



## Year Six- Learning and Assessment Unit Work for Semester 1

*In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve.*

***The below learning and assessment will be reported on in Semester 1 Report Cards.***

<b>English</b>	<p><b>Engaging with and responding to literature</b> Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances.</p>
	<p><b>Assessment:</b> <i>Speaking and listening</i></p> <p><b>Assessment purpose:</b> 1.1 To share and elaborate on ideas about a literary text for an audience.</p>
	<p><b>Identifying and using informative text structures</b> Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies.</p>
	<p><b>Assessment:</b> <b>Reading and viewing</b> 2.1 To read, view and comprehend informative texts.</p> <p><b>Writing and creating</b> 2.2 To create a written and multimodal informative text for an audience. (W&amp;C) Information reports</p>
<b>Mathematics</b>	<p>Term 1:</p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>expand the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane</li> <li>solve addition and subtraction problems involving fractions with related denominators</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>develop a range of written and digital means for representing objects and three-dimensional spaces in 2 dimensions</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>determine the mode and range and discuss the shape of distributions in their reports of findings from statistical investigations</li> </ul>
	<p><b>Assessment:</b> <b>Task 1:</b> <i>Using integers and ordering common fractions</i> <b>Task 2:</b> <i>Locating ordered pairs on the Cartesian plane and creating tessellating patterns</i> <b>Task 3:</b> <i>Planning and conducting a statistical investigation about sustainability</i></p>

	<p>Term 2:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• solve arithmetic problems involving all four operations with natural numbers of any size</li> <li>• use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions</li> <li>• extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• use timetables to solve practical problems</li> </ul> <p><b>Assessment:</b></p> <p><b>Task 1:</b> <i>Finding unknowns, using properties of number and creating a budget using mathematical modelling</i></p> <p><b>Task 2:</b> <i>Interpreting and using timetables</i></p>
Science	<p><b>Reversible and irreversible change.</b> In this unit 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.</p>
	<p><b>Assessment:</b></p> <p>To apply knowledge of reversible and irreversible changes of materials to plan, conduct and evaluate a scientific investigation to respond to a claim.</p>
	<p><b>Energy and electricity</b></p> <p>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.</p>
	<p><b>Assessment:</b></p> <p>Students analyse the requirements for the transfer of electricity in a circuit, describe energy transformations in the generation of electricity and use scientific knowledge to assess energy sources for a purpose.</p>
HASS	<p><b>Australia in the Past</b> - Investigating the development of the Australian nation specifically Federation.</p> <p>In this unit students will investigate the following key inquiry question: How have key figures, events and values shaped Australian society, its system of government and citizenship?</p>
	<p><b>Assessment:</b></p> <p>Students explain the significance of key people, events, institutions and processes to the development of the Australian nation.</p>
	<p><b>Australians as global citizens</b></p> <p>In this unit, students will explore the following inquiry questions: What does it mean to be an Australian citizen? How have experiences of democracy &amp; citizenship differed between groups over time &amp; place, including those from &amp; in Asia?</p>
	<p><b>Assessment:</b></p> <p>Global Citizens: Response to stimulus exam</p> <p>Students investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.</p>

<p><b>The Arts</b></p>	<p><b>Documentary — What's the story?</b>          In this unit, students create a documentary style film to tell the personal story of someone in the school community. Students will:</p> <ul style="list-style-type: none"> <li>• explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view</li> <li>• 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</li> <li>• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting</li> </ul> <p>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</p>
	<p>Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.</p> <p><b>Assessment:</b>          Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view</li> <li>• explain the purposes and audiences for media artworks made in different cultures, times and places</li> <li>• 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.</li> </ul>
<p><b>Technology</b></p>	<p><b>Data changing our world</b>          Students investigate how information systems meet local and community needs. They collect, manage and analyse data. They use this to create a spreadsheet solution to a problem. They also learn how to store data in a meaningful and ethical way.</p> <p><b>Assessment:</b>          Written short answer test: explain how information systems meet local and community needs and represent a variety of data types in digital systems.          Design and create an interactive spreadsheet and share information ethically.</p>
<p><b>Health</b></p>	<p><b>Let's all be active</b>          In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing.</p> <p><b>Assessment:</b>          Students will describe the significance of physical activity to health and wellbeing. They will create a physical activity for a group of six Year 6 students.</p>
<p><b>Music</b></p>	<p><b>Rhythmic riot</b>          In this unit, 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><b>Assessment</b> will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>•sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing with accurate pitch, rhythm and expression when in performances for audiences</li> <li>•use rhythm, pitch, form and symbols and terminology to compose music</li> <li>•explain how the elements of music communicate meaning in the music they listen to, compose and perform</li> <li>•describe how music making is influenced by music and performances from different cultures, times and places.</li> </ul>

<b>Physical Education</b>	<p><b>Swimming</b> Students participate in swimming lessons in Term 1.</p>
	<p><b>Assessment:</b> Students are assessed on swimming technique and water safety.</p>
	<p><b>Fitness Fun</b> Students demonstrate fair play and skills to work collaboratively. 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>
	<p><b>Assessment:</b> Assessed on performance indicators for shot put, discus, long jump and high jump Complete Written assessment task (Fitness related components)</p>
<b>Japanese</b>	<p><b>What is a family?</b> In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will:</p> <ul style="list-style-type: none"> <li>• introduce themselves and other family members</li> <li>• interact with peers about family members and activities</li> <li>• identify language and behaviours that reflect relationships and values in Japanese society</li> </ul>
	<ul style="list-style-type: none"> <li>• develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.</li> </ul> <p><b>Assessment:</b> Collection of work. The assessment will gather evidence of the student's ability in speaking and reflecting.</p>

**For further information: please contact your classroom teacher or specialist teacher.**