



School Curriculum  
and Standards  
Authority



# Year 6

## Curriculum content

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. The curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

## Year 6 curriculum content

The *Western Australian Curriculum and Assessment Outline* (the *Outline*):

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students from Kindergarten to Year 10
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 6 includes:

- guiding principles of teaching, learning and assessment
- the Year 6 English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science, Technologies, and The Arts content, including the General Capabilities and Cross-curriculum Priorities
- the Year 6 English, Mathematics, Health and Physical Education, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts Year level descriptions
- student diversity statements.

## Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 6. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 6. It is a requirement that students study a performance arts subject (Dance, Drama or Music) and a visual arts subject (Visual Arts or Media Arts).

# English

## Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 6, students use spoken, written and visual communication to interact with audiences for particular purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 6, students learn about the uses of subjective and objective language across a range of texts and identify bias. They learn how literary devices create meaning and effect, and how authors adapt structures and language devices for effect.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of stories; novels; poetry; dramatic performance; conversations and discussions; non-fiction texts; and media, online and digital texts created for a range of purposes. The features of these texts may be used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- literary texts that may include complex sequences, such as shifts in time, and a range of less predictable characters, and may explore themes of interpersonal relationships and ethical dilemmas
- texts that enable students to actively build literal and inferred meaning, and connect and compare content
- texts with structures which may include chapters, headings and subheadings, table of contents, indexes and glossaries
- texts with language features, such as complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics
- texts that may support students' understanding of authors' styles
- informative texts that may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum.

Students create a range of spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, dramatic performances or texts, spoken texts, reports, reviews, poetry, persuasive discussions and/or explanations for particular purposes and audiences. Students make choices about texts according to their interests.

## Content descriptions

### Language

#### Language for interacting with others

- Understand that language varies as levels of formality and social distance increase
- Understand the uses of objective and subjective language, and identify bias

#### Text structure, organisation and features

- Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features
- Understand that cohesion can be created by the intentional use of repetition, and the use of word associations

#### Language for expressing and developing ideas

- Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups
- Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning
- Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole
- Understand how to use a comma for lists, to separate a dependent clause from an independent clause, and in dialogue

#### Phonic and word knowledge

- Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words
- Use knowledge of known words, word origins, including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words, including technical words

## Literature

### Literature and contexts

- Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors

### Engaging with and responding to literature

- Identify similarities and differences in literary texts on similar topics, themes or plots

### Examining literature

- Identify and explain characteristics that define an author's individual style
- Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry

### Creating literature

- Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

## Literacy

### Texts in context

- Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created

### Interacting with others

- Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions

### Analysing, interpreting and evaluating

- Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences
- Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; such as a table of contents, glossary, chapters, headings and subheadings
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources

**Creating texts**

- Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features
- Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features
- Develop a handwriting style that is legible, fluent and automatic and varies according to purpose and audience
- Select and use features of digital tools to create or add to texts for a purpose and audience

## Health and Physical Education

### Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 6, students focus on skills aimed at establishing and managing positive relationships, such as cooperation and active listening. They are provided with opportunities to develop skills in accessing credible information and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and develop greater proficiency across a range of skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts. Students develop interpersonal skills that support them to adopt different roles and responsibilities and learn to deal with conflicts and disagreements.

## Content descriptions

### Personal, social and community health

#### Personal identity and change

- Ways that positive self-identities can develop and change over time
- Strategies and resources to understand and manage the physical, mental/emotional, and social changes and transitions associated with puberty

#### Staying safe

- Protective behaviours and help-seeking strategies that can be used when students feel unsafe online
- Strategies that promote safety
- Strategies for seeking, giving or denying consent are described, and how to communicate intentions effectively are rehearsed

#### Healthy and active communities

- Strategies that promote a safe, healthy lifestyle
- Criteria that can be applied to sources of information, including online, to assess their credibility
- Actions that promote and maintain community health, safety and wellbeing

#### Interacting with others

- Skills to establish and manage positive relationships
- Situations in which emotions can influence decision-making:
  - in peer groups
  - with friends
  - with family

### Movement and physical activity

#### Movement skills

- Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control
- Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer
- Strategies and tactics to achieve an offensive or defensive outcome or goal
- Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes

## **Understanding movement**

- Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing
- Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest

## **Interpersonal skills**

- Interpersonal skills in physical activities

## Humanities and Social Sciences

### Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

In Humanities and Social Sciences, students begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods of time. The investigation of their world becomes more refined and includes relationships, structures, systems and processes. Students' ability to draw on a wider range of sources of information is enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

In Year 6, students further develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system.

Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.

Students develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.

## Content descriptions

### Knowledge and understanding

#### Civics and Citizenship

##### Australia's system of government and citizenship

- The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts
- The roles and responsibilities of the three levels of government
- How laws are initiated and passed through the federal parliament

#### Economics and Business

##### Impacts of consumer and financial decisions

- The impact consumer purchasing decisions can have on a family, the broader community and the environment
- Businesses provide goods and services in different ways to earn revenue
- Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices

#### Geography

##### A diverse and connected world

- The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region
- The world's cultural diversity, including that of its First Nations peoples who live in different regions in the world
- Australia's connections with countries and how these connections change people and places

#### History

##### Australia as a nation

- Key figures, ideas and events that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government
- Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children
- Stories of groups of people who migrated to Australia, including from **one** Asian country, the reasons they migrated and their contributions to society

#### Humanities and Social Sciences skills

##### Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic
- Develop and refine a range of questions required to plan an inquiry

- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources
- Record selected information and/or data using a variety of methods
- Use ethical protocols when gathering information and/or data

**Analysing**

- Develop and use criteria to determine the relevancy of information
- Analyse information and/or data collected
- Identify different perspectives in information and/or data

**Evaluating**

- Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps
- Use decision-making processes, including the use of criteria to assess the possible effects

**Communicating and reflecting**

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts
- Reflect on learning, identify new understandings and act on findings in different ways

## Languages

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

### Chinese: Second Language

#### Year level description

Year 6 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Chinese language and culture and their own.

Students communicate in Chinese, participating in oral interactions with others to exchange information and relate experiences about planning and organising social activities and events. They participate in guided written tasks to plan events or activities, organise displays or develop projects for a shared event. Students gather, classify, compare and respond to information and supporting details from a range of texts related to personal and social worlds. They share and compare responses to characters, events and ideas in a variety of imaginative texts and create simple spoken imaginative texts. Students create or reinterpret, for different audiences, written imaginative texts, describing characters and plotting a storyline.

Students are becoming more familiar with the systems of the Chinese language, using *Pinyin* to record the sound of phrases or sentences with greater accuracy. They use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes. They recognise and use grammatical features to form sentences to express details. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students understand that the Chinese is characterised by diversity in spoken and written forms. They also explore values and beliefs across cultures and identify how cultural values are expressed through language.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Chinese. They are encouraged to use Chinese as much as possible for interactions, structured learning tasks and language experimentation and practice.

## Content descriptions

### Communicating

#### Socialising

- Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school
- Respond to the teacher's questions with actions or answers, for example, answering the question 做完了吗?
- Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity fliers or photo-stories

#### Informing

- Gather, classify, compare and respond to information and supporting details from a range of spoken and visual texts related to their personal and social worlds
- Locate and convey key information in a range of written and digital informative texts related to their personal and social worlds using learnt words, phrases and characters

#### Creating

- Share and compare responses and express personal opinions to characters, events and ideas in a variety of short imaginative texts, identify cultural elements and create simple spoken imaginative texts
- Create or reinterpret for different audiences, written imaginative texts, describing characters, plotting a storyline, using images for effect and sequencing events

#### Translating

- Translate and interpret simple texts, identifying actions, words and phrases that do not readily translate into English and expand descriptions or give examples where necessary to assist meaning
- Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

#### Reflecting

- Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

## Understanding

### Systems of language

- Use *Pinyin* to record the sound of phrases or sentences with greater accuracy
- Apply knowledge of character to learn to read and write new characters and develop strategies for learning, for example, making connections between characters with a common component (你、他、们)
- Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes
- Recognise and use grammatical features to form sentences to express details such as the time, place and manner of an action and to sequence ideas, including:
  - comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京; 下个星期去上海
  - identifying the use of adverbial phrases and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example,  
我星期一上学;  
我在澳大利亚上学;  
我走路上学
  - examining the clauses of a sentence in Chinese and noticing how they are linked coherently, for example,  
他叫王小明, 是我的朋友 (i.e. no subject/pronoun)
  - applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information
- Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures
- Notice how the features and conventions of text organisation vary according to audience, purpose and context, for example, digital, online or face to face

### Language variation and change

- Explore values and beliefs across cultures and identify how cultural values are expressed through language

### Role of language and culture

- Understand that Chinese is characterised by diversity in spoken and written forms

## French: Second Language

### Year level description

Year 6 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of French language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the French language and culture and their own.

Students communicate in French, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using French. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the French language, explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as using the present tense and becoming familiar with *le passé composé* to generate language for a range of purposes. Students begin to build a metalanguage in French to describe patterns, grammatical rules and variations in language structures.

Students understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and French. They are encouraged to use French as much as possible for interactions, structured learning tasks and language experimentation and practice.

## Content descriptions

### Communicating

#### Socialising

- Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *Le soir, je fais les devoirs et je joue aux jeux vidéo ou je surfe sur Internet. Et toi ?; Qu'est-ce que tu fais le soir ?; Est-ce que tu veux aller au café ?; Quand il fait beau, je vais à la plage*
- Participate in routine exchanges to express feelings, opinions and personal preferences such as *C'est mon frère — il est sympa !; Excuse-moi Sophie, mais...à mon avis; Je pense que...bien sûr...; Je ne suis pas d'accord...*
- Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using French, developing projects or budgeting for a shared event

#### Informing

- Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts

#### Creating

- Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts
- Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

#### Translating

- Translate and interpret short texts from French to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning
- Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

#### Reflecting

- Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

## Understanding

### Systems of language

- Explain and apply features of intonation, pronunciation and writing conventions used in different contexts and types of texts
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
  - using *je/tu/il/elle/on/nous/vous/ils/elles* + present tense of regular *-er, -ir* and *-re* verbs and of high-frequency irregular verbs such as *avoir, être, aller* and *faire*
  - using the indicative plus the infinitive, for example, *J'aime jouer au tennis; Ils vont faire du surf* and *le futur proche*, for example, *Je vais partir*
  - becoming familiar with *le passé composé*, for example, *J'ai mangé trois biscuits; Elle a dormi sous les étoiles*
  - formulating questions using *Est-ce que... ?* and experimenting with inverted form of the verb, or changed intonation, for example, *Est-ce que tu joues de la guitare ?; Joues-tu de la guitare ?; Tu joues de la guitare ?*
  - understanding and using negative constructions, for example, *Tu ne viens pas au cinéma ?* and including the use of *de* after a negative verb form, for example, *Je n'ai pas de photos*
  - using exclamations to indicate agreement, disagreement, intention or understanding, for example, *D'accord !; Mais non !; Bien sûr !; Voilà !*
- Build a metalanguage in French to describe patterns, grammatical rules and variations in language structures
- Understand how French texts use language in ways that create different effects and suit different audiences

### Language variation and change

- Understand that the French language is used differently in different contexts and situations

### Role of language and culture

- Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge
- Understand that language and culture are integral to the nature of identity and communication

## German: Second Language

### Year level description

Year 6 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the German language and culture and their own.

Students communicate in German, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using German. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the German language, explaining and applying basic rules for German pronunciation and phonic and grammatical knowledge to spell and write unfamiliar words. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts such as understanding and describing current, recurring and future actions, and making comparisons using simple structures to generate language for a range of purposes. Students begin to build a metalanguage in German to describe patterns, grammatical rules and variations in language structures.

Students understand that the German language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and German. They are encouraged to use German as much as possible for interactions, structured learning tasks and language experimentation and practice.

## Content descriptions

### Communicating

#### Socialising

- Interact with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *Abends mache ich meine Hausaufgaben und spiele Videospiele. Wie ist es mit dir?; Wann spielst du Basketball?; Wo spielst du Hockey?; Wie viele Hobbys hast du? Möchtest du zum Strand gehen? Ich schwimme und lese gern im Sommer. Ich singe nicht gern*
- Participate in routine exchanges to express feelings, opinions and personal preferences such as *Wie geht's?; Es geht mir nicht gut; Ich bin krank; Ich spiele gern Tennis; Spielst du lieber Tennis oder Fußball?; Ich spiele lieber ...*
- Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using German, developing projects or budgeting for a shared event

#### Informing

- Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts

#### Creating

- Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts
- Create or reinterpret, present or perform alternative versions of imaginative texts, for a range of audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

#### Translating

- Translate and interpret short texts from German to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning
- Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

#### Reflecting

- Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

## Understanding

### Systems of language

- Explain and apply basic rules for German pronunciation
- Understanding that  $\beta$  can only be used in lower case, otherwise *SS* and that  $\ddot{a}$ ,  $\ddot{o}$  and  $\ddot{u}$  can be written as *ae*, *oe* and *ue* respectively, for example, in upper case signs or word puzzles such as crosswords
- Apply phonic and grammatical knowledge to spell and write unfamiliar words containing, for example, *ch*, *j*, *v*, *w*, *y* and *z* and diphthongs such as *au*, *ei*, *eu* and *ie*
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
  - understanding and describing current, recurring and future actions, including by using common separable verbs such as *aufstehen*, *ausgehen*, *aussehen*, *fernsehen*, *mitkommen* and *mitnehmen*
  - understanding and expressing obligation and permission using the modal verbs *müssen* and *dürfen*, for example, *Ich darf zu dir kommen*; *ich muss mein Zimmer aufräumen*
  - making comparisons using simple structures such as *Ich mag Erdbeeren lieber als Kiwis*; *Radfahren ist besser als Autofahren*
  - using the comparative and superlative of adjectives, for example, *gut*, *besser am*, *besten*; *klein*, *kleiner*, *am kleinsten*; *alt*, *älter*, *am ältesten*
  - comparing the meaning of the modal verbs *wollen*, *sollen*, *mögen* and *können* with their English equivalents
  - noticing that some verbs can be combined with a separable or inseparable prefix that alters the meaning of the base verb, for example, *Er kommt um 17.15 Uhr*; *Kommst du mit?*; *Ich bekomme \$50 zum Geburtstag*
  - understanding and speaking about past events by adapting modelled sentences in the present perfect tense and using knowledge of common verbs in the simple past tense, for example, *Ich habe heute meine Hausaufgaben nicht gemacht*; *Wir sind nach Bali geflogen*
  - describing frequency using adverbs and adverbial expressions such as *oft*, *manchmal*, *jeden Tag*, *immer*, *selten* and *nie*
  - understanding the meaning of the conjunctions *dass* and *weil*
  - understanding questions using *warum* and responding with a simple sentence, for example, *Warum bist du müde?* *Ich habe heute Fußball gespielt*
  - referring to a date, including the year, for an event such as a birth, for example, *Meine Oma ist am 11. April 1956 geboren*
  - understanding and locating events in time, including the use of the 24-hour clock, prepositions such as *nach* and *vor* and formulaic expressions such as *früher*; *später*; *am Wochenende*; *in den Ferien*
- Build a metalanguage in German to describe patterns, grammatical rules and variations in language structures
- Understand how German texts use language in ways that create different effects and suit different audiences

### Language variation and change

- Understand that the German language is used differently in different contexts and situations

**Role of language and culture**

- Understand that the German language is constantly changing due to contact with other languages and to changing intercultural experiences
- Understand that language and culture are integral to the nature of identity and communication

## Indonesian: Second Language

### Year level description

Year 6 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Indonesian language and culture and their own.

Students communicate in Indonesian, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Indonesian. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the Indonesian language, applying the conventions to pronunciation of unfamiliar loan words from English. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate new language for a range of purposes such as using adjectives to describe people, activities and things. Students build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures.

Students understand that the Indonesian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Indonesian. They are encouraged to use Indonesian as much as possible for interactions, structured learning tasks and language experimentation and practice.

## Content descriptions

### Communicating

#### Socialising

- Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *Dia mau menonton film di bioskop; Kamu bermain apa? Saya sering bermain sepak bola di lapangan; Ada pesta dansa pada tanggal enam Juli; Hari ini saya membeli hadiah untuk teman saya*
- Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as *Saya lebih suka bermain futbol daripada sepak bola; Teman saya baik hati dan lucu*
- Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Indonesian, developing projects or budgeting for a shared event

#### Informing

- Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts

#### Creating

- Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts
- Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

#### Translating

- Translate and interpret short texts from Indonesian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning
- Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

#### Reflecting

- Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

## Understanding

### Systems of language

- Compare the pronunciation of phonemes in the middle of words and at the beginning of words *ny* and *ng* (*nyamuk, Nyoman, ngantuk*) and intonation of polysyllabic words, for example, *mendengarkan, Barcelona, berselancar*
- Recognise the difference in and apply the conventions to pronunciation of unfamiliar loan words from English
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
  - using adjectives to describe people, activities and things, for example, *Saya suka membaca buku misteri karena menarik; Sepupu saya pandai dan cantik; Rendang itu pedas dan enak*
  - describing frequency using adverbs, for example, *selalu, sering, kadang-kadang*
  - creating cohesion using conjunctions, for example, *lalu, sebelum, sesudah*
  - referring to relationships between people and things using prepositions, for example, *untuk, kepada, Kami membeli sepatu baru untuk bermain sepak bola*
  - expressing reactions with exclamations, for example, *Kasihannya!; Hebat!; Asyik!*
  - locating events in time, for example, *hari ini, kemarin, besok, sudah, belum* and using days of the week and months, for example, *Pada hari Sabtu saya menonton televisi dengan sepupu saya; Besok saya akan pergi ke toko untuk membeli buku*
  - comparing and evaluating using comparatives and superlatives, for example, *Saya lebih suka berselancar daripada menonton televisi; Bola basket adalah olahraga yang paling populer di kelas saya*
  - extending subject-focus construction by adding preposition or adverb to subject-verb-object word order, for example, *Saya menonton film di bioskop; Pada hari Minggu saya berselancar dengan bapak di pantai*
  - describing actions using *ber-* and *me-* verbs related to free time activities, for example, *berselancar, berbicara, menonton, melihat*
- Build a metalanguage in Indonesian to describe patterns, grammatical rules and variations in language structures
- Understand how different Indonesian texts use language in ways that create different effects and suit different audiences

### Language variation and change

- Understand that the Indonesian language is used differently in different contexts and situations

### Role of language and culture

- Understand that the Indonesian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge
- Understand that language and culture are integral to the nature of identity and communication

## Italian: Second Language

### Year level description

Year 6 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Italian language and culture and their own.

Students communicate in Italian, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Italian. They gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.

Students are becoming more familiar with the systems of the Italian language, explaining and applying features of intonation, pronunciation and writing conventions in a variety of contexts and types of texts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as using the perfect tense of common verbs such as *essere + andare*, *avere + vedere* and *giocare* to relate experiences. Students begin to build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures.

Students understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Italian. They are encouraged to use Italian as much as possible for interactions, structured learning tasks and language experimentation and practice.

## Content descriptions

### Communicating

#### Socialising

- Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, *La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare*
- Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as *È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono ...; Non mi piace/piacciono ...; Preferisco ...*
- Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event

#### Informing

- Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
- Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts

#### Creating

- Share and compare responses to characters, events and ideas and identify cultural elements in a variety of imaginative texts
- Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

#### Translating

- Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms such as *Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora!*
- Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

#### Reflecting

- Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

## Understanding

### Systems of language

- Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (*è*) and acute accents (*perché*)
- Apply the rules of spelling to writing in a variety of types of texts and contexts
- Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:
  - noticing adjective–noun agreement, for example, *le riviste sportive; la musica classica; i video giochi nuovi*
  - expressing positive and negative preferences using adverbs to intensify the meaning, for example, *Mi piace molto la cioccolata; Non mi piace tanto ballare*
  - expressing negation, for example, *Noi non guardiamo la televisione; Non pratico lo sport*
  - formulating questions and requests, for example, *Cosa fai il weekend?; Dove andiamo stasera?*
  - recognising the position of adverbs in sentences, for example, *Non vado mai in città/al cinema*
  - using plural subject pronouns *noi, voi* and *loro*
  - using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using *avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare* in sentences such as *Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per la cena*
  - using the perfect tense of common verbs such as *essere + andare, avere + vedere* and *giocare* to relate experiences, for example, *Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza*
- Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures
- Understand how Italian texts use language in ways that create different effects and suit different audiences

### Language variation and change

- Understand that the Italian language is used differently in different contexts and situations

### Role of language and culture

- Understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge
- Understand that language and culture are integral to the nature of identity and communication

## Japanese: Second Language

### Year level description

Year 6 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Japanese language and culture and their own.

Students communicate in Japanese, initiating interactions with others to share information and relate experiences about free time. They collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Japanese. Students gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students present and perform reinterpreted or created imaginative texts in Japanese.

Students are becoming more familiar with the systems of the Japanese language, developing greater fluency and accuracy in communication. They begin to use Japanese spontaneously when interacting with one another and with their teacher and use an increasing range of body language and gestures. Students write simple texts using *hiragana* and *kanji* on familiar topics and recognise some single and whole word *katakana* with the support of a chart. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. Students build a metalanguage in Japanese to talk about language.

Students make connections between cultural practices, traditions and values and language use and reflect on how these impact on intercultural communication.

In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Japanese. They are encouraged to use Japanese as much as possible for interactions, structured learning tasks and language experimentation and practice.

## Content descriptions

### Communicating

#### Socialising

- Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them, for example, サッカーをしますか;いつしますか;サッカーがとくいですか;けんくんはテニスがじょうずです;父サッカーがとくいです
- Negotiate an invitation for a shared experience, for example, 日曜日とうみにいきませんか;いいえ、日曜日はちょっと;じゃあ、土曜日にいきましょう
- Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Japanese, developing projects or budgeting for a shared event

#### Informing

- Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds
- Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts, to suit specific audiences and contexts

#### Creating

- Share and compare key messages in imaginative texts such as the moral of a folk story, ideas or values expressed in songs or characterisation in *anime* and compare their treatment across cultural contexts and time
- Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts

#### Translating

- Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems
- Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

#### Reflecting

- Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

## Understanding

### Systems of language

- Engage with authentic spoken language, recognising how words blend
- Understand the relationship between sounds, words and meaning such as noticing that certain combinations of two *moras* make one rhythm unit (foot), for example, the copula *です* and the verb suffix *ます*
- Recognise and make meaning of some single and whole word *katakana* with the support of a *katakana* chart
- Apply the basic principles of stroke order to write all *hiragana* and high-frequency *kanji*
- Write simple texts using *hiragana* and *kanji* on familiar topics
- Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:
  - using verbs to indicate – Would you...? Shall we ...? *～ませんか; ～ましょうか*
  - understanding the use of *これ/それ/あれ/どれ*
  - using the verb *て* form as a formulaic expression, such as when giving instructions or seeking permission, for example, *見てください; トイレに いっても いい ですか*
  - knowing how to use common counters and classifiers such as *こ/ひき/まい/ぴき/えん*
  - using conjunctions such as *そして、それから* to link ideas
- Build a metalanguage in Japanese to talk about language
- Apply formulaic expressions and understand the significance of textual features in texts such as letters or telephone conversations and how the composition of texts reflects cultural values

### Language variation and change

- Understand that language use reflects respect and social distance such as expressing familiarity with friends by using first names instead of surnames or showing respect for authority figures, for example, *しつれいします; よろしく おねがいします*

### Role of language and culture

- Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology
- Understand that language and culture are integral to the nature of identity and communication

## Mathematics

### Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Mathematics provides opportunities for students to develop a sound grasp of numeric conventions. Concrete materials continue to assist students to make sense of mathematical concepts as they develop the ability to think in more abstract terms.

Students engage in a range of approaches to learning through the proficiencies of understanding, fluency, problem-solving and reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed.

In Year 6, students consolidate their understanding of the number system, expanding their repertoire of numbers to include integers, square, prime and composite numbers. They apply this understanding to calculate and model real-world problems efficiently and interpret and communicate findings. Students explore the Cartesian plane, describe a sequence of steps to determine the area of rectangles and volume of rectangular prisms and convert between units of measurement, connecting metric units to the decimal system. They represent probabilities numerically and conduct repeated chance experiments and simulations, comparing expected and observed frequencies. Students interpret data displays, including side-by-side column graphs, using mode, range and shape, and they describe how features of displays may influence an audience.

## Content descriptions

### Number and algebra

#### Understanding number

- Investigate the use of positive and negative integers to represent everyday situations. Read, write and order integers on a number line
- Represent and explain the multiplicative place value relationship between places in any number, including decimals
- Explore, identify and represent square, prime and composite numbers in arrays and explain reasoning
- Order common fractions with the same and related denominators, including mixed numerals, using diagrams and number lines
- Connect commonly used percentages, including 10%, 25% and 50%, to fractions and decimals, including on a number line

#### Understanding equalities and inequalities

- Complete, check and construct statements of equality and inequality involving the four operations, including the use of brackets and order of operations, and explain reasoning

#### Patterns and relationships

- Create and represent increasing or decreasing patterns using concrete materials and numbers. Use words to generalise rules that relate each element of a pattern to its position

#### Calculating with number

- Choose and use flexible and efficient strategies to calculate with whole numbers, involving any of the four operations, and explore the use of the order of operations
- Add and subtract fractions with related denominators, using flexible and efficient strategies, based on knowledge of equivalence
- Add and subtract decimals to two decimal places, using flexible and efficient strategies
- Multiply decimals by whole numbers and multiply and divide decimals by powers of 10, using flexible and efficient strategies
- Determine a familiar fraction, decimal or percentage of a whole number
- Use estimation and rounding to make reasonable evaluations and justify results

#### Financial mathematics

- Develop plans for savings goals, predict expenses and identify that saving money with a bank attracts interest

#### Modelling with number

- In real-world situations involving whole numbers, order of operations and fractions with the same denominator, use the following process
  - I. analyse the situation and identify relevant information
  - II. mathematically represent the situation, including using equations to reach a solution
  - III. interpret and communicate findings in the context, exploring and justifying decisions

## Measurement and geometry

### Two-dimensional space and structures

- Explore, visualise and describe translations, reflections or rotations of two-dimensional shapes
- Convert between units of length by connecting metric units to the decimal system and extend to units of mass and capacity
- Describe and test a sequence of steps to determine the area of rectangles based on dimensions
- Investigate angles in a right angle, on a straight line, angles at a point and vertically opposite angles, to determine unknown angles and explain reasoning
- Explore the Cartesian plane as the intersection of two number lines at zero, using the coordinate system to locate points in all four quadrants

### Three-dimensional space and structures

- Visualise, sketch and construct three-dimensional objects, including prisms and pyramids
- Describe and test a sequence of steps to determine the volume of rectangular prisms based on dimensions

### Non-spatial measurement

- Use timetables and itineraries in 12- and 24-hour time systems to determine the duration of events and journeys

### Modelling with measurement and geometry

- In real-world situations involving transformation of two-dimensional shapes, rectangular prisms, pyramids, Cartesian planes, measuring and converting metric units for length, mass and capacity, determining volume and area in metric units or determining the duration of events and journeys, use the following process
  - I. analyse the situation and identify relevant information
  - II. mathematically represent the situation to reach a solution
  - III. interpret and communicate findings in the context, exploring and justifying decisions

## Probability and statistics

### Probability

- Order everyday chance events and phrases on a scale from 0 to 1, where 0 represents an event that is certain not to happen (impossible) and 1 represents an event that is certain to happen
- Conduct repeated chance experiments and simulations with equally likely or unequally likely outcomes, including with the use of digital tools, for an increasing number of trials. Compare expected and observed frequencies in terms of variation as the number of trials increase

### Statistics

- Describe and interpret a range of displays for real-life numerical data, including side-by-side column graphs, using mode, range and shape
- Describe how the features of real-life data displays may influence an audience
- In a real-world context involving continuous and discrete numerical data, use the following process
  - I. analyse the situation to pose a question

- II. choose the most appropriate way to collect data to ensure accuracy and consistency, and make choices to represent data, including line graphs and side-by-side column graphs
- III. interpret and communicate findings in terms of the context and describe reasons for variation

## Science

### Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Science provides opportunities for students to explore their physical, social, cultural and technological surroundings. As students develop the ability to work collaboratively, they work with others to plan and make decisions in constructing knowledge.

In Year 6, students explore the relationship between the growth and survival of living things, changing conditions in their environment and the influence of human activities. They are introduced to ways to classify changes to substances as reversible and irreversible. Students explore the effects of sudden geological changes and extreme weather on the surface of Earth. They identify the role of the components in electrical circuits and learn to describe energy flows in terms of transfer and transformation.

Students pose questions that include the variable to be changed and apply science knowledge to make reasoned predictions of the results. To test their predictions, they plan and conduct fair, repeatable investigations that include controlled variables. Students describe the observed relationships in the collected data between variables to be measured and changed, compare their results to their predictions and pose further questions to investigate. Students report on their investigation and findings using appropriate language features. They use science knowledge to develop considered responses to problems, at a local and global level, through investigation and research.

## Content descriptions

### Science understanding

#### Biological sciences

- The growth and survival of living things are affected by the changing conditions in their environment and the influence of human activities

#### Chemical sciences

- Materials can undergo reversible changes and irreversible changes

#### Earth and space sciences

- The effect of sudden geological events on Earth's surface, such as tsunamis, earthquakes and volcanic eruptions, and extreme weather, such as cyclones, extreme heat and floods

#### Physical sciences

- The transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors

### Science inquiry

#### Questioning and predicting

- Pose testable questions that include variables to be measured and changed, and apply science knowledge to make predictions

#### Planning and conducting

- Plan and conduct fair, safe and repeatable investigations
- Use equipment to observe, measure and record data

#### Processing, modelling and analysing

- Organise and represent data using tables, graphs and models to identify the relationships between measured and changed variables

#### Evaluating

- Compare findings with those of others, and to predictions; evaluate the fairness of an investigation and suggest improvements; and pose questions for further investigation

#### Communicating

- Communicate ideas in a variety of ways, including scientific reports with appropriate language features

#### Collaborating and applying

- Use science knowledge to develop considered responses to problems, at a local and global level, through investigation and research

## Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 6. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

## Design and Technologies

### Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Design and Technologies builds on concepts previously acquired and students continue to develop an understanding of design thinking skills. Students experiment with a variety of materials to investigate the advantages of different representational forms for different purposes and situations, such as for engineering systems, food and fibre production, food preparation systems, and suitability and functionality in a product.

In Year 6, students have opportunities to learn about technologies in society and ways people in design and technologies occupations address competing considerations, including sustainable factors, as they create solutions in at least one of the following Design and Technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations, and Materials and technologies specialisations. Students consider ways competing technologies are used in the production of products and develop an understanding of designs for services and environments for community needs.

Students understand and appreciate different points of view, develop the ability to think in more abstract terms, and undertake sustained activities for longer periods. They work collaboratively and communicate decisions to develop agreed protocols, set goals, manage competing factors, resources and time to develop solutions for a given task. Students design alternative solutions, achieved through an iterative process. They develop negotiated criteria to evaluate design features, selected technologies, functionality and consideration of constraints of the designed solution to achieve a purpose.

## Content descriptions

### Contexts

#### Engineering principles and systems

- Forces and electrical energy can control motion, sound or light in a product and/or system

#### Food and fibre production

- Food and fibre production systems for products, considering design features, consumer demand and managed environments

#### Food specialisations

- Food choices, consumer demands and preparation systems affect the use of a food in a meal/product

#### Materials and technologies specialisations

- Properties of selected materials, technologies, and production systems affect suitability and functionality in a product

### Technologies and society

- People in design and technologies occupations address competing considerations, including sustainable factors in the design of products, services and environments
- Competing technologies are used for the design of products, services and environments for community needs

### Design thinking skills

#### Project management

- Use agreed protocols to set goals, manage competing factors, resources and time, to plan, develop and communicate decisions, when developing designed solutions

#### Investigating and defining

- Break down a design brief to define the purpose, requirements and constraints for a given task
- Investigate and select resources considering constraints, properties and functions appropriate for the given task

#### Designing

- Design alternative solutions achieved through an iterative process, including critical thinking, graphical representations, use of a range of technologies, techniques, technical terms and/or a sequence of steps

#### Producing and implementing

- Use a range of technologies, components and/or equipment to implement agreed protocols to produce a designed solution

**Evaluating**

Develop negotiated criteria to evaluate design features, graphics, selected technologies, processes and functionality with consideration of constraints for the designed solution

## Digital Technologies

### Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Digital Technologies builds on concepts previously acquired where students continue to develop understanding and skills in computational and design thinking.

In Year 6, students consolidate their understanding of the role individual components of digital systems play in the processing and representation of data. They are introduced to wired and wireless networks of digital systems that send data in binary form. Students are introduced to the concept of digital footprints and consider privacy considerations when collecting user data.

Students further develop abstractions by identifying common elements across similar problems and systems and make connections between models and the real-world systems they represent. They are given increased responsibility for managing and organising activities, individually and in groups. Students apply systems thinking when investigating the functions and purpose of each component in a digital system and in their interactions with others. When creating digital solutions, students further refine their skills to identify and use appropriate data and requirements. They incorporate control structures when implementing their solutions through visual programming environments.

## Content descriptions

### Digital systems

- Digital systems are connected in wired and wireless networks to transmit data for a variety of purposes

### Data representation

- Data can be represented by on and off states (zeros and ones in binary)

### Privacy and security

- Digital footprint and privacy considerations when collecting user data
- Access multiple personal accounts using unique passphrases or biometrics. Risks of password reuse and practices to reduce risk to their personal accounts

### Digital implementation

- Design algorithms in plain English and/or flow charts that involve user input, variables and control structures (sequence, decisions and various types of iteration: For, Repeat, While)
- Implement algorithms in a visual programming environment involving variables and control structures (sequence, decisions, input and various types of iteration)

### Design thinking skills

#### Project management

- Use agreed protocols to set goals, manage competing factors, resources and time, to plan, develop and communicate decisions when developing designed solutions

#### Investigating and defining

- Break down a design brief to define the purpose, requirements and constraints for a given task
- Investigate and select resources considering constraints, properties and functions appropriate for the given task

#### Designing

- Design alternative solutions achieved through an iterative process, including critical thinking, graphical representations, use of a range of technologies, techniques, technical terms and/or a sequence of steps

#### Producing and implementing

- Use a range of technologies, components and/or equipment to implement agreed protocols to produce a designed solution

#### Evaluating

- Develop negotiated criteria to evaluate design features, graphics, selected technologies, processes and functionality, with consideration of constraints for the designed solution

## The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 6. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

### Dance

#### Year level description

In Year 6, students continue to choreograph dance, exploring character and mood, using and integrating a selection of the elements of dance (body, energy, space and time) and choreographic devices.

There is a continued focus on safe dance practices as students use increasingly complex combinations of fundamental movement skills that further develop their body awareness, coordination, control, balance, strength, accuracy and clarity of movement.

Students continue to use rehearsal processes to improve their dance performance. They are given opportunities to present dance using performance skills.

In making and responding to dance, students consider the elements of dance (body, energy, space and time), choreographic devices and design concepts, and provide explanations of their use in dance. They also consider factors that have influenced dance in particular cultures and times.

#### Content descriptions

##### Making

###### Ideas

- Exploration and improvisation and experimentation of movement ideas to choreograph dance that explores character/mood and communicates meaning

###### Skills

- Selection and integration of the (4) elements of dance (BEST):
  - Body:
    - body parts (gestures)
    - body actions (arm and leg gestures that lead toward, away from and around own)
    - body zones (front, back, sideways, cross-lateral)
    - body bases (feet, knees, hands, buttocks)
  - Energy:
    - controlling and combining different movement qualities (sharp to soft, floppy to stiff, smooth to jagged)
    - force (strong to gentle)
    - weight (heavy, light)
    - flow (connection of movements, tight and contained or freely moving)

- Space:
  - levels (medium, low, high, moving between levels)
  - direction (forward and backward, diagonal, circular)
  - group formations (small or large groups of dancers in lines, circles, diagonals, clusters, squares) throughout the space
  - personal space and general space
  - positive and negative space
  - dimensions (big, small, narrow, wide)
  - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved, centred, off-centre, complementary contrasting)
  - pathways (in the air with the arms, under, over, on the floor)
- Time:
  - tempo (fast, slow, slowing down, speeding up)
  - rhythm (regular, irregular)
  - stillness (pausing, freezing, holding a shape then continuing dance sequence)
  - duration (long, short movements)
  - acceleration/deceleration
  - accent (emphasis placed on a movement)

to choreograph dance

- Use of the choreographic devices of repetition, contrast unison and canon when choreographing group dance
- Combinations of increasingly complex fundamental movement skills, incorporating directional and spatial changes that develop body awareness, coordination, control, balance, strength, and accuracy
- Safe dance practices, including knowing their own body capabilities when participating in dance lessons or rehearsals

### **Performance**

- Rehearsal processes (applying feedback) to improve dance performance
- Performance skills (including using focus, clarity of movement and facial expressions) to reflect character/mood and acknowledging the audience when presenting dance

### **Responding**

- Factors that influence dance in particular cultures, times and contexts
- Responses that explain how the elements of dance, choreographic devices and design concepts (lighting, costumes, props, sets) are used to communicate meaning in dance, using dance terminology

# Drama

## Year level description

In Year 6, students refine and experiment with the elements of drama and selected drama forms and styles, considering how feedback can be used to enhance improvised, devised and scripted drama. Students are introduced to script formatting and conventions.

Students experience drama as performers and audience members. They develop their performance skills to establish connections and build trust with the audience.

As they make and respond to drama, students explore how dramatic narratives and mood communicate meaning. They examine the factors that influence drama in different cultures, times and contexts.

## Content description

### Making

#### Ideas

- Dramatic action (the driving force and forward motion of drama to create dramatic meaning) driven by narrative structure and dramatic tension

#### Skills

- Experimentation and refinement of ten (10) elements of drama:
  - voice (loud, soft, varying loud and soft; pitch variation; pace; volume; clarity; projection)
  - movement (facial expressions and gestures to create belief in character and situation)
  - role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
  - situation (establishing and sustaining a fictional setting)
  - space (establishing a clear setting)
  - character (communicating character traits; developing relationships between characters)
  - time (sense of time to create belief in drama)
  - tension (factors that contribute to suspense in stories; tension in characters' relationships)
  - mood (describes the feelings and attitudes, often combined of the roles and characters involved in dramatic action)
  - relationships (how relationships influence character development)
- when creating improvised, devised or scripted drama
- Script formatting and conventions, including planning and documentation
- Improvisation skills (finding a resolution and signalling a conclusion) to enhance drama

### Performance

- Rehearsal processes (the consideration of feedback) to improve drama performances to engage an audience

## Responding

- Factors that influence drama in different cultures, times and contexts
- Responses that explain how the elements of drama and production elements are used to communicate meaning in drama, using drama terminology

## Media Arts

### Year level description

In Year 6, students explore stories and ideas from different viewpoints. They explore how narrative structures and tension engage an audience.

Students continue to experiment with codes and conventions to persuade and engage an audience.

As students make and respond to media work, they describe how the codes and conventions of media communicate meaning. They examine the regulation and ethical behaviour in media. Students explore the factors that influence media in different cultures and times.

### Content descriptions

#### Making

##### Ideas

- Exploration on how narrative structures and tension engage an audience
- Exploration of stories and ideas from different viewpoints

##### Skills

- Exploration and experimentation with the codes and conventions of media:
  - technical (sequencing and editing images to support particular purposes; camera shots (close-up, mid-shot, long shot); camera angles (low angle, high angle, eye level))
  - symbolic (using costumes and props to represent people as fictional and/or non-fictional characters; manipulating familiar places to create fictional settings; manipulating natural light to enhance a shot; body language to create meaning)
  - audio (loudness and softness; music to convey a mood; sound effects)
  - written (selecting text to strengthen point of view and engage an audience)when producing media work

##### Production

- Uses narrative structures to create tension and engage an audience
- Uses different viewpoints in story making to engage an audience
- Protocols (permission for images and videos of individuals to be used, use of borrowed materials) in media work

##### Responding

- Regulation and ethical behaviour in media, including the role of organisations and communities
- Factors that influence media in different cultures and times
- Responses that involve describing how the codes and narrative conventions communicate meaning, using media terminology

# Music

## Year level description

In Year 6, students continue to develop and consolidate their aural and theory skills, identifying and performing pentatonic and major scales, intervals and melodic patterns and the difference between pentatonic, major and minor tonality. They identify tempo and metre changes and organise beat and rhythm in simple and compound time.

Students improvise with and manipulate the elements of music to create simple compositions, incorporating expressive and stylistic features. They use standard notation, terminology and relevant technology to trial, record and communicate their music ideas.

Students experience music as performers and audience members. They perform solo and ensemble music with developing technique, incorporating expressive and stylistic features, and maintain and balance their own part when singing and playing with others. Students explore how to improve musical performance as soloists and ensemble members and sustain and engage an audience, working individually and collaboratively to develop and apply appropriate rehearsal processes.

They listen to, reflect on, and respond to factors that influence musical styles in particular cultures, times and contexts, and analyse how the use and combination of the elements of music define a particular style or context.


## Content descriptions

### Making

#### Ideas

- Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles
- Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology

#### Skills

- Development and consolidation of aural and theory skills, including:
    - rhythm (simple time, compound time: )
    - tempo (changing tempos; terminology)
    - pitch (interval occurring in scales); tonality: minor
    - dynamics (terminology and symbols); expressive devices (accents)
    - form
    - timbre (individual instruments within ensembles and instrument groups; acoustic and electronic sounds)
    - texture (layers of sound)
- to compose and perform music

**Performance**

- Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement
- Development of performance skills (singing in tune, playing a variety of instruments with correct timing and technique, incorporating dynamics; maintaining and balancing their own part at correct pitch and tempo when performing with others)

**Responding**

- Responses to and contributions as performers and audience members, appropriate to culture and/or context
- Factors that influence musical styles in particular cultures, times and contexts
- Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology

# Visual Arts

## Year level description

In Year 6, students are inspired by observation and imagination reflecting on various artwork. They learn to apply their knowledge of the visual elements, selecting appropriate media, materials and technologies to create artwork that communicate ideas, beliefs or viewpoints.

Students examine the messages expressed in artwork and consider how presentation will enhance meaning, aesthetics and audience interpretation.

As they make and respond to artwork, students continue to use visual art terminology to explain the effective use of elements and techniques. Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artwork from different social, cultural and historical times.

## Content description

### Making

#### Ideas

- Exploration of artwork inspired by observation or imagination from various artists and cultures that use material and techniques to enhance the artist's belief or viewpoint
- Application of visual art elements and selection of materials, media and/or technologies, to communicate an idea, belief or viewpoint

#### Skills

- Development and application of artistic techniques and processes with:
  - shape (exaggerated proportions; motifs; fonts)
  - colour (colour wheel; tertiary colour)
  - line (lines that create an illusion)
  - space (focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry)
  - texture (real and simulated)
  - value (highlights; shadows; form)to create artwork
- Use of a variety of techniques, art processes and art forms, such as digital imaging, lino printing or stencils to suit purpose

#### Production

- Presentation and reflection of ideas, feelings, beliefs and viewpoints expressed in artwork, including consideration of audience and feedback
- Consideration of how to display of artwork to enhance visual appeal/aesthetics and meaning

## Responding

- Appreciation of diverse interpretations/readings of an artwork by different audiences
- Personal responses, using visual art terminology, about how visual art elements, techniques and symbolic meaning communicate ideas and messages; and identifying factors that influence artwork from different social, cultural and historical times



