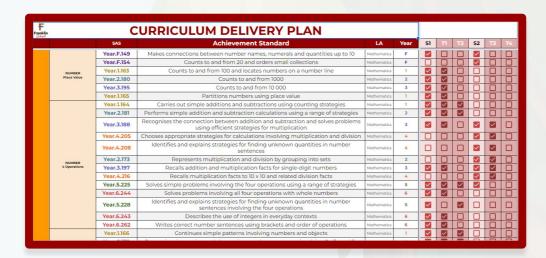


## CURRICULUM DELIVERY PLAN

## **Whole School Curriculum Plan**

Australian Curriculum Achievement Standards are mapped across the school year. These are then broken down to identify specific outcomes for each term.





## Year Level Curriculum Plan

Vertical alignment of Achievement Standard outcomes by subject and year level.
This document is used to align the achievement standard outcomes across subject areas. The Year Level Plan is a key document for planning what and when outcomes are to be taught.

|                    | Year 6 2023 Overview Scope & Sequence   |  |  |  |  |  |  |  |
|--------------------|---|--|--|--|--|--|--|--|
| CURRICULUM<br>AREA |   | ester T  | Semester 2<br>Themes   |  |  |  |  |  |
|                    | Term 1<br>Tuesday 31 January - Thursday 6 April   | Term 2<br>Monday 24 April - Friday 30 April  | Term 3<br>Monday 17 July - Friday 22 September   | Term 4<br>Monday 5 October - Friday 15 December  |  |  |  |  |
| HASS: Civics/Ec    | Federation (Noni)   |  | Economics<br>literacy links- persuasive texts  |  |  |  |  |  |
| HASS: Geography    |   | asters & Asia<br>and information texts   |  |  |  |  |  |  |
| HASS: History      |   | People (Knowledge Keepers)<br>ion Day links<br>- blographies   |  |  |  |  |  |  |
| SPELLING           | Franklin Spelling Scope & Sequence<br>Wk 2-6 Morphological Word Families:<br>memor, please, scribe/script, dict,<br>duce/duct<br>Wk 7-10 Letter patterns: French.                     | Franklin Spelling Scope & Sequence<br>Noun-forming suffixes  | Franklin Spelling Scope & Sequence<br>Revise data & either revise<br>morphological word families or focus<br>on Big idea 10:Proofreading<br>OR BIG IDEAS MISSED IN YR 5 AS | Franklin Spelling Scope & Sequence<br>English words come from many<br>other languages                                      |  |  |  |  |
| GRAMMAR            | Grammar mini lessons based on<br>Writing Progressions and Writing<br>topcs  | Grammar mini lessons based on<br>Writing Progressions and Writing<br>topcs   | Grammar mini lessons based on<br>Writing Progressions and Writing<br>topcs   | Grammar mini lessons based on<br>Writing Progressions and Writing<br>topcs   |  |  |  |  |
| WRITING            | Narrative poetry and information<br>reports<br>Narrative Poetry links to science<br>Natural Disasters-(Jackle French<br>investigation)<br>Information text - linked to HASS<br>(Asia) | Information Texts & Biographies Information text - linked to HASS (Asia) Biographies linked to HASS (Knowledge keepers of the 20th C)                                | Biographies and Persuasive Text<br>Biographies linked to HASS<br>(Knowledge keepers of the 20th<br>Century)<br>Persuasive texts linked to Market Day                       | Persuasive Text<br>Persuasive texts linked to Market Di  |  |  |  |  |
| READING            | Franklin Reading Strategies linked to writing.  | Franklin Reading Strategies linked to writing.   | Franklin Reading Strategies linked to writing.   | Franklin Reading Strategies linker<br>to writing.  |  |  |  |  |
| MATHS              | Number - integers  Measurement & Geometry - Mapping & coordinates  Measurement & Geometry - shape (angles, Prisms and pyramids)   | Number & Algebra - Fractions and<br>Decimals  Number & Algebra - Rules for<br>sequencing whole numbers, fractions<br>and decimals  Statistics & Probability - Chance | Number & Algebra - Money &<br>Financial Mathematics (pecentage<br>discounts)<br>Measurement & Geometry - Units of<br>measurement.<br>Number & Algebra - prime.             | Measurement & Ceometry - decimal<br>in measurement, length and area<br>Measurement & Ceometry - Shape<br>(transformations) |  |  |  |  |
|                    | Number & Algebra (problems solving  | Statistical & Probability - Charice  | composite, square and triangular   |  |  |  |  |  |

## <u>Team Integrated Term Overviews</u>

Teams plan the broad concepts being taught on a weekly level. This is a working document and may change throughout the term based on the needs of students.

|   | Year 6 Term 1 Overview   |   |   |  |  |  |   |  |  |  |  |
|---|--|---|---|--|--|--|---|--|--|--|--|
| Week  | 1  | 2   | 3   | 4  | 4  |  | 7   |  |  |  |  |
| IMPORTANT DATES<br>[revealation States,<br>Excursions, Birthdays]   |  |   | Cetting to Xnow you Conversations ASSEMBLY  | Community BBQ and Bush Dance -<br>Meeting Free   | Swimming Carnival - Thursday<br>Monday release<br>Tuesday 20th S/G netball gala day  | Walkthroughe Digital Programming<br>Reading and Writing Coals  | Monday IS March Camberrs Day  | Welkthroughs<br>Foot roviow - wow, wow,<br>Harmony Week - Friday I<br>Monday being a plate to s  |  |  |  |
|   |  |   | titit spolling  | Writing Somple   |  | Spiral possible topics<br>student agency (cosching links)  |   | IR /PROBES   |  |  |  |
| Seesaw Posts  |  |   |   | Parliament magna carta   | Writing Cooks  | Rooding goals  | Math goals  | Norrative Po   |  |  |  |
| Contractió de la comitació de | Lt. We are learning about what good waters do workers do care to the production of the writing process.  Lt. Was are learning to writing process that the production of the writing process of the production of t | Lt To generate ideas for a narrative poem. Sc Land region where I am in the extring - I can talk about my ideas - I can be introduced to the I need | At the set withing peaks and success coffeed<br>(*) can office it along a feet it involved an engine<br>(*) can office it along a suppression to the demonstration<br>(*) can office it it along a suppression to<br>*) can office it it is along a suppression<br>*) can office it is office it is along a suppression<br>*) survivolved it is a suppression<br>*) Survivolved it is survivolved and a suppression<br>(*) can operate deal ones there it less<br>*) can operate deal ones<br>*) can operate de | Commo general general general general common general (LLT) or general and organization (See Ser a naturalizar poem).  LLT or general and organization (See Ser a naturalizar general g | entering second confung<br>LTD Gordan narrative poem.<br>LCC. The second second second second<br>LCC. The second second second second<br>second second second second second<br>1 can understand how posted devices<br>orbits my reader (sooned sinks)  | conting process iterating and coloring.  It to recent and edit a narrotive pose.  SC.  1-can thinks to the reliable to this coloring it is a second and coloring it is an editoring it is an thinks to the reliable to the second it is an editoring to the substitution of the coloring process of the coloring position and punctuation places and point and   | owners presence substraining Lift publish a poem  1. can use pursuance for effect  1. can semant my postry for effect  1. can semant my postry for effect  before a final   | Witing process general CL' to use begin the writ rom fiction tests SC  *Can generate records *I can take notos using in J-AASS links - Assa)   |  |  |  |
| READING  - Contexplasific focus - Learning intentions - Success Ottavia   | ULTWIS on Namining what good resident do  I can explain, a foreign that good resident do  I can explain, a foreign that good resident do selected in legislating theoretical  Control of the Control of t |   | Lb. To set reading goals and success criteria  *care think about what I find casy and hand when I read  *care there is the creating programmers and varieties blooking because is help me choose a reading out show a bour bow I can measure whether I have reading ring goal   | Streety from Arabina U.To think about why softens choose to write poetry.  1 can identify the purpose and audience of poems.  1 can the purpose of poems.   | Idrategy facus inferring UL To use my price knowledge and inferrings to comprohend unfamiliar language in a text.  Idrategy in a comprohend unfamiliar language in a text in a comprohend unfamiliar inferring in a contact of the language.  *I can activate my provide verolated of the language.  *I can activate my provide inventional and secured and secured in a comprohen unfamiliar word and secured in a comprohen unfamiliar verolated in a comprohen unit inferences to support my comprohen unit inferences to support my comprohen unit in a compro | Entitings focus visualiting LE To Identify words and phrases in poetry that create a mental image 1.1 In highlight the words in poetry 1.1 In compact to 1.2 In compact to 1.3 In compact to 1.4 In compact to 1.5 | contactly from Summarising (distermining intermining intermining into the sea of the fitting interest SC. 1. Can identify the features of a non-fiction 1. Can explain the purpose of each features of a non-fiction the contact SC. 1. Can use the features of a non-fiction test to find information to find information. | Staticy Focus Questions Ut to ask questions who non-diction texts SC *I can ask questions beforen fiction texts *I can ask questions durit non fiction texts *I can ask questions durit non fiction texts *I can ask questions after non fiction texts |  |  |  |
| SPELLING - Yilig Idean* - Morphological Word Families -Letter Petterns from historical Pethways   | Assessment?  |   | II. We are learning to use our knowledge of the morphismo: immas, friend & know to spell words. We are learning to make connections to now words based on meaning.  | Li We are learning to applyheuidding the<br>suffixing conventions of<br>change yea an I when building words<br>doubling when building words<br>dropping the o' when building words.  | Li We are learning to use our<br>knowledge of the morphomo 'please,<br>use 8 tets' to spell words.<br>We are learning to make connections<br>to new words based on meaning.  | Lt We are learning to use our<br>knowledge of the morphome<br>scalableigt, fine a choor to spell<br>words. We are learning to make connections<br>to non words based on meaning.   | Lt: We are learning to use our knowledge of<br>the morphome (sict, aud & poser to spell<br>words.)<br>We are learning to make connections to<br>now words based on meaning.   | Lt Vici are learning to use<br>the morphome duce/duc<br>spell words.<br>We are learning to make<br>new words based on mea  |  |  |  |
| CRAMMAR - Content/Addits focus - Learning intention/s - Success Criteria'   |  |   |   | LI: To revise poetic devices SIC: 1 Can explain what a poetic device is 1 can less several poetic devices 1 can explain the effect of poetic devices   | Ut To revise poetic devices SC: 1 can explain what a poetic device is 1 can list soveral poetic devices 1 can explain the effect of poetic device  | Lit to use the semi-colon, colon and dash to mark the boundary between independent clauses.  * can explain what a semi-colon is and when to use it. * can explain what a dash is and when the use it. * can explain what a dash is and when the use.   | Lt to use a wider range of cohesive dovices, including repetition of words and/or phrases for effect  | Lt: To write more comple<br>using factual describers<br>SC:<br>*I can explain what a nou<br>*I can expand a noun gro   |  |  |  |