linear and non-linear relationships | | |

Australian Curriculum: Mathematics - (Grade 6)

| | | | |
|-----------------------------------|---|---|--|
| Measurement and geometry | Using units of measurement | <ul style="list-style-type: none"> • Connect decimal representations to the metric system (ACMMG135) • Convert between common metric units of length, mass and capacity (ACMMG136) • Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137) • Connect volume and capacity and their units of measurement (ACMMG138) • Interpret and use timetables (ACMMG139) | <p>plane.</p> <p>Statistics and probability</p> <p>Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students list and communicate probabilities using simple fractions, decimals and percentages.</p> |
| | Shape | <ul style="list-style-type: none"> • Construct simple prisms and pyramids (ACMMG140) | |
| | Geometric reasoning | <ul style="list-style-type: none"> • Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141) | |
| | Location and transformation | <ul style="list-style-type: none"> • Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142) • Introduce the Cartesian coordinate system using all four quadrants (ACMMG143) | |
| | Pythagoras and trigonometry | | |
| Statistics and probability | Chance | <ul style="list-style-type: none"> • Describe probabilities using fractions, decimals and percentages (ACMSP144) • Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145) • Compare observed frequencies across experiments with expected frequencies (ACMSP146) | |
| | Data representation and interpretation | <ul style="list-style-type: none"> • Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) • Interpret secondary data presented in digital media and elsewhere (ACMSP148) | |

Australian Curriculum: Mathematics - (Grade 6)

| | | |
|---|--|---------------|
| General Capabilities <ul style="list-style-type: none">• Literacy• Numeracy• Information and communication technology (ICT) capability• Critical and creative thinking• Ethical behaviour• Personal and social capability• Intercultural understanding | Cross-Curriculum Priorities <ul style="list-style-type: none">• Aboriginal and Torres Strait Islander histories and cultures• Asia and Australia's engagement with Asia• Sustainability | Notes: |
|---|--|---------------|