

2013

FISK STREET PRIMARY

CURRICULUM DOCUMENT

Upper Primary Years Reporting Overview



MATHEMATICS Year 6/7

The middle years (12-13 years of age) are important for students studying coherent, meaningful and purposeful mathematics relevant to their lives. Students at this level:

- require active mathematical experiences
- construct key mathematical ideas through practice
- move to using models, pictures and symbols to represent these ideas
- develop and extend number, measurement, geometric & statistical understandings
- build mathematical foundations
- notice, create and use patterns that lead to generalisations
- describe relationships from data collected and represented
- make predictions
- challenge themselves
- develop a deep understanding of whole numbers
- build reasoning in fractions and decimals
- develop a conceptual understanding of place value
- develop proportional reasoning and flexibility with number
- develop and refine quick mental computation skills
- extend their number sense and statistical fluency

By the end of Upper Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<ul style="list-style-type: none"> • Recognises the properties of special numbers • Connects fractions, decimals and percentages as different representations of the same number • Solves associated problems with fractions, decimals and percentages • Writes correct number sentences • Predicts and communicates probabilities using simple fractions, decimals and percentages • Constructs and interprets a range of data displays • Connects decimal representations to the metric system • Chooses appropriate units of measurement to solve problems • Interprets and uses timetables • Investigates angles • Investigates combinations of transformations • Applies the enlargement transformation 	<ul style="list-style-type: none"> • Interprets integers in real world contexts • Makes connections between whole numbers and index notation • Moves flexibly between representation of fractions, decimals and percentages • Generalises using variables • Solves simple linear equations • Identifies points on the Cartesian plane • Compares costs of items to make financial decisions • Investigates questions involving a range of data • Calculates mean, mode, median and range for sets of data • Describes the relationship between median and mode in data displays • Classifies triangles and quadrilaterals • Establishes the formulas for the area and perimeter of rectangles • Calculates the volume of rectangular prisms • Draws and builds 3D objects • Identifies angles formed by transversal through parallel lines • Describes transformations on the Cartesian plane

ENGLISH Year 6/7

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts. By the end of Upper Primary Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<ul style="list-style-type: none"> • explore connections between their own experiences and those of characters in a variety of contexts in literature • share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events through discussion and writing • analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers • identify and record key points to clarify meaning • distinguish between relevant and irrelevant supporting detail • listen to and respond constructively to others' opinions by offering alternative viewpoints and information • select relevant evidence from texts to support personal responses and to develop reasoned viewpoints • compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic • create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences • make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices • use some complex sentences to connect and develop ideas in written texts • select specific details to sustain a point of view • organise longer written texts by using paragraphs on particular aspects of the topic • clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts • plan and deliver presentations, considering the needs and interests of intended audiences and purposes • collaborate with others to share and evaluate ideas and opinions, and to develop different points of view • discuss and compare personal opinions about literary texts, and respond constructively to others' opinions 	<ul style="list-style-type: none"> • listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers • identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations • interpret and explain key ideas and issues • make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques • synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions • use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation • create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation • interact with others in groups to exchange, debate and substantiate ideas and opinions • make oral presentations to share and promote points of view, supporting these presentations with selected evidence as individuals and in groups • select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience • they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced in expressing or challenging a point of view • effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text

SCIENCE Year 6/7

During these middle primary years, students:

- develop ideas about science that relate to their lives
- answer questions, and solve mysteries of particular interest to their age group
- students use a trial- and- error approach to their science investigations
- begin to work in a more systematic way

The notion of a 'fair test' and the idea of variables are developed, as well as other forms of science inquiry. Understanding the importance of measurement in quantifying changes in systems is also fostered. Through observation, students can detect similarities among objects, living things and events and these similarities can form patterns. By identifying these patterns, students develop explanations about the reasons for them. Students' understanding of the complex natural or built world can be enhanced by considering aspects of the world as systems, and how components, or parts, within systems relate to each other. From evidence derived from observation, explanations about phenomena can be developed and tested. With new evidence, explanations may be refined or changed. By examining living structures, Earth, changes of solids to liquids and features of light, students begin to recognise patterns in the world. The observation of aspects of astronomy, living things, heat, light and electrical circuits helps students develop the concept of a system and its interacting components, and understand the relationships, including the notion of cause and effect, between variables.

By the end of Upper Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<ul style="list-style-type: none"> • Plans investigations to answer questions about cause and effect relationships • Collects relevant data • Applies the concept of a fair test • Reflects on the processes used • Demonstrates an awareness of science inquiry methods in own work • Represents data and knowledge using introductory scientific language and graphic representations • Suggest explanations for observable changes • Predicts the effect of environmental change on living things • Compares different types of change in materials • Identifies requirements for the transfer of electricity • Describes one way electricity can be generated • Describes how developments in science have affected people's lives • Identifies examples where scientific knowledge is used in decision making 	<ul style="list-style-type: none"> • Poses questions • Applies scientific concepts to everyday problems • Makes general predictions based on own experiences • Plans procedures for investigations taking into account need for fair testing • Uses equipment that improves fairness and accuracy • Communicates observations • Summarises own data • Suggests improvements to own methods • Predicts the effect of single changes on systems involving living things • Suggests ways to classify organisms based on observable differences • Distinguishes between pure substances and mixtures • Plans appropriate methods to separate mixtures • Explains why some resources are not renewable • Describes changes to water during the water cycle • Describes how unbalanced forces change motion of objects • Describes how changes in the position of objects in space cause other observable effects • Identifies where science knowledge is used to propose solutions to problems • Describes examples of where people use science in their work • Describes how evidence has led to improved understanding of scientific idea

HISTORY Year 6/7

Curriculum focus: Local/national history and use of a range of sources

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these years, students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play.

This history curriculum seeks to target the distinct nature of learners in Years 3–6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society. In this way, students develop an understanding of the heritage of their community and of their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

By the end of Upper Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<ul style="list-style-type: none"> • identify change and continuity • describe the causes and effects of change on society • compare the different experiences of people in the past • explain the significance of an individual and group • sequence events and people (their lifetime) in chronological order • represent time by creating timelines • develop questions to frame an historical inquiry • identify a range of sources and locate and compare information to answer inquiry questions • examine sources to identify and describe points of view • develop texts, particularly narratives and descriptions • use historical terms and concepts and incorporate relevant sources by organising and presenting their information 	<ul style="list-style-type: none"> • suggest reasons for change and continuity over time • describe the effects of change on societies, individuals and groups • describe events and developments from the perspective of different people who lived at the time • explain the role of groups and the significance of particular individuals in society • identify past events and developments that have been interpreted in different ways • sequence events and developments within a chronological framework, using dating conventions to represent and measure time • develop questions to frame an historical inquiry when researching • identify and select a range of sources • locate, compare and use information to answer inquiry questions • examine sources to explain points of view • identify the origin and purpose of sources they are examining • develop texts, particularly descriptions and explanations • use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information when organising and presenting findings

THE ARTS Year 6/7

Students develop their understanding of the part played by arts works and artists in everyday life within immediate and local social and community contexts through participation in the art forms of Drama, Dance, Music, Media and Visual Arts. Students at this level:

- explore ways in which groups and cultures are connected within these contexts
- talk and think about arts and cultures from other times and places and how these have connected individuals and local and global communities
- spontaneously express and communicate their feelings and ideas about the past, present and future through the images and forms they create
- identify a range of concepts
- explore new arts skills
- experiment with a range of traditional and emerging techniques and technologies
- begin to understand how these can be used to explore ideas and generate solutions to problems within each arts form
- develop a strong sense of purpose by performing/presenting with others and in teams
- explore relationships between arts works and audiences/viewers within each of the arts forms
- engage in arts experiences and performances/presentations as audiences/viewers/users in a range of contexts for different purposes
- gain understanding of the arts and use the variety of communication and thinking modes in each of the arts forms

By the end of Upper Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<p>Drama</p> <ul style="list-style-type: none"> • Learn about and use elements of drama • Explore basic dramatic tension, complex role and relationships and use of space • Develop awareness of primary instruments of drama (movement, gesture, voice, language) • Make more intricate improvisations and process drama • Begin to play-build • Present performances with limited rehearsal • Encounter scripted texts • Respond and reflect on own and others' drama • Learn about diversity of form and style <p>Music</p> <ul style="list-style-type: none"> • Use developing aural skills and musical terminology in composing, performing and responding to own and others' performances • Build on musical knowledge • Use and select elements of music to structure simple musical compositions • Record musical compositions using invented and conventional notations • Sing, play instruments and move to music • Demonstrate an understanding of musical concepts • Use a range of technologies to record and communicate musical ideas • Identify use of musical elements in performances through performing, listening and composing • Share opinions about the ways musical elements create meaning and effect in own and others' music <p>Visual Arts</p> <ul style="list-style-type: none"> • develop skills experimenting with equipment, materials, media and technologies • make choices in selecting codes and conventions to suit intentions, express ideas and produce art works • present their work for others to view • understand that presentations (including exhibitions) have a purpose • discuss processes and meanings of their own and others artworks • offer opinions and preferences, using vocabulary appropriate to visual arts • learn about traditional and popular cultures • develop visual and aesthetic understanding • begin to gain awareness of codes, symbols and meanings in visual culture • discuss the place and function of art, craft and design in their communities 	

DESIGN & TECHNOLOGY Year 6/7

In this stage of the early years students learn through critiquing, designing and making. Students learn to:

- develop understandings about people, diversity and the technological world
- question by assessing their own and others' products, processes and systems
- recognise and use different ways of thinking, planning and preparing that are helpful in achieving and presenting their designs
- learn that by designing it is possible to effect change
- use different strategies, including using a range of technologies, for successfully reflecting on, communicating and expressing to others their design ideas and thinking
- develop confidence in their capacity to use materials and equipment to make products, processes and systems
- reflect on how they work
- analyse and explain the uses and potential of equipment and materials
- recognise that a range of resources can be used to accomplish their ideas and to (re)shape their world
- analyse the importance of organisation and safety rules, in order to use resources well
- consider the personal and social responsibilities involved when working with others

By the end of Upper Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<ul style="list-style-type: none">• Describes the significance to diverse groups of people of the various criteria used in the design of particular products, processes and systems.• Uses and understands the relationship between different design skills to become better designers.• Selects appropriate communication forms and technologies to document and convey clearly design ideas, thinking and organisation• Demonstrates skills and confidence in creating products, processes and systems, which respect personal and collective identities.• Investigates the characteristics of materials and equipment used in design and production in order to achieve sustainability.• Identifies and articulates a range of responsible strategies for managing resources and working safely	

HEALTH & PHYSICAL EDUCATION Year 6/7

In this stage of the upper primary years, students learn through physical activity and participation, personal and social development as well as exploring the health of individuals and communities. Students learn to:

- explore movement patterns and refine coordinated actions,
- develop self-awareness and skills that facilitate ongoing participation in physical activity
- investigate a range of movement options
- participate regularly in energetic physical activity to enhance their physical vitality and assist the process of healthy growth, development and learning
- recognise differences and similarities between themselves and others as they share with
- contribute to, the different groups in their expanding world
- conceptualise identity through understanding the changes that occur in themselves and others through growth
- develop an understanding of what is required to live together
- communicate with others both personally and virtually
- share feelings and ideas
- experience relationships and make friends
- conceptualise that there are many dimensions to health
- appreciate what it means to be healthy
- understand that health involves an interdependence between the individual and communities
- identify safe and unsafe situations in homes, school, work and community environments
- explore rules and behaviours
- develop skills to help themselves and others to remain safe and healthy
- collect, organise and use information about the types of food that comprise a healthy diet and identify skills for safe handling and preparation of food

By the end of Upper Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<p>PE</p> <ul style="list-style-type: none"> • Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity • Develops, through participation in health-related fitness activities, an understanding of those activities' appropriateness and effectiveness • Assumes different roles when working as a part of a cooperative group or team to achieve a shared goal and understands the effects on relationships <p>Health</p> <ul style="list-style-type: none"> • Analyses a variety of community health issues that affect them and investigates community programs to address them • Explains how different ways of describing people influences the way people value and treat themselves and others • Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age 	

LANGUAGES OTHER THAN ENGLISH (LOTE)

Year 6/7

In this stage of the upper primary years, students learn through communication, understanding language and understanding culture. Students learn to:

- listen and respond to words, phrases and texts to recognise meaning
- learn about the language by identifying patterns and connections within and between language systems
- engage in action-related talk to share meaning
- learn to use the language in the context of everyday experience and routines
- view, read and interact with multimodal texts to recognise and make meaning
- learn about the language by identifying patterns and connections within and between language systems
- develop writing skills, moving from tracing or copying to self-constructed writing of key words or phrases to share meaning
- interact with each other using language to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships in language
- appreciate that diversity exists between language systems
- analyse specific cultural practices and values,
- relate learning to their own experience
- develop self-awareness and a sense of self-worth and potential
- appreciate the diversity of cultures to which people belong

By the end of Upper Primary, students must satisfactorily achieve the following outcomes at the following stages:

YEAR SIX	YEAR SEVEN
<ul style="list-style-type: none">• Make connections between words and phrases and their meanings in spoken texts• Use words and phrases to identify or name objects, in social interaction and action-related talk• Make connections between words and phrases and their meanings in written texts• Share meaning by selecting words and phrases to create a text• Recognise key features of the language system, and connections between languages• Identify specific cultural practices and values in communities• recognise patterns across cultures in relation to own experience• Make connections between phrases and their meanings• respond to instructions, questions and requests• Express own ideas• respond appropriately in group activities and in social contexts• Make connections by identifying key information and ideas in texts and sharing with others• Share meaning by completing and creating written texts• Apply conventions of spoken and written forms of the language in own communication• Recognise the personal and shared value of cultural knowledge and identity• Recognise the significance of practices and patterns across cultures	