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| Acacia Ridge SS Curriculum Overviews 2024 – Year 6 |
| **Learning Area** | **Semester 1** | **Semester 2** |
| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **English**6hrs | **Unit 1: Short Stories**Text Type: Humorous NarrativeLiterature: Short Stories – Morris GleitzmanAssessment: Writing and discussing a Humorous Short Story | **Unit 2: Using text structures purposefully**Text Type: ReportsLiterature: FictionAssessment: Students analyse a fiction text and create a report to present to an audience. | **Unit 3 Engaging with classic and contemporary literature** Text Type: Fiction & Non-fictionLiterature: PoetryAssessment:Students create their own short story, poem or song and present to an audience. | **Unit 4: Using language to persuade**Text Type: PersuasiveLiterature: Literary TextsAssessment: Students create a multimodal persuasive text involving a moral dilemma for a particular purpose and audience. |
| **Maths**5hrs | **Unit 1****Number and place value / Fractions and decimals:**Assessment task — Fractions, decimals and integers**Location and transformation:**Assessment task — Locating ordered pairs and describing transformations**Data representation and interpretation:**Assessment task — Interpreting and comparing data displays | **Unit 2****Number and place value / Patterns and algebra:**Assessment task — Identifying number properties and sequencing whole numbers, fractions and decimals**Using units of measurement (Time):**Assessment task — Interpreting and using timetables | **Unit 3** **Number and place value / Patterns and algebra:**Assessment task — Order of operations and solving problems**Shape / Geometric Reasoning:**Assessment task — Investigating angles and constructing prisms and pyramids**Using units of measurement:**Assessment task — Solving problems involving length, area, volume and capacity**Chance:** Assessment task — Describing probabilities and comparing frequencies | **Unit 4****Fractions and decimals:**Assessment task — Calculating fractions and decimals**Money and financial mathematics:**Assessment task — Calculating percentage discounts |
| **Science**1hr***Zoe Wood*** | **Unit 1: Making Changes****Strand: Biological Science**Assessment: Testing changes: Reversible or irreversible?  | **Unit 3: Our Changing World** **Strand: Earth and Space Science**Assessment: Explaining natural events and change  | **Unit 2: Energy and Electricity****Strand: Physical Science**Assessment: Analysing energy and electricity  | **Unit 4: Life On Earth****Strand: Chemical Science**Assessment: Investigating mouldy bread  |
| **HASS**2hrs | **Unit 1: Australia Past & Present / Australians as Citizens**Assessment: **I**nvestigate how Australia became a Federation; explore three levels of government and how citizenship rights have changed for different groups. | **Unit 2: Connections to Places**Assessment:To compare the places, people and cultures of Australia and Indonesia, identifying how they are connected. To explain how resources can be used to benefit individuals, the community and the environment |
| **The Arts**45mins | **Strand: Visual Arts**Unit 2: Say it with ArtStudents explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about a social issue and communicates meaning through display.Assessment: Collection of Work  | **Strand: Drama**Unit 1: Natural DisastersStudents’ devise, perform and respond to a documentary drama.Assessment: Collection of Work | **Strand: Media Arts** Unit 3: Music videoStudents explore the purpose of music videos and work collaboratively to create a music video. Assessment: Collection of Work | **Strand: Dance** Unit 3: Adventures in DanceStudents make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.Assessment: Collection of Work |
| **Technologies**30mins | **Strand: Digital****Unit 1 – A-maze-ing Digital Designs**Students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating | **Strand: Design** **Unit 3: Design for Nature**Students design and make a product that supports wildlife to coexist with humans in the school environment.Assessment: Collection of Work |
| **Music**30mins***Joanna Chuang*** | **Unit 3: Rhythmic Riot**Assessment: Collection of Work | **School Based Unit: Rock the Riff**Assessment: Collection of Work |
| **HPE**2hrs | **Strand: Health****Unit 2: Let’s All Be Active** | **Strand: Health****Unit 2 Who influences me?** | **Strand: Health** **Unit 4: Transitioning** | **No Health Unit Term 4** |
| Strand: MovementUnit 3: All Codes Football | Strand: MovementUnit 2: Fitness fun | Strand: MovementUnit 4: Over the Net | Strand: MovementJunior Lifesaver |
| **Languages**Chinese 1hr***Joanna Chuang*** | **Mealtime**Assessment: Speaking/ Listening | **Leisure Life**Assessment: Speaking, Reading |