

YEAR 6 OVERVIEW

ENGLISH	5 hours/week	Achievement Standard	<p>Receptive modes (listening, reading and viewing) 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. 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.</p> <p>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.</p>							
		Unit Overviews	Semester 1	Semester 2						
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6			
			<p>Short stories (C2C Unit 1 & 2 Consolidated)</p> <p>In this unit students listen to and read short stories by different authors. 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>Visual Arts Year 6 Unit 1 The Animal Within</p>	<p>Examining advertising in the media (C2C Unit 3)</p> <p>Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.</p> <p>Media Arts Year 6 Unit 2 Examining advertising in the media</p>	<p>Exploring news reports in the media (C2C Unit 4)</p> <p>Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. They create a written response to a news report.</p>	<p>Interpreting literary texts (C2C Unit 5)</p> <p>Students listen to, read and view extracts from literary texts set in earlier times. 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.</p>	<p>Exploring literary texts by the same author (C2C Unit 7)</p> <p>Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.</p>	<p>Comparing texts (C2C Unit 7 and 8 Consolidated)</p> <p>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. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.</p>		

MATHEMATICS	4 hours/week	Achievement Standard	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 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 interpret 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 describe probabilities using simple fractions, decimals and percentages.			
		Unit Overview	Semester 1	Semester 2		
SCIENCE	1.75 hours/week	Achievement Standard	By the end of Year 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 when generating 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 helps us to solve problems and inform decisions and identify historical and cultural contributions. 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 appropriate representations and construct multi-modal texts to communicate ideas, methods and findings.			
		Unit Overviews	Term 1	Term 2	Term 3	Term 4
		Unit Overviews	Biological Sciences	Chemical Sciences	Physical Sciences	Earth & Space Sciences
		Life on Earth (C2C Unit 4) 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 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.	Making changes (C2C Unit 1) 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 and accurately record data and develop explanations. They suggest improvements which can be made to their method to improve the investigation. Students explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives	Energy and electricity (C2C Unit 2) 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 has affected peoples' lives and evaluate personal and community decisions related to use of different energy sources and their sustainability. Design Technologies Unit 1 Year 6 - Engineering principles and systems: Hands off	Our changing world (C2C Unit 3) Students explore how sudden geological 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.	

TECHNOLOGIES	DESIGN & TECHNOLOGIES 1.75 hour/week	Achievement Standard	By the end of Year 6 students describe 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.	
		Unit Overview	Semester 1	Semester 2
TECHNOLOGIES	DIGITAL TECHNOLOGIES 1.75 hour/week	Achievement Standard	By the end of Year 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.	
		Unit Overview	Semester 1	Semester 2
			Semester 1	Semester 2
			<p>Data Changing our world (C2C Unit 2)</p> <p>In this unit students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:</p> <ul style="list-style-type: none"> 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 health issues. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> explore information systems, including systems that deliver community information, promote health and wellbeing, and explain how they meet needs acquire, store and validate different types of 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 plan, create and communicate ideas and information applying agreed protocols devise meaningful file names and use appropriate naming conventions determine safe storage locations to protect data and information. <p>Health Year 6 Unit 2 – What am I drinking?</p>	<p>Engineering principles and systems: Hands off (C2C Unit 2)</p> <p>Students investigate how forces or electrical energy can control movement, sound or light in a designed product or system. They produce a prototype electrical security device to protect a personal item or area. Students explore the role of people in engineering technology occupations in developing solutions for current and future use. Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> analysing technologies applied in security systems testing circuits and devices that control movement, sound or light generating and documenting design ideas for security devices using technical terms and graphical representation techniques producing a functional prototype by safely using materials, components, tools and techniques evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability collaborating as well as working individually throughout the process managing by developing project plans that include resources. <p>Science Year 6 Unit 3 – Energy and electricity</p>

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia’s democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Semester 1		Semester 2
Unit 1	Unit 2	Unit 3
<p>Australia in the past (C2C Unit 1) Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> In this unit, students:</p> <ul style="list-style-type: none"> examine the key figures, events and ideas that led to Australia’s Federation and Constitution recognise the contribution of individuals and groups to the development of Australian society since Federation investigate the key institutions, people and processes of Australia’s democratic and legal system locate, collect and interpret information from primary sources sequence information about events and the lives of individuals in chronological order present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	<p>Australians as a citizen (C2C Unit 2) Inquiry questions: <i>What does it mean to be an Australian citizen?</i> <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i> In this unit, students:</p> <ul style="list-style-type: none"> recognise the responsibilities of electors and representatives in Australia’s democracy consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens identify different points of view and solutions to an issue generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children investigate stories of groups of people who migrated to Australia since Federation sequence information about events and represent time by creating timelines. present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. <p>Drama Year 6 Unit 2 - Historical Monologue</p>	<p>Australia in a diverse world (C2C Unit 3) Inquiry questions: <i>How do places, people and cultures differ across the world?</i> In this unit, students:</p> <ul style="list-style-type: none"> examine the geographical diversity of the <u>Asia region</u> and the location of its major countries in relation to Australia investigate differences in the economic, demographic and social characteristics of countries across the world consider the world’s cultural diversity, including that of its indigenous peoples identify Australia’s connections with other countries organise and represent data in large- and small-scale maps using appropriate conventions interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.

By the end of Year 6, students explain how ideas are communicated in *artworks they make and to which they respond. They describe characteristics of *artworks from different social, historical and cultural contexts that influence their art making. Students structure *elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to *share *artworks for audiences, demonstrating skills and techniques.

Students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

Students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

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.

Term 1 Visual Arts	Term 2 Drama	Term 3 Media Arts	Term 4 Dance
<p>The Animal Within (C2C Unit 1) In this unit, students focus on representation of animals as companion, metaphor, totem and predator.</p> <ul style="list-style-type: none"> Students will: explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. <p>English Year 6 Unit 1 - Short stories</p>	<p>Examining advertising in the media (C2C Unit 2) Students create an advertisement relating to a holiday destination they have researched to inform, influence and persuade/command a target audience.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the use of advertising codes and conventions to persuade a target audience experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view present productions in digital form to share and discuss similarities and differences in point of view, genre conventions, mood and lighting compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. <p>English Year 6 Unit 3 – Examining advertising in the media</p>	<p>Historical Monologue (C2C Unit 3) Students make and respond to drama by exploring and describing the experiences from Australian democracy and citizenship from the point of view of a person belonging to a range of groups and/or events. These will include media and props.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, play building and scripted drama to develop characters and situations develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts. <p>HASS Year 6 Unit 2 – Australians as a citizen</p>	<p>The World Of Dance (C2C Unit 2) Students make and respond to various dance styles from different cultures and times.</p> <p>Students:</p> <ul style="list-style-type: none"> 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. 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 explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts.

HEALTH & PHYSICAL EDUCATION	Music 0.5 hours/week	Unit Overviews	Term 1 Tuned Percussion (Marimba)	Term 2 String (Ukulele)	Term 3 Percussion (Drumming)	Term 4 Ensemble
			<p>Students make and respond to music exploring pieces of music (mainly Blues)</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of Blues music rehearse and perform a piece of Blues music rehearse and perform music by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing Blues music from a variety sources/eras develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs 	<p>Students make and respond to music, through the exploration of the Ukulele.</p> <p>Students:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music develop the skills to play multiple chords and picking individual melody lines on the Ukulele rehearse and perform music explain how the elements of music communicate meaning by reviewing personal and others' performances explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts, including Aboriginal music & Torres Strait Islander music that feature ostinato and body percussion. develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative song. 	<p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> refine dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion refine technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinatos rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion explain how the elements of music communicate meaning by comparing music from different social, cultural & historical contexts, including Aboriginal music & Torres Strait Islander music that feature ostinato and body percussion. 	<p>Ensemble</p> <p>Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> respond how the elements of music are used to communicate meaning in the music performed describe how their music making is influenced by music and performances using aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm)
		Achievement Standard	<p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on 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, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.</p> <p>Students demonstrate fair play and skills to work collaboratively. 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 sequences 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 performing movement sequences.</p>			
	Personal, social & community Health 1 hour/week	Unit Overviews	Semester 1 Unit 1		Semester 2 Unit 2	
			<p>What am I drinking? (C2C Unit 3)</p> <p>In this unit 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>Students will:</p> <ul style="list-style-type: none"> 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. <p>Digital Technologies Year 6 Unit 1 - Data Changing our world</p>		<p>Who influences me? (C2C Unit 1)</p> <p>In this unit 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.</p> <p>Students will:</p> <ul style="list-style-type: none"> 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. 	

		Term 1	Term 2	Term 3	Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	
LANGUAGES	Movement & Physical Activity 0.5 hours/week	<p>Swimming Can You Hack-et?</p> <p>In this context, students will refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke. They will also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students will:</p> <ul style="list-style-type: none"> continue to develop/ stroke correction arm, leg and breathing movements to perform recognised swimming strokes understand how timing and effort affect movements and overall stroke performance refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge (clothed survival swimming) consolidate the understanding of the benefits of being fit and physically active and how they relate to swimming (distance swimming). 	<p>The Olympic Dream</p> <p>In this unit students will create an athletic themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> refine fundamental movement skills of running, throwing and jumping combine fundamental movement skills to form sequences apply the elements of movement to refine sequences apply sequences to perform athletic events. development of ball games skills – tunnel, captain, leader. 	<p>European Handball (C2C Unit 3)</p> <p>In this unit, students will explore and describe the key features of health related fitness and the significance of physical activity participation to health and well- being in the context of European Handball.</p> <p>Students will:</p> <ul style="list-style-type: none"> develop, practice and perform passing (shoulder, push and bounce pass); catching skills (taking a pass) and goal shooting and defending in game situations propose and combine movement concepts (space, effort, time and relationships) to achieve outcomes develop attacking and defensive strategies in a range of contexts apply attacking and defensive strategies to all team sports involving a ball 	<p>Surf or Turf (C2C Unit 1)</p> <p>In this context students will refine specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> refine swimming strokes refine and practise lifesaving skills of stride entry, treading water and rope rescue in different movement challenges perform freestyle, backstroke, breaststroke and survival backstroke. perform lifesaving skills and strategies to solve challenges in lifesaving scenarios. refine reach and throw rescue techniques refine sculling and paddling techniques on a watercraft consolidate contact and non-contact wade rescues consolidate knowledge of CPR procedure using mannequins consolidate the understanding of the benefits of being fit and physically active and how they relate to swimming (distance swimming). 	
	Achievement Standard	<p>CHINESE</p> <p>By the end of Year 6, students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations to convey information, opinions and experiences; and to access a range of print and digital media resources. They write characters, paying attention to shape, and stroke order and proportion. They transcribe spoken words and sentences in Pinyin and select simplified characters to match the sounds they hear. They use stress, tone and intonation to express emotion and opinion. They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. They relate their own experiences to those presented in texts. They create sentences that include prepositions and possessives and attributive clauses with particle. They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. They use conjunctions to connect ideas and elaborate on or clarify opinions and actions. They explain how their developing bilingual ability supports their identities as users of Chinese and English.</p> <p>Students explain the nature of Pinyin and apply it to their own speech. They categorise characters into groups based on meaning, appearance, pronunciation or function and apply this information to new characters. They compare the word order of Chinese sentences with that of English, and identify how their knowledge of English impacts on the way they express ideas in Chinese. They describe how the features of Chinese and English texts are used to convey meaning.</p>				
		<p>FRENCH</p> <p>By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives, positive and negative statements, and adverbs. They recognise and use with support verb forms and j'ai + regular forms of past participle, as set phrases. They identify l'imparfait when reading. They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place. Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly used text types, commenting on differences in language features and text structures. They use metalanguage for language explanation and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words and stems of words. Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life. They explain to others French terms and expressions that reflect cultural practices. They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.</p>				

LANGUAGES	1.5 hours/week	Unit Overviews	JAPANESE	By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions. They show concern for and interest in others by making enquiries, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji. Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters. They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles and prepositions, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective, noun and present/past/negative verb forms. They use counter classifiers in response to questions. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules. They understand and apply the rules and phonetic changes related to counter classifiers. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise.			
			MODERN GREEK	By the end of Year 6, students use spoken and written Greek to exchange personal information, describe feelings and express preferences. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions, plan collaboratively, and make suggestions and statements. When interacting, students use key features of pronunciation and intonation, including accents. They obtain and compare information from a variety of texts related to aspects of daily life and events. They present information about their personal world in different formats. They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language. They use verbs, nouns, adjectives and conjunctions to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated and create bilingual texts for the classroom and school community. They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use. Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations. They identify the impact of Greek on other languages, especially English, and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks.			
			SPANISH	By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions, seek clarification and give advice. When interacting, students use appropriate pronunciation of Spanish-specific sounds and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary. They use regular and common irregular verbs in present tense, simple past tense and near future. Students use pronouns, prepositions, adverbs, agreement of nouns and adjectives and adverbs to mark time and place. They apply rules of punctuation such as question and exclamation marks and accents. They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity. Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships. They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English and words used in Spanish that are borrowed from other languages. They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.			
			Term 1	Term 2	Term 3	Term 4	
			Unit 1	Unit 2	Unit 3	Unit 4	
	What is character? (C2C Unit 5) In this unit, students use language to discuss characteristics of people they admire and action heroes. Students will: <ul style="list-style-type: none"> engage with a range of spoken and written imaginative texts about the representation (physical traits, clothes, description physique, action) of character. re-interpret or create alternative versions of action heroes using different modes or contexts design an action hero who exemplifies his or her personal qualities (personality) participate in intercultural experience to notice, compare and reflect on language and culture. recognising and utilising the language structures in the target language in comparison to Standard Australian English 	A Day in School (C2C Unit 7) In this unit, students use language to explore the concept of school life in the target country and make connections with their own school routine. Students will: <ul style="list-style-type: none"> engage with a range of texts about the school experience in French-speaking countries create connected texts to describe their school routine (start/finish school, I eat, subject areas – a simple timetable, I do) time and action words (written) use a range of language to discuss their school routine participate in an intercultural experience to notice, compare and reflect on language and culture. recognising and utilising the language structures in the target language in comparison to Standard Australian English 	Wonders of the World (C2C Unit 6) In this unit, students use language to give directions (left, right, straight ahead, back, turn) relating to visiting famous places. Students will: <ul style="list-style-type: none"> engage with a range of spoken and written imaginative and informative texts giving directions for visiting a new place re-interpret or create an alternative version of the migrant experience through role play/drama participate in intercultural experience to notice, compare and reflect on language and culture. use a range of language to discuss modes of transport to get to places recognising and utilising the language structures in the target language in comparison to Standard Australian English 	Coming Together In this unit, students use language to communicate ideas relating to physical qualities, routines, directions and transport through a board game. Students will: <ul style="list-style-type: none"> participate in intercultural experience (introductions, greetings) to notice, compare and reflect on language and culture (formalities) recognising the differences and similarities of language structures in comparison to Standard Australian English Use descriptive and expressive language to share ideas and experiences about playing a board game How and what children play and the language and behaviours associated with play (up, down, roll, throw, move, toss, turn, forward, back) recognising and utilising the language structures in the target language in comparison to Standard Australian English 			

