

# OVERVIEW OF EXPECTED OUTCOMES - TERM 1 – 2017

Oxley State School



YEAR 6	Expected Outcomes	Assessment	Week
English	<p><b>NARRATIVE</b>  <b>Short Stories (Term 1, Weeks 1 – 8)</b>                      In this unit students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p> <p><b>PERSUASIVE</b>  <b>Examining Advertising in the Media (Term 1, Weeks 9 – 10 and Term 2, Weeks 1 – 5)</b>                      In this unit students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.</p>	<p><b>Writing:</b> Whole School Writing Task (Pre-assessment)</p> <p><b>Create a short story</b>  <i>Written</i>                      Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p> <p><b>PM/Probe:</b> Diagnostic reading assessment (Non-Fiction)</p>	<p>Week 2</p> <p>Week 8</p> <p>Week 5</p>
Mathematics	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving all four operations</li> <li>• Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.</li> <li>• Patterns and algebra - explore the use of order of operations to perform calculations.</li> <li>• Fractions and decimals - Order and compare fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages</li> <li>• Fractions and decimals - make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000</li> <li>• Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</li> <li>• Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays and identify the difference between categorical and numerical data.</li> </ul>	<p><b>PAT-M</b>  <b>Number Facts Test</b></p> <p><b>Order of operations</b>  <i>Short answer questions</i>                      Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p><b>Data Decoder</b>  <i>Short answer questions</i>                      Students interpret, compare and analyse data displays to make reasoned decisions</p>	<p>Week 1 -2</p> <p>Week 2</p> <p>Week 4</p> <p>Week 8</p>

YEAR 6	Overview of Expected Outcomes	Assessment	Week
Science/ Geography	<p>The Science component of this unit will involve students exploring how sudden geological and extreme weather events can affect Earth's surface and communities. They will explore weather, specifically meteorological events. They will explore wind scale (tropical scales, Beaufort Wind Scale); storm warnings (features of weather reports; and natural disasters (earthquakes, volcanoes – locate on a map). Students explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia.</p> <p>The Geography component of the unit will have students exploring the inquiry question: How do places, people and cultures differ across the world? The students will explain the characteristics of places at different scales from local to global; describe how interconnections change places; represent data on large scale maps that use the cartographic conventions of source, scale and legend.</p>	<p><b>Integrated Science Geography Test</b> <i>Short answer questions</i> Students will answer questions about longitude and latitude, continents, oceans, zones and definitions of key terms</p> <p><b>Natural Disaster Explanation</b> <i>Research project – written</i> Students will research a natural disaster, map the path it took/zone it took place and write a timeline to support information.</p>	Week 7 -9
Health / Physical Education	<p><b>Health: 'You can do it' program:</b> Children's mental health and ability to achieve success in an ever changing world.</p> <p><b>Swimming:</b> Students will develop and extend the swimming strokes freestyle, backstroke, breaststroke and survival backstroke. They will learn to perform lifesaving skills of stride entry and treading water.</p>	<p>Ongoing throughout term</p> <p>Swimming Stage Level Checklist (Royal Life Saving)</p>	Weekly  Week 9
Technology	<p><b>Quench</b> This unit addresses the context <i>Food specialisations</i>. In this unit, students will investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene. They will design a healthy drink that meets a specific need (refreshing; nutritious; warming) and make it safely and hygienically.</p>	To design a safe and hygienic environment to make a healthy drink that meets a specific need.	Week 10
The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<p><u>Visual Arts</u> Students will have opportunity to create an image that aligns with their short story (English).</p> <p><u>Music:</u> <b>Rhyme, rhythm and Song:</b> Students will continue to consolidate and extend their repertoire of more complex rhymes and songs. Students will have the opportunity to perform a selection of rhythmic and melodic ostinato, rhythmic and melodic canons, partner songs, rhythmic and harmonic accompaniments (including drone, bordun and chordal) as individuals and as a group. Students will learn to play three chords on the Ukulele and a repertoire of songs using these chords.</p>	<p>Students create an art piece that relates to their short story (English).</p> <p>Students play Ukulele and sing a song using two chords (F and C).</p> <p>Students perform using vocal melody, ostinato, and choral accompaniment as a small group.</p>	Weeks 5-8  Weeks 5-8  Weeks 7-10

<p>LOTE</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Be able to transit between Chinese and English.</li> <li>2. Realize the similarities and differences between Chinese and English.</li> <li>3. Get familiar with Chinese pronunciation system—pinyin and be able to write down correct pinyin when listening to Chinese.</li> <li>4. Be able to say new Chinese sentences independently with pinyin.</li> <li>5. Be able to express their own preferences for food with reasons in Chinese.</li> </ol> <p>Develop skills to compose a conversation to talk about food in Chinese.</p>	<ol style="list-style-type: none"> <li>1. <i>Writing task: Draw and write about food they like with reasons</i></li> <li>2. <i>Speaking task: Talk about the food they like in Chinese.</i></li> </ol>	<p><i>Weeks 7-8</i> <i>Weeks 8-9</i></p>
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*At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C) documents.*