



Year 6 - Term 1 2025

Learning and Assessment Summary

| Australian Curriculum Learning Areas | Teachers | Unit Outline and Assessment Tasks |
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| English | Class Teacher | <p>English: Narrative</p> <p>Students are learning to:</p> <ul style="list-style-type: none"> • read, view and comprehend a range of short stories created to engage audiences. • identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events. • identify how narrative texts are structured to reflect purpose. • explain how language features including literary devices, and visual features influence audiences. • create a written short story that develops, explains and elaborates on relevant ideas from texts. • use narrative structure (orientation, complication/rising action, climax, resolution/falling action, conclusion) and vary paragraphs to organise, develop and link ideas. • use narrative elements such as plot tension, shifts in time (flashback) and dialogue. • create cohesion using time connectives and word associations (synonyms). • use and vary language features including: <ul style="list-style-type: none"> - sentence structures - simple, compound and complex with varied sentence beginnings (embedded clauses). - topic-specific vocabulary (characterisation – expanded noun groups, precise verbs, adverbs/adverb groups). - literary devices (vivid vocabulary - imagery, alliteration, simile, metaphor, onomatopoeia, personification, hyperbole). - punctuation – sentence boundary including full stops, exclamation marks & question marks; capital letters for proper nouns & titles; commas for lists, clauses & dialogue; apostrophes for possession (singular & plural). • spell using phonic, morphemic and grammatical knowledge. • reread and edit work using success criteria and publish their work using ICTs. |
| | Assessment Tasks & Week Administered | Assessment Task: Short Story (written) – Week: 8, 9, 10 |
| Mathematics | Class Teacher | <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts, such as locating points in the four quadrants of a Cartesian plane. • build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers. • use combinations of transformations to create tessellating patterns. • conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings. |
| | Assessment Tasks & Week Administered | <p>Assessment Task: Locate and represent ordered pairs on the Cartesian plane and create tessellating patterns using combinations of transformations. Week: 4/5</p> <p>Assessment Task Statistical Investigation Compare distributions of data and critique arguments presented in advertisements based on statistics. Week: 9</p> |

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| Science | Class Teacher | <p>Students are learning about:</p> <ul style="list-style-type: none"> examine the structural features and behavioural adaptations that assist living things to survive in their environment. how science uses evidence and data to develop explanations. <p>Students are learning how to:</p> <ul style="list-style-type: none"> investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments. |
| | Assessment Tasks & Week Administered | Assessment Task: Design creatures with adaptations that are suitable for survival in prescribed environments. Weeks: 7, 8, 9 & 10 |
| Humanities & Social Sciences | Class Teacher | <p>Students are learning about:</p> <ul style="list-style-type: none"> the natural and human characteristics of places and how people interact with these places. <p>Students are learning to:</p> <ul style="list-style-type: none"> develop skills in interpreting maps, gathering geographical data and drawing conclusions. |
| | Assessment Tasks & Week Administered | Assessment Task: Investigation – How do people and environments interact and influence each other? Weeks: Ongoing |
| Health and Physical Education | Specialist Teacher | <p>HEALTH – Who Influences Me?</p> <p>Students are learning to:</p> <ul style="list-style-type: none"> explain the influence of people and place on identities. construct a health message for their peers. <p>Students are learning about:</p> <ul style="list-style-type: none"> how important people in their lives, and the media can influence health behaviour. <p>PHYSICAL EDUCATION – Ulti-MATES (frisbee)</p> <p>Students are learning to:</p> <ul style="list-style-type: none"> develop and perform the specialised movement skills of passing and catching a frisbee. propose and combine movement concepts and strategies to achieve outcomes in Ultimate Frisbee. demonstrate fair play during game situations. |
| | Assessment Tasks & Week Administered | <p>HEALTH: Project – Investigate role models and their influence on health behaviours and apply a problem-solving process to create a health message for their peers. Weeks 5, 8 & 10.</p> <p>PE (Practical) Perform the specialised movement skills of Frisbee and combine movement concepts and strategies in game situations. Demonstrate fair play and skills to work collaboratively during Ultimate Frisbee games. Weeks 8, 9 & 10.</p> |
| The Arts Strand: Music | Specialist Teacher | <p>Students are learning to:</p> <ul style="list-style-type: none"> extend their musical knowledge and performance skills using the recorder. |
| | Assessment Tasks & Week Administered | Assessment Task: Performance, stage presence and engagement in lessons. Weeks: 8 & 9 |
| Languages (L.O.T.E.) Japanese | Specialist Teacher | <p>Students are learning about:</p> <ul style="list-style-type: none"> the concept of family in Japan and making connections with their own experiences. similarities and differences in greeting others in a variety of scenarios e.g., between friends, family members and teachers. |

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| | Assessment Tasks & Week Administered | <p>Assessment Task: Students will be assessed on their speaking skill, presenting information about themselves at word and simple sentence level using formulaic (patterned structure) and modeled language. Students will use Japanese rhythm, intonation and tone as well as culturally appropriate gestures.</p> <p>Weeks: Ongoing throughout the term.</p> |
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