



Oakleigh State School



Empowering  
our community of learners  
to create a *legacy*  
which *redefines* our world

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YEAR 6

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# YEARLY CURRICULUM AND SUMMATIVE ASSESSMENT OVERVIEW



## Year 6 - ENGLISH

2023	Semester 1		Semester 2		
Y6	ENGLISH	All units deemed low risk			
	<p><b>U1 Short stories V8.0</b></p> <p>In the unit <u>students listen to and read short stories by different authors</u>. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p>	<p><b>U2 Examining advertising in the media V8.</b></p> <p>In this unit <u>students read, view and listen to advertisements in print and digital media</u>. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.</p> <p><b>Adapted ODU-U3 Exploring advertisements V8.0</b></p> <p>In this unit, students listen to, read and view a <u>variety of advertisements from television, radio and the internet</u>. Students identify and analyse bias in them They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to an advertisement.</p>	<p><b>ODU: Combined U5/6 Exploring literary texts by the same author</b></p> <p>In this unit, students listen to and read novels <u>by the same author to identify language choices and author strategies used to influence</u> the reader. They will investigate novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in an oral presentation. Students read the text "Don't Pat the Wombat" and other picture books.</p>	<p><b>ODU: Combined Unit 5/6 Comparing texts A Picture Book imparting a message</b></p> <p>In this unit, <u>students listen to, read, view and analyse literary and informative texts on the same topic</u>. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students create a literary text for younger audiences.</p>	<p><b>U4 Interpreting literary texts V8.0</b></p> <p>In the unit students listen to, read and view <u>extracts from literary texts set in earlier times</u>. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences. Students read the text "My Place".</p>

Y6	ASSESSMENT				
	U1: Written - short story about a character who faces a conflict.	<p>U2: Multimodal presentation – Students create an advertisement and how it persuades the audience</p> <p>U3: Written Evaluation of an advertisement (Interview transcript) Students evaluate the use of language in an advertisement.</p>	<p>U5/6: Oral – story telling: Students analyse and evaluate the style of an individual author and give an oral presentation.</p> <p>U5: students answer SAQ to compare texts.</p> <p>Receptive: Context: HASS unit 2: Oral presentation: Australians as Citizens</p>	U5/6: Written Students create a digital Picture book which imparts a message	U4: Written – Letter to the future Me.

## Year 6 – MATHS

		Semester 1	Semester 2	
Y6	<b>MATHS</b> All units deemed low risk			
	<p>Unit 1: V8.0 Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving all four operations</li> <li>• Fractions and decimals - Order and compare fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages</li> <li>• Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</li> <li>• Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables</li> <li>• Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</li> <li>• Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays and identify the difference between categorical and numerical data.</li> </ul>	<p>Unit 2: V8.0 Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.</li> <li>• Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.</li> <li>• Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.</li> <li>• Using units of measurement - make connections between volume and capacity</li> <li>• Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids.</li> <li>• Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</li> </ul>	<p>Unit 3: V8.0 Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers</li> <li>• Money and financial mathematics - connect decimals, fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items</li> <li>• Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, divide numbers that result in decimal remainders and solve problems involving fractions and decimals</li> <li>• Patterns and algebra — continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to assist calculations.</li> <li>• Using units of measurement — connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity</li> <li>• Location and transformation - identify the four quadrants on a Cartesian plane, plot and read points in all four quadrants, describe combinations of translations, reflections and rotations.</li> </ul>	<p>Unit 4: V8.0 Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options</li> <li>• Patterns and algebra and Number and place value – write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</li> <li>• Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.</li> <li>• Geometric reasoning - measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts</li> <li>• Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies.</li> <li>• Data representation and interpretation – compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading</li> </ul>

Y6	ASSESSMENT		
<p><a href="#">Interpreting and comparing data displays</a>  <b>Data Decoder: SAQ:</b> Students interpret, compare and analyse data displays to make decisions.</p> <p><a href="#">Interpreting and using timetables</a>  <b>SAQ:</b> Students interpret and use timetables and cost information to determine a travel schedule.</p> <p><a href="#">Investigating and solving problems involving area</a>  <b>Project:</b> Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p><b>Rodeo Roundup:</b>  <a href="#">Applying the order of operations</a>  <b>SAQ:</b> Students write and apply the correct use of brackets and order of operations in number sentences.  <a href="#">Investigating angles</a>  <b>SAQ:</b> Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p><a href="#">Investigating pyramids and measurement</a>  <b>Project:</b> Students use simple strategies to reason and solve a shape and measurement inquiry question.</p>	<p><b>SAQ:</b> Calculating fractions and decimals</p> <p><b>SAQ:</b> Identifying number properties and calculating percentage discounts.</p> <p><b>SAQ:</b> Locating integers and describing transformations</p>	<p><b>SAQ:</b> Investigating and interpreting secondary data  <b>SAQ:</b> Describing probabilities and comparing frequencies  <b>Project:</b> Investigating and solving problems involving measurement and data. Inquiry</p>

## Year 6 – SCIENCE

		Semester 2	
Y6	SCIENCE Low risk	Low risk	Low risk
	<p><b>Unit 4: Life on Earth (v8.0)</b></p> <p>In this unit, students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyze the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of bean seeds. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p> <p>(If moldy bread is used for the experiment a CARA is needed: Deemed Medium Risk.)</p> <p style="text-align: center;"><b>STEAM UNIT</b> <b>Let It Grow</b> Design Technologies Subjects: Science Excursion: Ashgrove Walk – Civity Park Resources Used: Minecraft, Makerspace</p>	<p><b>Unit 2: Energy and Electricity (v8.0)</b> <b>Unit 3: Our changing world (v8.0)</b></p> <p>In this unit, students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p> <p style="text-align: center;"><b>STEAM UNIT</b> <b>Inclusive Game</b> Digital Technologies Subjects: Science, Health Resources Used: Microbits, Circuitry</p>	<p><b>Unit 1: Making changes (v8.0)</b></p> <p>In the unit, students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p> <p style="text-align: center;"><b>STEAM UNIT</b> <b>Natural Disasters Solution</b> Digital Technologies Subjects: Science Resources Used: App: Prototyping on Paper</p>

Y6	ASSESSMENT		
	<p><b>Unit 4: Investigating for e.g. mouldy bread</b> <b>Experimental investigation</b></p> <p>Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organize and interpret data to identify environmental factors that contribute to for e.g. Mould growth in bread and explain how scientific knowledge helps to solve problems.</p>	<p><b>Unit 2: Analysing energy and electricity</b> <b>Supervised assessment</b></p> <p>Students analyze requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Unit 1: Testing change: Reversible or irreversible?</b> <b>Experimental investigation</b></p> <p>Students plan and conduct investigations on reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings</p> <p><b>Unit 3: Explaining natural events and change</b> <b>Exam</b></p> <p>Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.</p>

## Year 6 – THE ARTS

Year 6 – THE ARTS		
	Semester 1	Semester 2
<b>Y6</b>	<b>THE ARTS</b> All units deemed low risk	
	<p><b>Music</b> <b>Rhythmic Riot</b> Students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. Students will develop technical and expressive skills in singing and playing instruments developing an understanding of how rhythm, pitch and form is used in music. Students will explain how these elements communicate meaning comparing music from different contexts.</p> <p><b>Year 5/6 Around the World</b> Students are exploring the music-making of cultures from around the world. They will investigate what makes music unique from Latin America to Asia, identifying their commonalities, differences and the purpose of music around the world. Students will continue to develop their understanding of music notation reading from the treble clef stave</p> <p><b>Drama</b> Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> <li>• Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus.</li> <li>• Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas.</li> <li>• Dramatic action is interpreted, prepared and shaped through scenarios and scripts</li> </ul> <p><b>The Backpack</b> Students will be participating in the Drama unit, 'The Backpack', exploring adventure genre. During this unit, students will investigate situations, roles and relationships, focus, tension and language appropriate to adventure genre storytelling.</p>	<p><b>Music Cont.</b> <b>Kaboom</b> Students will make and respond to music by exploring the concept of found sound. Students will develop technical and expressive skills by rehearsing and performing a piece of music that uses everyday objects. They will investigate how different elements of music are used within the piece to make it a successful piece of artwork, then create and record their own found sound composition.</p> <p><b>Music Cont.</b> <b>Visual Arts</b> <b>All About Me</b> In Art the students will be studying a self-portrait unit. They will explore a variety of different artists, techniques and styles of making a portrait. Each week the students will be introduced to a range of portraiture artists from different regions and different times. They will explore new techniques each lesson and experiment with new combinations of materials. A folio of diverse self-portraits will be produced by the end of the term.</p> <p>Free app 'Pixlr' needed on their iPads. Their homework throughout the term is to explore the image-making possibilities of this app. Students will be encouraged to work during lunchtimes if work is not completed during class.</p>



Y6	ASSESSMENT		
	<b>Music</b> <b>Collection of Work</b>  <b>Drama</b> Students are assessed on their performances and how they respond to dramatic elements. Students in groups will devise and share with their peers a scene that furthers the action of the story.	<b>Music Cont.</b>  .	<b>Music</b> <b>Collection of Work</b>  <b>Music Cont.</b>  <b>Visual Arts</b> Students are assessed on their folio of self-portraits and their short answer responses to artworks.

## Year 6 – HASS

Yearly Focus: Global Citizenship

Y6	HASS	All units deemed low risk	Some of ODU Adapted U3&4 may be taught in Term 2
	<b>HASS Adapted and combined U1&amp;U2: Australia in the past and as global citizens.</b> <b>Inquiry question:</b> <b>What does it mean to be a global citizen?</b> <b>U1:</b> How have key figures, events and values shaped Australian society, its system of Government and citizenship? (T3 continued and assessed) <b>U2:</b> How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?		<b>HASS Adapted and Combined U3&amp;U4: Australia, the world and its global connections</b> <b>Inquiry questions:</b> <b>U3: How do places, people and cultures differ across the world, including Asia?</b> <b>U4: What are Australia’s global connections between people and places?</b> <b>What will be your impact be as a global citizen?</b> <b>How do people’s connections to places affect their perception of them?</b>
	<b>In this combined unit: Knowledge and Understanding is centre on:</b> <ul style="list-style-type: none"> <li>Introduces students to Democracy and Federation and examine the key figures, events and ideas that led to Australia’s Federation and constitution.</li> <li>Recognise the contributions of individuals and groups to the development of Australian society since Federation (ABTSIs, Women, Asian Migrants)</li> <li>Investigate the key institutions, people and processes of Australia’s democratic and legal systems.</li> </ul> <b>U2 introduces students to what it means to be a global citizen.</b> <ul style="list-style-type: none"> <li>Consider the shared values, rights and responsibilities of Australian citizenship and obligations that people may have as global citizens</li> <li>Recognise the responsibilities of citizens in Australia’s democracy</li> <li>Identify different points of view</li> <li>Examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of ATSI peoples, women and children</li> <li>Comparing the experiences of different people in the past.</li> <li>Investigate stories of groups of people who have migrated to Australia since Federation</li> </ul>		<b>In this combined unit: Knowledge and Understanding is centred on:</b> <b>U3:</b> Introducing students to <i>places, people and cultures of the world.</i> <ul style="list-style-type: none"> <li>Examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>Investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>Consider the world’s cultural diversity, including that of indigenous peoples</li> <li>Identify Australia’s connections with other countries</li> </ul> <b>U4: introducing students to Australia’s role in the world:</b> <ul style="list-style-type: none"> <li>Identify how Australia’s connections with other countries change people and places</li> <li>Recognise the effects that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places</li> </ul> <b>In this combined unit the Inquiry Process is centred on:</b> <ul style="list-style-type: none"> <li>Organise and represent data in a range of formats including in large and small scale maps using appropriate conventions</li> </ul>

	<p><b>In this combined unit the Inquiry Process is centred on:</b></p> <ul style="list-style-type: none"> <li>• Locate, collect and interpret information from primary sources</li> <li>• Sequence information about events and the lives of individuals in chronological order</li> <li>• generate responses to issues and challenges</li> <li>• Use criteria to make decisions and judgments</li> <li>• Propose action in response to issues and challenges</li> <li>• Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline specific terms.</li> </ul> <p><b>STEAM UNIT – Completed in Term 4</b>  <b>Natural Disasters Solution</b>  <b>Digital Technologies</b>  <b>Subjects:</b> Science  <b>Resources Used:</b> App: Prototyping on Paper</p>	<ul style="list-style-type: none"> <li>• Development appropriate questions to frame an investigation</li> <li>• Interpret data to identify, describe and compare distributions, patterns, trends and infer relationships.</li> <li>• Locate and collect useful information from primary and secondary sources</li> <li>• Identify different points of view and solutions to an issue</li> <li>• Present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms</li> <li>• Reflect on their learning to propose action in response to an issue or challenge and describe the probably effects of their proposal</li> </ul> <p><b>HASS U5: Making decisions to benefit the community:</b>  <b>The content below is taught across T1, T2 and T3 as it applies to the different contexts in U1, 2, 3 and 4.</b></p> <p><b>In this unit:</b></p> <ul style="list-style-type: none"> <li>• Investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>• Examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>• Identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>• Recognise the reasons businesses exist and the different ways they provide goods and services</li> </ul> <p><b>STEAM UNIT – Completed in Term 4</b>  <b>Natural Disasters Solution</b>  <b>Digital Technologies</b>  <b>Subjects:</b> Science  <b>Resources Used:</b> App: Prototyping on Paper</p>	
Y6	<b>ASSESSMENT</b>		
	<p><b>T1: U1: Written:</b> <a href="#">History: K&amp;U and Inquiry</a> Timeline of events</p> <p><b>T2: U2: Research Activity: Presentation:</b> <a href="#">History: K&amp;U and Inquiry</a> A key figure who has made a significant contribution to Australia Urban and environmental reasons for the migration of peoples to Australia and the connection Australia has to Asia.</p>	<p><b>TBC: T2: U3: info graphics:</b> <a href="#">Geography: K&amp;U and Inquiry</a> Compare Australia's features and systems to other nations.</p>	<p><b>T3/T4: U2: Short Answer Questions:</b> <a href="#">Civics and Citizenship: K&amp;U Comprehension</a> Students demonstrate their comprehension of texts through HASS Unit 2: Australians as Citizens: Assessment Task: The development of Australia's constitution.</p> <p><b>T3/T4: U2: Written journal and oral presentation:</b> <a href="#">Civics and Citizenship:</a></p>

## Year 6 – Languages

Semester 1		Semester 2	
<b>LANGUAGES</b>		All units deemed low risk	
<p><b>Oakleigh Designed Unit: ODU Weather</b> Students will study weather terms, seasons, and temperatures. They will create a weather report using Kanji and hiragana. They will create an authentic digital presentation as well as a hand written chart to reflect and consider the use of technology. They will also present an oral weather report.</p>	<p><b>ODU continued.</b></p>	<p><b>Oakleigh Designed Unit: ODU: School Life</b> Students will learn time, school subjects and discuss preferences and opinions.</p>	<p><b>ODU: Food</b> Students will look at Japanese food, ordering and meals. They will create a restaurant skit. Year 6 students will learn high frequency Kanji and consolidate their hiragana.</p>
<b>ASSESSMENT</b>			
<p><b>Students are assessed on:</b> Communication and understanding: <b>Talking about me.</b> Oral Presentation assignment: Talking about the Weather. Completing a weather report and using Hiragana in a short answer written test.</p> <p>Understanding: Oral answers to questions</p>	<p><b>Students are assessed on:</b> Communication and understanding: <b>What's the Time?</b> Short answer writing Reading and Listening Test</p>	<p><b>Students are assessed on:</b> Communication and understanding: <b>Describe your school life.</b> Oral presentation Responding to questions</p>	<p><b>Students are assessed on:</b> Communication and understanding: <b>Restaurant and Food</b> Performative skit about a restaurant experience Collaborative group assignment</p>

## Year 6 – PHYSICAL EDUCATION

		Semester 1	Semester 2		
Y6	HPE	See Oneschool for CARAs created HPE specialist			
		<p><b>Movement and Physical Education</b> Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in water-polo or Flippa Ball, lifesaving and winter interschool team sports. They practise specialised movement skills and apply them in a variety of movement sequences and situations and propose and apply movement concepts and strategies with and without equipment.</p>	<p><b>Movement and Physical Education</b> <b>Athletics and skipping</b> Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in athletics skill development and winter interschool sport. They practise specialised movement skills and apply them in a variety of movement sequences and situations such as in skipping and orienteering</p>	<p><b>Movement and Physical Education</b> <b>Modified Tennis</b> Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in team sports and summer interschool team sports. They practise specialised movement skills and apply them in a variety of movement sequences and situations. Students also apply critical and creative thinking processes to generate and assess solutions to movement challenges.</p>	<p><b>Movement and Physical Education</b> <b>Swimming</b> Students are developing their fundamental and specialised movement skills, movement concepts, tactics and strategies by participating in swimming lessons and carnivals and summer interschool team sports. Through these activities they participate in physical activities from their own and others' cultures and examine how involvement creates community connections and intercultural understanding.</p>
Y6	ASSESSMENT				
	<p><b>Practical Skills and application</b> ODU: Yr4: C2C U1: Flippa-Ball ODU: Adapted C2C Yr6 U1: Jrn Lifesaving Students are assessed on demonstrating:</p> <ul style="list-style-type: none"> <li>• safety and survival skills, movement challenges e.g.</li> <li>• catching and throwing</li> <li>• team strategies</li> </ul>	<p><b>Practical Skills and application</b> ODU: Adapted Yr4 U2: Athletic Spectacle Students are assessed on demonstrating: running, jumping, throwing, skipping and orienteering.</p>	<p><b>Practical Skills and application</b> ODU Red ball: Modified Tennis Adapted C2C Yr6 U4: Over the Net Tennis Students are assessed on throwing, catching and hitting.</p>	<p><b>Practical Skills and application</b> ODU: Adapted: C2C Yr6 U1 Students are assessed on the swimming strokes used for the swim carnival.</p> <ul style="list-style-type: none"> <li>• Freestyle, backstroke, breaststroke</li> </ul>	

## Year 6 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

Semester 1		Semester 2	
Y6	HEALTH	All units deemed low risk	
	<p><b>C2C Unit 1: Who Influences Me?</b> Students explain the influence of people and place on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers. Students:</p> <p><b>C2C Unit 3: What am I drinking?</b> Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p>	<p><b>C2C Unit 2: Let's be Active</b> Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p style="text-align: center;"><b>STEAM UNIT</b> <b>Inclusive Game</b> <b>Digital Technologies</b> <b>Subjects:</b> Science, Health <b>Resources Used:</b> Microbits, Circuitry</p>	<p>N/A</p> <p><b>C2C Unit 4: Transitioning Unit concepts taught through Life Education Van Units</b> Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <p>Plus</p> <p><b>Life Education Van Units Cover</b></p> <ul style="list-style-type: none"> <li>• Discovering Identity</li> <li>• Surviving Puberty</li> <li>• Human reproduction</li> </ul>

Y6	ASSESSMENT			
	<p><b>Assignment/Project Based</b> Students investigate role models and their influence on health behaviours. They apply a problem-solving process to create a health message for their peers.</p> <p><b>Supervised Assessment</b> Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing.</p>	<p><b>Assignment/Project Based</b> Student's design and make a game using a circuitry device to promote ctive choices</p>	N/A	<p><b>Research Task</b> Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations.</p> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Quiz Is,</li> <li>• SAQ,</li> <li>• Investigating scenarios.</li> </ul>

## Year 6 – TECHNOLOGIES

	Semester 1	Semester 2
Y6	<b>Digital Technologies</b> All units deemed low risk	<b>Digital Technologies</b>
	<p><b>Unit B: Inclusive Game</b> TEAM UNIT <b>Inclusive Game</b> Digital Technologies Subjects: Science, Health Resources Used: Microbits, Circuitry</p>	<p><b>Unit C: Our role as global citizens; assisting in a natural disaster.</b> STEAM UNIT – Completed in Term 4 <b>Natural Disasters Solution</b> Digital Technologies Subjects: Science Resources Used: App: Prototyping on Paper</p>
Y6	ASSESSMENT	ASSESSMENT
		<p><b>Unit C: Our role as global citizens; assisting in a natural disaster.</b> Digital Assessment App TBD – Prototyping on paper</p>
	Semester 1	Semester 2
Y6	<b>Design Technologies</b> Most units deemed low risk. Those with gardening are medium.	Design Technologies
	<p><b>Unit A: Let it Grow</b> STEAM UNIT <b>Let It Grow</b> Design Technologies Subjects: Science Excursion: Ashgrove Walk – Civosity Park Resources Used: Minecraft, Makerspace</p>	
Y6	ASSESSMENT	ASSESSMENT
	<p><b>Unit A: Let it Grow:</b> <b>Portfolio of Work and Observations:</b> The task can be conducted individually or collaboratively. Students will be provided with some materials to construct a small-scale model of the designed space and may need to source additional recycled materials to complement the designed solutions.</p>	<p><b>Unit C: Our role as global citizens; assisting in a natural disaster.</b> <b>Portfolio of work and observations</b> Process and Production Skills &amp; K&amp;U</p>

