



Statement of Intent – Year 6 – Term 1 2024

Learning Outcomes (WA Curriculum)	RELIGIOUS EDUCATION	MATHEMATICS	ENGLISH
	<p>Vocation -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 The Christian vocation is ‘to love’ -Christians are called to share in God’s work through vocation</p> <p>Lent/Easter People discover more about themselves as they grow God is a mystery -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>	<p>Number and Algebra -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> <p>Measurement and Geometry -Interpret and use timetables (ACMMG139) -Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)</p> <p>Statistics and Probability -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>	<p>Reading -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> <p>Spelling -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> <p>Speaking and Listening -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) 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 -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) -Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) -Plan, draft and publish imaginative 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> <p>Viewing -Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts (ACELY1713)</p>



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HEALTH	STEM SCIENCE	PHYSICAL EDUCATION	
<p>Communicating and interacting for health and well being Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> showing respect and empathy being cooperative actively listening being trustworthy accepting differences <p>(ACPPS055)</p> <p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> • in peer group • with friends • with family • during sporting or physical activities <p>(ACPPS056)</p>	<p>The growth and survival of living things are affected by physical conditions of their environment.</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.</p> <p>With guidance, pose clarifying questions and make predictions about scientific investigations.</p> <p>Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks.</p>	<p>MOVEMENT AND PHYSICAL ACTIVITY</p> <p><u>Moving Our Body</u></p> <ul style="list-style-type: none"> • 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 throwing to basketball passing and shooting (ACPMP061; ACPMP065) • Basic strategies and tactics to successfully achieve a movement outcome or goal: body awareness, spatial awareness, relationship to and with objects, people and space <p>(ACPMP063)</p> <p><u>Understanding movement</u></p> <p>Manipulation and modification of the elements of effort, space, time,</p> <ul style="list-style-type: none"> • objects and people, and their effects on movement skills (ACPMP065) <p><u>Learning through movement</u></p> <ul style="list-style-type: none"> • Interpersonal skills in physical activities, such as: <ul style="list-style-type: none"> ○ encouragement of others ○ negotiation and sharing roles and responsibilities ○ dealing with conflicts and disagreements (ACPMP067) • Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest (ACPMP069) 	
STEM TECHNOLOGIES	MUSIC	HUMANITIES & SOCIAL SCIENCES	IMMERSION, EXCURSIONS AND EVENTS
<p><u>DIGITAL TECHNOLOGIES</u></p> <p>Digital implementation Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols.</p> <p>Digital systems Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data.</p>	<p>Ideas Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles (ACAMUM089) Skills Development and consolidation of aural and theory skills. Performance Application of rehearsal processes to improve music performance and sustain and enhance audience engagement (ACAMUM090) Responding Responses to and contributions as performers and audience members, appropriate to culture and/or context (ACAMUR091)</p>	<p>HISTORY</p> <ul style="list-style-type: none"> • Key figures (e.g. Henry Parkes), ideas and events (e.g. the Tenterfield Oration) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy) • Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or 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 (e.g. push-pull factors) and their contributions to society <p>LIBRARY/HASS SKILLS</p> <p>Questioning and researching Locate and collect information and/or data from a range of appropriate primary and secondary sources (e.g. media, books, interviews, internet) (WAHASS52)</p> <p>Record selected information and/or data using a variety of methods (e.g. paraphrase, summarise) (WAHASS53)</p>	<ul style="list-style-type: none"> • 7th February: Parent Information Session • 9th February Swimming Trials • 13th February Shrove Tuesday • 14th February Ash Wednesday Mass 9am • 16th February Year 4-6 Swimming Carnival • 23rd February Merit Assembly, St Benedict's Commissioning Mass @2pm and P&F Welcome Event • 1st March Year 2W Assembly & Clean Up Australia Day • 4th March Labour Day Public Holiday • 5th March Interschool Swimming Carnival Year 4-6 • 6th-7th March School Photos • Friday 8th March Year 2B Assembly & Da Vinci Decathlon @ MLC • 18th-21st March Year 6 Camp • 22nd March Merit Assembly & P&F Movie Evening • 26th March Cricket Carnival Year 6 & last day for students • 27th March Parent/Teacher Meetings & Pupil Free Day • 28th March Pupil Free Day • 29th March Good Friday



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