



School Curriculum  
and Standards  
Authority

6



**Year 6**

Curriculum Content

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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. 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*:

- 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
- 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, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 6 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

## LEARNING AREAS AND SUBJECTS

Learning areas and subjects	Implementation timeline
<b>English</b>	2015
<b>Health and Physical Education</b>	2017
<b>Humanities and Social Sciences</b>	2017
<b>Languages</b>	2018
<b>Mathematics</b>	2015
<b>Science</b>	2015
<b>Technologies (Design and Digital)</b>	2018
<b>The Arts (Dance, Drama, Media Arts, Music, Visual Arts)</b>	2018

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 subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

# ENGLISH

## YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

## CONTENT DESCRIPTIONS

### LANGUAGE

#### **Language variation and change**

- Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English

**Language for interaction**

- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
- Understand the uses of objective and subjective language and bias

**Text structure and organisation**

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
- Understand that cohesive links can be made in texts by omitting or replacing words
- Understand the uses of commas to separate clauses

**Expressing and developing ideas**

- Investigate how complex sentences can be used in a variety of ways 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/phrases
- 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
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion

**Phonics and word knowledge**

- 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
- 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

**LITERATURE****Literature and context**

- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts

**Responding to literature**

- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor influence personal response to different texts

**Examining literature**

- 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
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

**Creating literature**

- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

- Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice

## LITERACY

### **Texts in context**

- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches

### **Interacting with others**

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- 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
- 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

### **Interpreting, analysing, evaluating**

- Analyse how text structures and language features work together to meet the purpose of a text
- 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
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts
- Analyse strategies authors use to influence readers

### **Creating texts**

- 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
- Re-read and edit their students' own and others' work using agreed criteria and explaining editing choices
- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
- Use a range of software, including word processing programs, learning new functions as required to create texts

# HEALTH AND PHYSICAL EDUCATION

## YEAR LEVEL DESCRIPTION

In Year 6, the content provides students with the opportunity to refine and further develop skills and strategies to promote a healthy lifestyle including those that focus on minimising and managing conflict and building self-esteem to support healthy relationships. Students are provided with opportunities to develop skills in accessing reliable and up-to-date 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 specialised 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 and refine interpersonal skills that support them to adopt different roles and responsibilities and perform these with competence and confidence. They are encouraged to further develop leadership roles in team situations, with a focus on sound ethical conduct and the application of a broad knowledge of sport-specific rules.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

## CONTENT DESCRIPTIONS

### PERSONAL, SOCIAL AND COMMUNITY HEALTH

#### **Being healthy, safe and active**

- Ways that personal identities change over time
- Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:
  - minimising and managing conflict
  - recognising and building self-esteem
  - selecting and managing relationships
- Criteria that can be applied to sources of information to assess their credibility
- Strategies that promote a healthy lifestyle, such as:
  - refusing medicines, tobacco, alcohol or other drugs
  - improving the nutritional value in meals
  - increasing physical activity
  - being safe in an online environment

#### **Communicating and interacting for health and wellbeing**

- Skills to establish and manage positive relationships, such as:
  - showing respect and empathy

- being cooperative
- actively listening
- being trustworthy
- accepting differences
- Situations in which emotions can influence decision-making:
  - in peer group
  - with friends
  - with family
  - during sporting or physical activities

#### **Contributing to healthy and active communities**

- Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:
  - creating social connections for better mental health
  - meeting physical activity recommendations

## **MOVEMENT AND PHYSICAL ACTIVITY**

#### **Moving our body**

- 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
- Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:
  - use of appropriate skills
  - spatial awareness
  - relationship to and with objects, people and space

#### **Understanding movement**

- Benefits of regular physical activity and physical fitness to health and wellbeing:
  - control of weight and blood fats, such as cholesterol
  - improved concentration
- The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills

#### **Learning through movement**

- Interpersonal skills in physical activities, such as:
  - encouragement of others
  - negotiation and sharing roles and responsibilities
  - dealing with conflicts and disagreements
- Solutions to movement challenges through the use of basic strategies and tactics
- Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest

# HUMANITIES AND SOCIAL SCIENCES

## YEAR LEVEL DESCRIPTION

In Year 6, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students 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 to 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 examine Australian citizenship, and reflect on the rights and responsibilities that being a citizen entails.

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 are given the opportunity to 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

### CIVICS AND CITIZENSHIP

#### KNOWLEDGE AND UNDERSTANDING

##### **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, including the shared roles and responsibilities within Australia's federal system
- How laws are initiated and passed through the federal parliament
- Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship

### ECONOMICS AND BUSINESS

#### KNOWLEDGE AND UNDERSTANDING

##### **Trade-offs and impacts of consumer and financial decisions**

- Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity)
- Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or graze cattle)
- The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local 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

### GEOGRAPHY

#### KNOWLEDGE AND UNDERSTANDING

##### **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
- Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world

- The world’s cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia
- Australia’s connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places

## HISTORY

### KNOWLEDGE AND UNDERSTANDING

#### Australia as a nation

- Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) 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, the Westminster system, the Houses of Parliament)
- Experiences of Australia’s democracy and citizenship, including the status and rights of Aboriginal 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

## HUMANITIES AND SOCIAL SCIENCES SKILLS

### KNOWLEDGE AND UNDERSTANDING

#### Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)
- 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 (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)
- Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)

#### Analysing

- Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)
- Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)
- Translate collected information and/or data in a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)

**Evaluating**

- 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)
- Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)

**Communicating and reflecting**

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts
- Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)

# 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 such as 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, 他叫王晓明, 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 *ß* can only be used in lower case, otherwise *SS* and that *ä*, *ö* and *ü* 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 *ny* and *ng* at the beginning of words (*nyamuk*, *Nyoman*, *ngantuk*) and intonation of polysyllabic words, for example, *mendengarkan*, *berbelanja*, *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*
  - 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 に 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

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** 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
- **fluency** 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
- **problem-solving** includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles
- **reasoning** includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

## CONTENT DESCRIPTIONS

### NUMBER AND ALGEBRA

#### Number and place value

- Identify and describe properties of prime, composite, square and triangular numbers
- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers
- Investigate everyday situations that use integers. Locate and represent these numbers on a number line

#### Fractions and decimals

- 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 answers
- 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

#### **Money and financial mathematics**

- Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies

#### **Patterns and algebra**

- 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

## **MEASUREMENT AND GEOMETRY**

#### **Using units of measurement**

- Connect decimal representations to the metric system
- Convert between common metric units of length, mass and capacity
- Solve problems involving the comparison of lengths and areas using appropriate units
- Connect volume and capacity and their units of measurement
- Interpret and use timetables

#### **Shape**

- Construct simple prisms and pyramids

#### **Location and transformation**

- Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies
- Introduce the Cartesian coordinate system using all four quadrants

#### **Geometric reasoning**

- 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

## **STATISTICS AND PROBABILITY**

#### **Chance**

- Describe probabilities using fractions, decimals and percentages
- Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies
- Compare observed frequencies across experiments with expected frequencies

#### **Data representation and interpretation**

- 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

# SCIENCE

## YEAR LEVEL DESCRIPTION

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

### **Incorporating the key ideas of science**

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.

## CONTENT DESCRIPTIONS

### SCIENCE UNDERSTANDING

#### **Biological Sciences**

- The growth and survival of living things are affected by the physical conditions of their environment

#### **Chemical Sciences**

- Changes to materials can be reversible or irreversible

#### **Earth and Space Sciences**

- Sudden geological changes or extreme weather conditions can affect Earth's surface

#### **Physical Sciences**

- Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources

## SCIENCE AS A HUMAN ENDEAVOUR

### **Nature and development of science**

- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions

### **Use and influence of science**

- Scientific knowledge is used to solve problems and inform personal and community decisions
- Scientific knowledge is used to inform personal and community decisions

## SCIENCE INQUIRY SKILLS

### **Questioning and predicting**

- With guidance, pose clarifying questions and make predictions about scientific investigations

### **Planning and conducting**

- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks
- Decide variables to be changed and measured in fair tests and observe, measure and record data, with accuracy using digital technologies as appropriate
- Use equipment and materials safely, identifying potential risks

### **Processing and analysing data and information**

- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate
- Compare data with predictions and use as evidence in developing explanations

### **Evaluating**

- Reflect on and suggest improvements scientific investigations

### **Communicating**

- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts

# 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

Learning in Design and Technologies builds on the range of concepts, skills and processes developed in previous years.

In Year 6, students have opportunities to learn about technologies in society through different technology contexts as they create solutions in at least one of the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to produce products and develop an understanding that designs for services and environments meet community needs.

Students have the opportunity to begin to critically examine technologies, including materials, systems, components, tools and equipment that are used regularly in the home and wider community. They explore and begin to consider ethical points of view, social impact and environmentally sustainable factors when developing design solutions. Students examine why and for whom technologies are developed.

Students have opportunities to engage with ideas beyond the familiar, exploring how people working in a range of technologies contexts contribute to society. They continue to build on design capabilities through broadening their own design ideas used in solutions. Students have opportunities to explore trends and data to predict what the future will be like, and suggest design decisions that contribute positively to preferred futures.

Using technologies to suit the purpose, students explore how to represent objects and ideas in a variety of forms to communicate the development of designed solutions. They use a range of preferred techniques to illustrate how products function.

## CONTENT DESCRIPTIONS

### KNOWLEDGE AND UNDERSTANDING

#### **Technologies and society**

- How people address competing considerations, including sustainability when designing products, services and environments for current and future use

In Year 6, students have opportunities to learn about technologies in society through different technology contexts as they create solutions in **at least one** of the following technologies contexts.

#### **Technologies contexts**

##### *Engineering principles and systems*

- Electrical energy and forces can control movement, sound or light in a product or system

##### *Food and fibre production*

- Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products

##### *Food Specialisations*

- Principles of food preparation for healthy eating

##### *Materials and technologies specialisations*

- Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the impact of their use

### PROCESSES AND PRODUCTION SKILLS

#### **Creating solutions by:**

##### ***Investigating and defining***

- Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task
- Identify available resources

##### ***Designing***

- Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology

##### ***Producing and implementing***

- Select, and apply, safe procedures when using a variety of components and equipment to make solutions

##### ***Evaluating***

- Develop collaborative criteria to evaluate and justify design processes and solutions

##### ***Collaborating and managing***

- Work collaboratively, considering resources and safety, to plan, publish and manage projects, including sequenced steps

## DIGITAL TECHNOLOGIES

### YEAR LEVEL DESCRIPTION

In Year 6, students further develop understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. They will have opportunities to create a range of solutions, such as quizzes and interactive stories and animations that involves more than one branching solution (choice of options).

Students consolidate their understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data, and begin to explain the concept of data states in digital systems and how data are transferred between systems.

Students learn to further develop abstractions by identifying common elements across similar problems and systems and make connections between models and the real-world systems they represent.

When creating solutions, students further refine their skills to identify and use appropriate data and requirements. They increase the sophistication of their algorithms by identifying repetition. They learn to incorporate repeat instructions or structures when implementing their solutions through visual programming environments, such as reading user input until an answer is guessed correctly in a quiz.

Students critique design solutions and examine the sustainability of their own, and existing, information systems.

Students develop strategies to communicate information and ideas using agreed social, ethical and technical protocols, taking into account the safety aspects of working in digital environments.

### CONTENT DESCRIPTIONS

#### KNOWLEDGE AND UNDERSTANDING

##### **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

##### **Representation of data**

- Whole numbers are used to represent data in a digital system

## PROCESSES AND PRODUCTION SKILLS

### **Collecting, managing and analysing data**

- Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes

### **Digital Implementation**

- Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition)
- Implement and use simple visual programming environments that include branching (decisions), iteration (repetition) and user input
- Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols

### **Creating digital solutions by:**

#### ***Investigating and defining***

- Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task
- Identify available resources

#### ***Designing***

- Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology

#### ***Producing and implementing***

- Select, and apply, safe procedures when using a variety of components and equipment to make solutions

#### ***Evaluating***

- Develop collaborative criteria to evaluate and justify design processes and solutions

#### ***Collaborating and managing***

- Work collaboratively considering resources and safety, to plan, publish and manage projects, including sequenced steps

# 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 DESCRIPTION

#### 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:
    - o body parts (gestures)
    - o body actions (arm and leg gestures that lead toward, away from and around own)
    - o body zones (front, back, sideways, cross-lateral)
    - o body bases (feet, knees, hands, buttocks)
  - Energy:
    - o controlling and combining different movement qualities (sharp to soft, floppy to stiff, smooth to jagged)
    - o force (strong to gentle)

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

- Performance skills and audience awareness (where performers make connections and building trust with the 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 DESCRIPTION

## MAKING

### Ideas

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

### Skills

- Exploration and experimentation of the codes and conventions of media:
  - technical (sequencing and editing of 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, 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 video 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 DESCRIPTION

#### 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 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