2020 Year 6 Curriculum Overview – Ipswich Central State School

	English	Mathematics	Science	HASS	Health	Physical Activity	Design and Technologies	Digital Technologies	The Arts
TERM ONE	**Exploring Literary texts by:** - **Different authors** - **Same authors** Students listen to and read short texts by different authors. They investigate the ways authors use text structure, language features and strategies to create effects. Students listen to and compare 2 short stories by the same author analysing aspects of author style and identifying language choices and author strategies used to influence the reader.	**Students develop understandings of:** • Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations • Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions • Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. • Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables • Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. • Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data	**Making changes** Students 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.	**Inquiry question:** ***What shapes a nation?*** Students will: • Explain the significance of an event/ development, an individual and or group. • Identify and describe continuities and changes for different groups in the past and present. • Compare the experiences of different people in the past. • Describe the causes and effects of change on society. • Explain the importance of people, institutions and processes to Australia's democracy and legal system. • Sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. • Develop appropriate questions to frame an investigation. • Examine sources to determine their origin and purpose and to identify different perspectives in the past and present.	**Who influences me?** 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: • explore how personal qualities shape identity • examine how place shapes identity • investigate membership of groups • understand the meaning of the terms celebrity, hero and role model • investigate the influence of celebrities, heroes and role models on identity explore different health messages and how they are communicated • investigate the use and influence of high profile people as health messengers • recognise that there are different health issues for different life stages • consider the different ways health messages are communicated.	**People in Motion** Students, develop specialised movement skills of free running including running, jumping, landing, balancing and safety rolls. They apply and combine the above skills in different movement situations. Students: • develop and practise free running skills • apply free running concepts and strategies to move efficiently through different environmental situations		**Digital Technologies** **Data changing our world** Students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include: • exploring how community organisations collect data and present information to meet community needs • visualising data to create information that is easily understood • creating a data-driven solution that processes user input to provide information about a reading challenge. Students will apply a range of skills and processes when creating digital solutions. They will: • explore information systems, including systems that deliver community information, and explain how they meet needs • examine how digital information systems use whole numbers to represent all data • collect, manage and analyse data using a range of software (such as spreadsheets) • interpret and visualise data to create information • define problems by considering the need, the required data, the audience and what features need to be included • implement a digital solution to solve a defined problem • apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.	**Dance** **Dance landscapes** Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus. Students will: • explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes. • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes • explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts **Music** 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.

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TERM TWO	**Comparing texts** Students listen to, read, view and analyse literary and informative texts on the same topic. 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.	**Students develop understandings of:** • 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. • 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. • 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. • Using units of measurement - make connections between volume and capacity • Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids. • 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.	**Energy and electricity** Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students 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 identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.	**Inquiry question:** ***What shapes a nation?*** *Continued from Term 1* Students will: • Explain the significance of an event/ development, an individual and or group. • Identify and describe continuities and changes for different groups in the past and present. • Compare the experiences of different people in the past. • Describe the causes and effects of change on society. • Explain the importance of people, institutions and processes to Australia's democracy and legal system. • Sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. • Develop appropriate questions to frame an investigation. • Examine sources to determine their origin and purpose and to identify different perspectives in the past and present.	**Let's all be active** 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. Students: • review their physical activity choices and reasons for participation • explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures • discuss selected findings about physical activity participation for young Australians • determine methods to gather and record information on physical activity participation. • discuss how food choices support participation in physical activity • identify the benefits of participating in physical activity for all the dimensions of health • discuss how physical activity creates connections to the natural environment • review information on physical activity • consider factors that contribute to the creation of a physical activity • investigate technologies that support physical activity.	**Fitness fun** Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing Students: • participate in health-related fitness activities • experience a health-related fitness circuit to explore circuit purposes and principles • explore how manipulating or modifying the elements of movement impacts on performance in health-related fitness activities • develop understanding of the organisation of fitness circuits		**Digital Technologies** **Data changing our world** *Continued from Term 1* Students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include: • exploring how community organisations collect data and present information to meet community needs • visualising data to create information that is easily understood • creating a data-driven solution that processes user input to provide information about a reading challenge. Students will apply a range of skills and processes when creating digital solutions. They will: • explore information systems, including systems that deliver community information, and explain how they meet needs • examine how digital information systems use whole numbers to represent all data • collect, manage and analyse data using a range of software (such as spreadsheets) • interpret and visualise data to create information • define problems by considering the need, the required data, the audience and what features need to be included • implement a digital solution to solve a defined problem • apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.	**Dance** **Dance landscapes** *Continued from Term 1* Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus. Students will: • explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes. • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes • explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts **Music** 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. 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TERM THREE	**Exploring news reports in the media**
	
	Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience.
		Students develop understandings of:
		
		• 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.
		• 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, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals.
		• Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.
		• Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems.
		• Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity.
		• Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.
			Our changing world
			
			Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.
			
			AT - Explaining natural events and change
			Exam
				Inquiry question:
				How are we connected?
				
				Students will:
				• Describe how people, places, communities and environments are diverse
				• Describe, compare and explain the diverse characteristics of different places in different locations from local to global scales
				• Develop appropriate questions to frame an investigation.
				• Locate and collect useful data and information from primary and secondary sources.
				• Interpret data to identify, describe and compare patterns and trends and evaluate evidence to draw conclusions.
				• Organise and represent data in a range of formats, using appropriate conventions.
					What am I drinking?
					
					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.
					Students:
					• understand how drink choices affect health and wellbeing
					• examine drink labels and consider drink alternatives
					• understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing
					• apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities.
						'All codes' football
						
						Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football.
						Students:
						• apply and refine the specialised movement skills of 'all codes' football
						• propose and combine movement concepts and strategies in 'all codes' football.
							Problem/ Need/ Opportunity: Need
							Context: Materials and technologies specialisations
							Designed solution: Environment
							Design question: How might we create a structure that can withstand a natural disaster?
							Materials and technologies specialisations
							In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design an environment that can reduce the impact of a natural disaster.
							They will examine the role of people in a range of technologies occupations and the tools and techniques they use.
							Students will apply the following processes and production skills:
							• Investigating by:
							  ○ the analysis of needs and opportunities for designing
							  ○ the analysis of technologies and design features used in construction
							  ○ the testing of tools and techniques with a range of materials
							• Generating and documenting design ideas for a living structure
							• Producing a model of an environment for an identified need
							• Evaluating design ideas, processes and solutions against negotiated criteria for success
							• Collaborating as well as working individually throughout the process
							• Managing by developing project plans that include resources.
									Media Arts
									Music video
									
									Students explore music video styling, concepts and production processes from ideation to creation.
									
									Students will:
									• explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions
									• experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies
									• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies
									• compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.
									
									Music
									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.

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TERM FOUR	**Examining advertising in the media** Students read, view and listen to advertisements in print and digital media. 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.	**Students develop understandings of:** • Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. • 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. • Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms • Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. •Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts. • Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies. • Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.	**Life on Earth** Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. 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.	**Inquiry question:** ***What is the cost?*** Students will: • Recognise why choices about the allocation of resources involve trade-offs. • Explain why it is important to be informed when making consumer and financial decisions. • Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. • Explain different views on how to respond to an issue or challenge. • Describe the responsibilities of Australian citizens and the obligations they may have as global citizens. • Identify the effects of interconnections between Australia and another country over time. • Examine sources to determine their origin and purpose and to identify different perspectives in the past and present. • Develop appropriate questions to frame an investigation • Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. • Present ideas, viewpoints and conclusions that incorporate source materials, communication conventions and discipline-specific terms. • Reflect on learning to propose personal and/or collective action in response to an issue, and predict the probable effects.	**Transitioning** 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. Students: • explore the feelings and emotions associated with new situations and coping with change • discuss the knowledge and skills that help people adapt to new situations • reflect on the way they adapt to change • examine how communication skills support positive relationships • explore the similarities and differences between primary and secondary school • examine how students experience diversity during their transition to secondary school • discuss how diversity has positive influences on individuals and communities.	**Over the net** Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games. Students: • become familiar with the responsibilities of tennis players in regard to following game rules and etiquette • develop, practise and refine specialised tennis skills (forehand and backhand strokes) • combine and perform specialised tennis skills to open up space on the court to win the point.			**Media Arts** **Music video** Students explore music video styling, concepts and production processes from ideation to creation. Students will: • explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions • experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies • present productions in digital fom to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies • compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. **Music** Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. 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