

Content for Year 6 - Learning area content descriptions

English							
LANGUAGE	<b>Language variation and change</b> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	<b>Language for social interactions</b> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	<b>Evaluative language</b> Understand the uses of objective and subjective language and bias (ACELA1517)	<b>Purpose audience and structures of different types of texts</b> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	<b>Text cohesion</b> Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<b>Punctuation</b> Understand the use of commas to separate clauses (ACELA1521)	<b>Sentences and clause-level grammar</b> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
	<b>Word-level grammar</b> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)	<b>Visual language</b> 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 (ACELA1524)	<b>Vocabulary</b> Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	<b>Alphabet and phonic knowledge</b> Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)		<b>Spelling</b> Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)	
LITERATURE	<b>How texts reflect the context of culture and situation in which they are created</b> Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	<b>Personal responses to the ideas, characters and viewpoints in texts</b> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	<b>Expressing preferences and evaluating texts</b> Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	<b>Features of literary texts</b> 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 (ACELT1616)	<b>Language devices in literary texts, including figurative language</b> Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	<b>Creating literary texts</b> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	<b>Experimentation and adaptation</b> Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
LITERACY	<b>Texts and the contexts in which they are used</b> Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	<b>Listening and speaking interactions</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	<b>Listening and speaking interactions</b> 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 (ACELY1816)	<b>Oral presentations</b> 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 (ACELY1710)	<b>Purpose and audience</b> Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<b>Reading processes</b> 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 (ACELT1712)	<b>Comprehension strategies</b> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
	<b>Analysing and evaluating texts</b> Analyse strategies authors use to influence readers (ACELY1801)	<b>Creating texts</b> 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 (ACELY1714)	<b>Editing</b> Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	<b>Handwriting</b> Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	<b>Use of software</b> Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)		

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Mathematics						
<b>Proficiency Strands</b>	<b>Understanding</b> 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	<b>Fluency</b> 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	<b>Problem Solving</b> Includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles	<b>Reasoning</b> 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	<i>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</i>	
<b>NUMBER AND ALGEBRA</b>	<b>Number and place value</b> Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122) Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124)	<b>Fractions and decimals</b> Compare fractions with related denominators and locate and represent them on a number line (ACMNA125) Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126) Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128) Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129) Multiply and divide decimals by powers of 10 (ACMNA130) Make connections between equivalent fractions, decimals and percentages (ACMNA131)			<b>Money and financial mathematics</b> Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132)	<b>Patterns and algebra</b> Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133) Explore the use of brackets and order of operations to write number sentences (ACMNA134)
<b>MEASUREMENT AND GEOMETRY</b>	<b>Using units of measurement</b> Connect decimal representations to the metric system (ACMMG135) Convert between common metric units of length, mass and capacity (ACMMG136) Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137) Connect volume and capacity and their units of measurement (ACMMG138) Interpret and use timetables (ACMMG139)		<b>Shape</b> Construct simple prisms and pyramids (ACMMG140)	<b>Location and transformation</b> Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142) Introduce the Cartesian coordinate system using all four quadrants (ACMMG143)	<b>Geometric reasoning</b> 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 (ACMMG141)	
<b>STATISTICS AND PROBABILITY</b>	<b>Chance</b> Describe probabilities using fractions, decimals and percentages (ACMSP144) Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145) Compare observed frequencies across experiments with expected frequencies (ACMSP146)		<b>Data representation and interpretation</b> Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) Interpret secondary data presented in digital media and elsewhere (ACMSP148)			
Science						
<b>SCIENCE UNDERSTANDING</b>	<b>Biological sciences</b> The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)	<b>Chemical sciences</b> Changes to materials can be reversible or irreversible (ACSSU095)	<b>Earth and space sciences</b> Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096)		<b>Physical sciences</b> Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)	
<b>SCIENCE AS A HUMAN ENDEAVOUR Y 5-6</b>	<b>Nature and development of science</b> Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)			<b>Use and influence of science</b> Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)		
<b>SCIENCE INQUIRY SKILLS Y 5-6</b>	<b>Questioning and predicting</b> With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS232)	<b>Planning and conducting</b> Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS103) Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS104)	<b>Processing and analysing data and information</b> 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 (AC SIS107) Compare data with predictions and use as evidence in developing explanations (AC SIS221)	<b>Evaluating</b> Reflect on and suggest improvements to scientific investigations (AC SIS108)	<b>Communicating</b> Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS110)	

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Humanities and Social Sciences						
<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>History</b> Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134) Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136) The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)		<b>Geography</b> The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138) Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139) The world's cultural diversity, including that of its indigenous peoples (ACHASSK140) Australia's connections with other countries and how these change people and places (ACHASSK141)		<b>Civics and citizenship</b> The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143) The roles and responsibilities of Australia's three levels of government (ACHASSK144) The responsibilities of electors and representatives in Australia's democracy (ACHASSK145) Where ideas for new laws can come from and how they become law (ACHASSK146) The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)	
	<b>Economics and business</b> How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)					
<b>INQUIRY AND SKILLS Y 5-6</b>	<b>Questioning</b> Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)	<b>Researching</b> Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123) Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096, ACHASSI124) Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)	<b>Analysing</b> Examine primary and secondary sources to determine their origin and purpose (ACHASSI098, ACHASSI126) Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127) Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100, ACHASSI128)	<b>Evaluating and reflecting</b> Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129) Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130) Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131) Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104, ACHASSI132)	<b>Communicating</b> Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133)	
	<b>The Arts</b>					
	<b>DANCE Y 5-6</b>	<b>DRAMA Y 5-6</b>	<b>MEDIA ARTS Y 5-6</b>	<b>MUSIC Y 5-6</b>	<b>VISUAL ARTS Y 5-6</b>	
<i>Exploring ideas and improvising with ways to represent ideas</i>	Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)	
<i>Developing understanding of practices</i>	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)	Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)	Develop and apply techniques and processes when making their artworks (ACAVAM115)	
<i>Sharing artworks through performance, presentation or display</i>	Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)	Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)	Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)	Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)	
<i>Responding to and interpreting artworks</i>	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)	Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)	Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)	Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)	

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Technologies			
	DIGITAL TECHNOLOGIES Y 5-6	DESIGN AND TECHNOLOGIES Y 5-6	
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Examine the main components of common digital systems and how they may connect together to form networks to transmit data (ACTDIK014)</p> <p>Examine how whole numbers are used to represent all data in digital systems (ACTDIK015)</p>	<p>Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)</p> <p>Investigate how electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)</p> <p>Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021)</p> <p>Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)</p>	
<b>PROCESSES AND PRODUCTION SKILLS</b>	<p>Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016)</p> <p>Define problems in terms of data and functional requirements drawing on previously solved problems (ACTDIP017)</p> <p>Design a user interface for a digital system (ACTDIP018)</p> <p>Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)</p> <p>Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input (ACTDIP020)</p> <p>Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021)</p> <p>Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)</p>	<p>Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)</p> <p>Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)</p> <p>Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026)</p> <p>Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)</p> <p>Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)</p>	
Health and Physical Education			
<b>PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 5-6</b>	<p><b>Being healthy, safe and active sub-strand</b></p> <p>Examine how identities are influenced by people and places (ACPPS051)</p> <p>Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)</p> <p>Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p>	<p><b>Communicating and interacting for health and wellbeing sub-strand</b></p> <p>Practise skills to establish and manage relationships (ACPPS055)</p> <p>Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)</p>	<p><b>Contributing to health and active communities sub-strand</b></p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)</p> <p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments (ACPPS059)</p> <p>Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)</p>
<b>MOVEMENT AND PHYSICAL ACTIVITY Y 5-6</b>	<p><b>Moving our body sub-strand</b></p> <p>Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)</p> <p>Propose and apply movement concepts and strategies with and without equipment (ACPMP063)</p>	<p><b>Understanding movement sub-strand</b></p> <p>Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)</p> <p>Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)</p> <p>Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding (ACPMP066)</p>	<p><b>Learning through movement sub-strand</b></p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)</p> <p>Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)</p>
Languages			
	See <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages		