Class teachers

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Overview

The Year Six Religion curriculum involves four strands:
Sacred Texts, Beliefs, Church and Christian Life.
These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.

Religious Knowledge & Deep Understanding
In Year 6, students are introduced to the Christian understanding of faith and the term 'communion of saints'. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus’ New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers and the Church's liturgical celebrations (including the Eucharist). They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and meditative prayer practices including prayer journaling.

Religious Skills
- Communicate an understanding of some key messages of Old Testament prophets
- Locate evidence in some New Testament texts that shown human authors voice, knowledge and skills.
- Recognise a number of images and titles of Jesus in the New Testament.
- Identify elements of the High Holy Days and the life of believers.
- Identify the parts of the Mass and communicate an understanding of the key purposes of the Eucharist for believers.
- Identify and describe some examples of significant change and continuity in Australian Catholic identity and relationships with the wider community. (c. 1900 to present).
- Identify expressions of spiritual and corporal works of mercy.
- Participate respectfully in a variety of meditative prayer experiences.
<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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<tbody>
<tr>
<td><strong>Language Variation and Change</strong></td>
<td><strong>Literature and Context</strong></td>
<td><strong>Texts in Context</strong></td>
</tr>
<tr>
<td>- Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)</td>
<td>- Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</td>
<td>- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</td>
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<tr>
<td><strong>Language for Interaction</strong></td>
<td><strong>Responding to Literature</strong></td>
<td><strong>Interacting with Others</strong></td>
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<tr>
<td>- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)</td>
<td>- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</td>
<td>- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</td>
</tr>
<tr>
<td>- Understand the uses of objective and subjective language and bias (ACELA1517)</td>
<td>- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</td>
<td>- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</td>
</tr>
<tr>
<td><strong>Text Structure and Organisation</strong></td>
<td><strong>Examining Literature</strong></td>
<td><strong>Literacy and Context</strong></td>
</tr>
<tr>
<td>- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)</td>
<td>- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style (ACELT1616)</td>
<td>- Develop a criteria and explaining editing choices (ACELY1714)</td>
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<tr>
<td>- Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)</td>
<td>- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</td>
<td>- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</td>
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<tr>
<td>- Understand the uses of commas to separate clauses (ACELA1521)</td>
<td><strong>Creating Literature</strong></td>
<td><strong>Creating Texts</strong></td>
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<tr>
<td><strong>Expressing and Developing Ideas</strong></td>
<td><strong>Creating Texts</strong></td>
<td><strong>Interpreting, Analysing, Evaluating</strong></td>
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<tr>
<td>- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</td>
<td>- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</td>
<td>- Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</td>
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<tr>
<td>- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)</td>
<td>- Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1600)</td>
<td>- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</td>
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<tr>
<td>- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</td>
<td>- Identify how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</td>
<td>- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</td>
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<td>- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</td>
<td>- Analyse strategies authors use to influence readers (ACELY1801)</td>
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<td><strong>Phonics and Word Knowledge</strong></td>
<td><strong>Creating Literature</strong></td>
<td><strong>Creating Texts</strong></td>
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<tr>
<td>- Understand how to 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 (ACELA1526)</td>
<td>- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</td>
<td>- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</td>
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<td>- Understand how to use phonics knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonics generalisations to read and write increasingly complex words (ACELA1830)</td>
<td>- Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1600)</td>
<td>- Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715)</td>
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<tr>
<td>- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)</td>
<td>- Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</td>
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## YEAR 6 – MATHEMATICS OVERVIEW

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and Place Value</strong></td>
<td><strong>Using Units of Measurement</strong></td>
<td><strong>Chance</strong></td>
<td><strong>Understanding</strong> includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations. <strong>Fluency</strong> includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables. <strong>Problem Solving</strong> includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles. <strong>Reasoning</strong> includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results.</td>
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<thead>
<tr>
<th><strong>Fractions and Decimals</strong></th>
<th><strong>Shape</strong></th>
<th><strong>Data Representation and Interpretation</strong></th>
<th><strong>Knowledge and Understanding</strong></th>
</tr>
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<tbody>
<tr>
<td>Compare fractions with related denominators and locate and represent them on a number line. Solve problems involving addition and subtraction of fractions with the same or related denominators. Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies. Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of. Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies. Multiply and divide decimals by powers of 10. Make connections between equivalent fractions, decimals and percentages.</td>
<td>Construct simple prisms and pyramids</td>
<td>Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables. Interpret secondary data presented in digital media and elsewhere.</td>
<td>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.</td>
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<tr>
<th><strong>Money and Financial Mathematics</strong></th>
<th><strong>Location and Transformation</strong></th>
<th><strong>Patterns and Algebra</strong></th>
<th><strong>Geometric Reasoning</strong></th>
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<tr>
<td>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies.</td>
<td>Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies. Introduce the Cartesian coordinate system using all four quadrants.</td>
<td>Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence. Explore the use of brackets and order of operations to write number sentences.</td>
<td>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles.</td>
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### Achievement Standard

**Knowledge and Understanding**

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.

**Skills**

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.
**Year 6 Science Overview**

**Physical Sciences- It’s Electrifying!**

Electrical energy is part of our everyday lives at home, at work and at school. We use it for refrigeration, machines and lighting. Portable devices, such as mobile phones, watches and many toys, rely on batteries for electrical energy. Electric circuits are needed to allow energy to be transferred from a battery to light bulbs, motors and buzzers, where it is changed into light, movement or sound.

The It’s electrifying unit provides students with an opportunity to develop their understanding, through hands-on activities, of the role of electrons in transferring energy in electric circuits. Through investigating batteries, light bulbs, switches, conductors and insulators, they explain how battery-operated devices work.

**Biological Sciences – Marvellous Microorganisms**

Micro-organisms affect everyone. Some are helpful, while others are harmful. Pathogenic micro-organisms can cause diseases like sore throats, influenza, tuberculosis and AIDS. Decomposer micro-organisms decay rotting plant and animal matter, returning important nutrients back into the soil. Food spoilage micro-organisms such as mould ruin stored food. Other bacteria and yeasts are vital to the production of food and drinks like yoghurt and bread, and beer and wine.

The Marvellous micro-organisms unit provides opportunities for students to develop an understanding of the role of micro-organisms in food and medicine. Students investigate the conditions micro-organisms need to grow, learn about yeast and the bread-making process, and research the development of penicillin.
What makes things change and what affects how fast they change? Why do some things burn more fiercely, rust more quickly or smell more strongly? The whole world is made up of particles that are constantly moving and reacting with one another in fascinating ways. Science seeks to understand why and how substances change, and this has led to advances in everything from food preservation to fire control.

The Change detectives unit provides opportunities for students to explore melting, evaporating, dissolving, reacting and burning. Students’ understanding of the factors that influence the rate of change will be developed through hands-on activities and student-planned investigations. Students become detectives who identify and explain physical and chemical changes in everyday materials.

Major earthquakes cause dramatic changes to the Earth’s surface. Strong earthquakes can affect millions of lives by causing buildings to collapse, destroying roadways and bridges and affecting basic necessities such as electricity and water supply. Fortunately, the majority of earthquakes are barely noticed. It is still not possible to accurately predict where and when an earthquake will happen. However, greater understanding of their causes helps scientists estimate the locations and likelihood of future damaging earthquakes.

The Earthquake explorers unit is an ideal way to link science with literacy in the classroom. This unit provides opportunities for students to develop an understanding of the causes of earthquakes and how they change the Earth’s surface. Through investigations, students explore earthquake magnitude data from Australia and neighbouring countries, drawing conclusions about patterns in the data.
Australia as a Nation

The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.

The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

The key inquiry questions at this year level are:

1. Why and how did Australia become a nation?
2. How did Australian society change throughout the twentieth century?
3. Who were the people who came to Australia? Why did they come?
4. What contribution have significant individuals and groups made to the development of Australian society?

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

**Historical Knowledge and understanding**

Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government.

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.

**Historical Skills**

Sequence historical people and events

Use historical terms and concepts

Identify questions to inform an historical inquiry

Identify and locate a range of relevant sources

Locate information related to inquiry questions in a range of sources

Compare information from a range of sources

Identify points of view in the past and present

Develop texts, particularly narratives and descriptions, which incorporate source materials

Use a range of communication forms (oral, graphic, written) and digital technologies
## YEAR 6 – GEOGRAPHY OVERVIEW – a diverse and connected world

**A DIVERSE AND CONNECTED WORLD** takes a global view of geography and focuses particularly on the concepts of place and interconnections. Students learn about the diversity of peoples and cultures around the world, the indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia’s connections with other countries and events in places throughout the world, and think about their own and other people’s knowledge of other countries and places. Students’ mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places.

### The key inquiry questions for Year 6 are

- How do places, people and cultures differ across the world?
- What are Australia’s global connections between people and places?
- How do people’s connections to places affect their perception of them?

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<table>
<thead>
<tr>
<th>Geographical Knowledge and Understanding</th>
<th>Geographical Inquiry and Skills</th>
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<tbody>
<tr>
<td>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region.</td>
<td><strong>Observing, questioning and planning</strong></td>
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<tr>
<td>Differences in the economic, demographic and social characteristics between countries across the world.</td>
<td>- Develop geographical questions to investigate and plan an inquiry</td>
</tr>
<tr>
<td>The world’s cultural diversity, including that of its indigenous peoples.</td>
<td><strong>Collecting, recording, evaluating and representing</strong></td>
</tr>
<tr>
<td>Significant events that connect people and places throughout the world.</td>
<td>- Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports</td>
</tr>
<tr>
<td>The various connections Australia has with other countries and how these connections change people and places.</td>
<td>- Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams</td>
</tr>
<tr>
<td>The effects that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places.</td>
<td>- Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate</td>
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</tbody>
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**Interpreting, analysing and concluding**

- Interpret geographical data and other information using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions

**Communicating**

- Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate

**Reflecting and responding**

- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people
# Year 6 Health and Physical Education Overview

## Personal, Social and Communal Health

### Being Healthy, Safe and Active
- Examine how identities are influenced by people and places (ACPPS051)
- Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
- Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
- Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

### Communicating and Interacting for Health and Wellbeing
- Practise skills to establish and manage relationships (ACPPS055)
- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

### Contributing to Healthy and Active Communities
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059)
- Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)

## Movement and Physical Activity

### Moving Our Body
- Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)
- Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

### Understanding Movement
- Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)
- Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)
- Participate in physical activities from their own and others’ cultures, and examine how involvement creates community connections and intercultural understanding (ACPMP066)

### Learning Through Movement
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)
- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)
- Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)
Year 6 children will continue to sing, play and create songs with the rhythms and melodies learnt in earlier years. They will also incorporate 2 new rhythms, syncopah and tum-ti. Canons, part-singing and bass lines will be part of their vocal development.

Students have the opportunity at Year 6 level to be a part of the Siena Choir, which performs regularly at school and community events, and has competed successfully at eisteddfods for many years.

Parents also have the opportunity to arrange for their child to participate in Siena’s Instrumental music program. To arrange for your child to learn to play a musical instrument, please contact Todd Wynyard at twynyard@bne.catholic.edu.au
Italian Overview

Languages other than English (LOTE) are a means of communicating across cultures and promoting sociocultural understanding and competence. Languages prepare learners for meaningful, productive lives in a culturally and linguistically diverse society and world and help learners relate positively to the richness of human diversity.

Languages are important as a medium of interpersonal relationships, of thought and of learning about the world. People and communities meet many of their personal, social and cultural needs through language.

Italian is the language and culture which forms the focus for students in Year 5 and 6 at Siena Catholic Primary School. The study of Italian is continued at Siena Catholic College.