



Statement of Intent – Year 6 – Term 1 2022

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English
	<p>Vocation</p> <ul style="list-style-type: none"> -People share in God's work -Jesus teaches people to share in God's work -Jesus teaches people how to live the Gospel -Jesus teaches people how to share in God's love and compassion -The Church helps Christians live the teachings of Jesus -Christians give witness to Jesus in their lives <p>The Christian vocation is 'to love'</p> <ul style="list-style-type: none"> -Christians are called to share in God's work through vocation <p>Lent/Easter</p> <p>People discover more about themselves as they grow</p> <p>God is a mystery</p> <ul style="list-style-type: none"> -Jesus teaches people about God -Jesus is Lord -Jesus reveals the Kingdom of God is for all -Lent is a time for love, forgiveness and compassion -The Church celebrates the Easter Vigil Mass -The Parish continues the mission of Jesus 	<p>Number and Algebra</p> <ul style="list-style-type: none"> -Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122) -Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) -Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> -Interpret and use timetables (ACMMG139) -Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142) <p>Statistics and Probability</p> <ul style="list-style-type: none"> -Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) -Interpret secondary data presented in digital media and elsewhere (ACMSP148) 	<p>Reading</p> <ul style="list-style-type: none"> -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) -Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts (ACELY1713) -Analyse strategies authors use to influence readers (ACELY1801) <p>Spelling</p> <ul style="list-style-type: none"> -Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) -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) -Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830) <p>Speaking and Listening</p> <ul style="list-style-type: none"> -Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) -Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purpose, making appropriate choices for modality and emphasis (ACELY1710) <p>Use interaction skills, varying conventions of spoken interactions, such as voice volume, tone, pitch and pace according to group size, formality of interactions and needs and expertise of the audience (ACELY1816)</p> <p>Writing</p> <ul style="list-style-type: none"> -Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) -Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) -Identify and explain how choices in language, for example, modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) -Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617) -Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) -Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) -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) -Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) -Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716) -Experiment with text structures and language features and their effects in creating literary texts; for example, using imagery, sentence variation, metaphor and word choice (ACELT1800) <p>Viewing</p> <ul style="list-style-type: none"> -Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts (ACELY1713)



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Humanities & Social Sciences	Health	Technologies	Immersion, Excursions and Events
<p>Digital Systems</p> <ul style="list-style-type: none">- Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data. (ACTDIK014)-Whole numbers are used to represent data in a digital system (ACTDIK015)-Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none">o Skills to establish and manage positive relationships, such as: showing respect and <u>empathy</u>; being cooperative; actively listening; being trustworthy; accepting differences (ACPPS055)o Situations in which emotions can influence decision making: in peer group; with friends; with family; during sporting or physical activities (ACPPS056)	<p>Economics and Business</p> <ul style="list-style-type: none">-Decisions about the alternative use of resources result in the need to consider <u>trade-offs</u> (e.g. using the land to grow crops or to graze cattle).-The impact consumer purchasing decisions can have on a family, the broader <u>community</u> (e.g. purchasing from the <u>local</u> growers' market or a supermarket chain) and the environment (e.g. pollution, waste).-Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue-Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)-Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)-Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)-Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)	<p>1 February – Students Start 5 February – Commissioning Mass 2pm and P&F Beginning of Year Event 8 February – Parent Information Session 11 February – Women in Science Day 12 February – Merit Assembly 15 February – Standardised Testing begins and Buddy Session 16 February – Shrove Tuesday 17 February – Ash Wednesday Mass: Yr 6 19 February – Merit Assembly and Swimming Trials Yr: 3-6 20/21 February – Parish Sacramental Enrolment Weekend 26 February – Pupil Free Day 2 March – Interschool Cricket Carnival Yr 6 4 March – Schools Clean Up Day 5 March – Yr 3-6 Swimming Carnival 8 March – International Women's' Day 13 March – Family Mass 15-19 March – Yr 6 Camp 26 March – Palm Sunday Liturgy 29 March – Pupil Free Day – Parent Teacher Interviews 30 March – Interschool Swimming Carnival Yr 3-6 31 March – Last Supper Liturgy 1 April – Stations of the Cross and Last Day of Term</p>



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	Japanese	STEM	Sport	Music
	<p>1. Students will learn to read and write hiragana script</p> <p>2. Students will communicate by learning the vocabulary associated with learning hiragana script</p> <p>3. Students will be able to use and understand simple grammar structures</p> <p>Vocabulary: Hiragana-the basics あいうえお、かきくけこ、さしすせそ、たちつてと、なにぬねの、はひふへほ、まみむめも、やゆよ、らりるれろ、わんを</p> <p>Hiragana-ten ten and maru がぎぐげご、ざじずぜぞ、だでど、ばびぶべぼ</p> <p>Hiragana-combinations,</p> <p>Grammar: Telling this isこれは _____です。 Basic grammar structure _____は adjectivesです。 To like somethingo Something が すきです。o Something が すき ですか。 o はい、すき です。いいえ、すき じゃない です。</p>	<p>Biological Science</p> <p>-The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p> <p>-Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)</p> <p>-With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS232)</p> <p>-Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS110)</p>	<p>Moving our Body</p> <p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061/065)</p> <p>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 (ACPMP061/065)</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal: (ACPMP064)</p> <p>-use of appropriate skills</p> <p>-spatial awareness</p> <p>-relationship to and with objects, people and space</p> <p>Understanding Movement</p> <p>The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065)</p> <p>Learning through Movement</p> <p>Interpersonal skills in physical activities, such as (ACPMP067)</p> <p>-encouragement of others</p> <p>-negotiation and sharing roles and responsibilities</p> <p>-dealing with conflicts and disagreements</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest (ACPMP069)</p>	<p>Ideas</p> <ul style="list-style-type: none"> Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles (ACAMUM089) <p>Skills</p> <ul style="list-style-type: none"> Development and consolidation of aural and theory skills. (ACAMUM088) <p>Performance</p> <ul style="list-style-type: none"> Application of rehearsal processes to improve music performance and sustain and enhance audience engagement (ACAMUM090) <p>Responding</p> <ul style="list-style-type: none"> Responses to and contributions as performers and audience members, appropriate to culture and/or context (ACAMUR091)