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This booklet provides an outline of the subjects offered in Year 6 at Whitsunday Anglican School. It is a reference for parents, students and other community members who require an overview of the Year 6 Curriculum. If required, more detailed subject information is available from the Tutor teacher, subject specialist or Head of Middle School.

The booklet is not intended to be prescriptive in any way since the day-to-day organisation of the year levels lies primarily with the Tutor teacher and subject teachers. Content, learning experiences and projects may vary from year to year depending on the needs of the students, the cohort as a group and the expertise of staff.

The Teaching and Learning Framework used as a curriculum organiser at Whitsunday Anglican School is the “Dimensions of Learning” Model. The Year 6 academic program will continue to reflect the Australian Curriculum key learning areas as they become available.
Year 6—a snapshot

Year 6 is the second year of the Middle School experience. New students, with support from their allocated buddies, Tutor teacher and subject teachers generally transition well to the new routines, and expectations. It is an exciting time as so many new opportunities emerge while greater independence and self management is encouraged and supported.

When compared to a traditional primary school setting Middle School offers so much more!. Students in Year 6 have some classes in a traditional “home room” environment and move to other rooms for specialist subjects such as Science, Music, Art, Industrial arts, Health and Physical Education and Drama with specialist teachers. Students in Year 6 have their own locker and are expected to manage their own equipment, including their own digital learning device.

We understand that students require support, encouragement and ongoing feedback on their progress. This occurs in a number of ways. All students undertake diagnostic testing throughout the year. Typically this commences in Term 1 so that progress can be monitored and learning can be tailored to suit the needs of individuals. Previous academic results are used in this process. Regular parent-teacher communication is encouraged.

All students are expected to use the school diary as an organisational tool for upcoming events and recording homework. It is also an important communication tool for parents and teachers. Students have a set 10 day timetable, typically referred to as week 1 and week 2.

students are expected to complete 45-60 min of homework per night Monday to Thursday.

Student achievement is celebrated at our fortnightly Middle School assemblies and Chapel services.
Year 6—a snapshot

Our Character Counts Pastoral program aims to provide students with knowledge, skills, values and character traits across three domains of development that include Character, Social/Emotional (self awareness and self management) and Academic development (learning-related character traits and cognitive skills).

Leadership and service opportunities are available to all Year 6 students who are encouraged to involve themselves in a Character Counts committee group. (Service, Media, Chapel & Assembly, Activities, Grounds and Environment and Fundraising.)

Students are supported in their homework organisation by having a set weekly schedule of homework activities. Homework is given in English and Mathematics only and has a focus of Literacy and Numeracy skill development. Consistency in routine has proved beneficial for students as well as assisting parents monitor. Year 6 students are expected to complete 45-60 min of homework per night Monday to Thursday.

Student achievement is celebrated at our fortnightly Middle School assemblies and Chapel services.
Art

Course Description
Students complete a whole year of Visual Art in Year 6. The Visual Arts curriculum is built around the two interrelated strands, Making and Responding. Students make and respond to visual art works independently with their peers, teachers and the wider community. They investigate subject matter to represent what they see and experience in the real world. In Year 6 there is a strong focus on Aboriginal Culture and artistic traditions. The students explain the meaning behind their artwork and they recognise that different people interpret art works in different ways and that these people include artists and audiences. Students will use a variety of materials and techniques to make visual artworks in a range of forms.

Learning Experiences and Activities
Students experience lessons in a purpose built Art facility. Students plan, observe and create their own images using a variety of objects, materials and media techniques. Both traditional and contemporary artworks representing the diversity of art within a cultural group is explored. Typically in Year 6 Aboriginal Art is studied in Semester One. Students create visual artworks that investigate how different personal, cultural and community ideas and processes coexist. Students identify and discuss a range of visual artworks and how they may be interpreted in different ways.

Achievement Standards
A portfolio of students work is collected and an achievement standard is determined against a given set of criteria. Students use skills, processes, materials and technologies to create and display visual artworks. They plan, reflect upon, refine and document their visual arts processes. They identify practices and viewpoints in visual art works they view. They make connections between their own and others artworks using visual arts technology.
Christian Education

Course Description
In the Middle School, the Christian Education program allows students the opportunity to explore Christianity, religions and values. Students are encouraged to participate in activities that encourage understanding of scripture; exploration of beliefs and world religions; making choices; nurturing faith and personal reflection; and, an awareness of Christian tradition and Anglican liturgy.

Christian values are encouraged in all aspects of the life of the school community.
Industrial Arts

Course Description
Students extend skills and knowledge utilised in working with wood and acrylics. Selected items are constructed and the sensible use of equipment and tools encouraged.

Learning Experiences and Activities
Students are given a basic understanding of the materials they are expected to use and are encouraged to learn the safe and confident way to use materials and tools.

Achievement Standards
Assessment is made of each item produced in class and ongoing assessment is made in the areas of safety, use of equipment and assistance to others.
Drama

Course Description

Using myth and published play-scripts, students will make and respond to dramatic work, selecting dramatic elements in order to build and shape dramatic action. There will be a focus on developing drama for performance, employing the skills required to effectively tell a story and convey characters to an audience. Students will participate in group devised drama in both formal and informal settings.

Students will study Drama for 1 semester.

Learning Experiences and Activities

Examples:

- Role Play
- Storytelling
- Small Group Play Making
- Mime & Movement
- Ritual
- Spatial Awareness
- Improvisation
- Short Plays
- Characterization
- Puppetry/shadow

Achievement Standards

Assessment is completed on an ongoing basis, through observation from peers, teachers and self-assessment practices. Students are assessed in the dimensions of Making and Responding.
Course Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

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 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.

Learning Experiences and Activities

Students are involved in a broad range of activities to improve spelling, dictionary skills, grammar, comprehension, research skills, proof reading and creative writing. Individual and group oral presentations and written tasks form part of the learning experiences for all students. Digital technologies and specific software is also used to enhance learning experiences.

Achievement Standards

A portfolio of evidence of student work is developed over the course of the year to determine the level of achievement against a given set of criteria. Assessment consists of listening, reading and viewing (Receptive modes) and speaking, writing and creating (Productive modes).
Health & Physical Education (HPE)

Course Description

The Health and Physical Education Key Learning area is based on the newly released syllabus for this area. The scope of the course is described by three strands – Promoting the Health of individuals and Communities, Developing Movement Concepts and Motor Skills, Enhancing Personal Development. The core curriculum represents essential learning and is defined by the key concepts within each strand and the intended student learning outcomes. Students experience units such as Minor Games, Fitness, Dance, Athletics and Aquatics. Students explore many aspects of health including personal relationships, coping/resilience skills, nutrition, first aid, co-operation, assertiveness, self esteem, stress and relaxation, body image, sun and water safety, posture and fitness.

Learning Experiences and Activities

The learning experiences address the key concepts and are designed to meet student learning outcomes that include ability to: demonstrate and describe everyday actions to promote their health; demonstrate a range of basic locomotor and non-locomotor movements and combining these with a variety of objects; and describe themselves in a range of familiar roles and relationships.

Achievement Standards

Assessment will be criteria based and dependent on students achieving prescribed learning outcomes for each strand.
Humanities

Students study one semester of History and one semester of Geography. The Australian Curriculum Geography course is currently under development.

History

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

Learning Experiences and Activities

Students are involved in research activities, presentations using digital technologies, role plays and both group and individual learning tasks. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

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

History

Achievement Standards

A range of assessment is used to build the student portfolio including tests, research tasks, oral and visual presentations, teacher observations and anecdotes and class work. Student achievement standards are determined against a set of criteria that includes Historical Knowledge and Understanding, Questioning and Researching, Analysing and Interpreting and Communicating. By the end of Year 6, students should typically identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence events and people in chronological order, and create timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information. They identify and describe points of view. Students develop texts, particularly narratives and descriptions and use historical terms and concepts.
Language Other Than English (LOTE)

Course Description..... Japanese
Students learn to write and read hiragana, numbers to 1000, time, dates and hobbies. Students are also taught listening, speaking and reading in classroom situations and complete a research project on Japan.

Learning Experiences and Activities
Students engage in linguistic development through vocabulary recognition and use of target language through cleverly designed interest based assessment items. Students can showcase their understanding and comprehension of Japanese.

Achievement Standards
Assessment includes term projects relevant to the topics studied in class as well as vocabulary quizzes and ongoing teacher observations.

Course Description..... French
Students make requests and interact with peers using key words or phrases and memorised material on rehearsed topics. Students learn to buy items from a stationary shop, describe others, count to 1000, say where they live etc.

Learning Experiences and Activities
Students are involved in a variety of realistic situations including buying and selling stationary items in the French Language. They will also participate in role plays, games, songs and creating a power point presentation and model on their favourite Parisian monument.

Achievement Standards
Students will be assessed by ongoing observation, an exam at the end of each term and a project on Paris.
Learning Enrichment

Whitsunday Anglican School prides itself on providing education programs, which place the individual student at the centre of all learning. We have many programs which are implemented throughout the School and we are fortunate to work with brilliant staff on a daily basis. The Learning Enrichment Centre provides various options for improving learning.

Some services provided include:

- Early intervention; we attempt to identify and support any student learning issues early in their learning.
- Planning and catering for the varying learning abilities of our students through differentiation.
- Formal assessment of individual student needs.

The Learning Enrichment team will work with staff to:

- Develop, facilitate and evaluate programs which will cater for the diversity of learners in the classroom.
- Develop Individual Education Plans (IEP) for students with disabilities with parents and staff, also liaising with external specialists when the need arises.
- Deliver in-class and small group assistance for students.
- Provide access to accelerated programs within the class, special multi-age groups, and also source other extension opportunities for our academically advanced students.
- Support our students with English as their second language.
- Assist teachers to cater for individual needs through the provision of material resources.
- Foster a positive attitude by students for themselves and their work.
Mathematics

Course Description

There are three content strands: Numbers and Algebra, Measurement and Geometry, and Statistics and Probability. Understanding, Fluency, Problem Solving and Reasoning are an integral part of Mathematics content strands and form the proficiency strands of the Year 6 course.

In brief, Understanding includes describing properties and probabilities and making reasonable estimations. Fluency includes representing integers on a number line, calculating simple percentages, using brackets, converting between fractions and decimals, measuring 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, describing results, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

Learning Experiences and Activities

These may be individual or group based involving hands on activities using a variety of manipulative equipment, investigations, book work and work both inside and outside the classroom. Digital technology, course specific software and problem solving tasks also form part of the learning experiences.
Achievement Standards

A portfolio of evidence of student work is developed over the course of the year to determine the level of achievement against a set of criteria. Achievement levels are determined by evidence collected via tests, investigations, book work, homework, teacher observations and anecdotes and discussions with students. Students are assessed in the Understanding and Skills dimensions of the course which includes Understanding and Fluency and Problem Solving and Reasoning.

Typically by the end of Year 6 students have developed a solid foundation of number skills across all four operations and are able to recall their times tables with fluency. They make connections, solve problems and interpret timetables. They interpret and compare a variety of data displays, locate fractions and integers on a number line and write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane and construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.
Music

Course Description
Music is experienced through playing, singing, listening, creating and responding to a variety of musical styles. Concepts and skills are introduced and reinforced continuously and sequentially.

Students will study Music for one semester.

Learning Experiences and Activities
Students continue to build a repertoire of songs and develop skills in part-singing. Reading and writing music notation and performance skills are further developed through playing melodic, harmonic and rhythmic instruments. Listening, creating and responding activities are experienced through a variety of musical styles including classical, folk, jazz and contemporary music.

Achievement Standards
Assessment is completed on an ongoing basis, through observation from peers, teachers and self-assessment practices. Students are assessed in the dimensions of Making and Responding.
Science

Course Description

Students study four topics throughout the year: Biological sciences, Physical sciences, Chemical sciences and Earth and Space science. 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 learn how look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.

Learning Experiences and Activities

A variety of learning experiences such as investigations, practical experiments, research tasks, oral presentations and project work form the basis of the course. Activities are influenced by the Unit of work being studied. Typically students complete the course work in a Science laboratory.
Science

Achievement Standards

All assessment, teacher observation and anecdotes will form part of the student portfolio of evidence to determine the achievement standard of each individual over the course of the year. Students compare and classify. They analyse and describe how energy can be transformed from one form to another. They explain how natural events cause rapid change to the Earth’s surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. Students develop investigable questions and design investigations. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret data and describe and analyse relationships in data using graphic representations.
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