| **Knowledge and understanding** |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies*****(By the end of Year 6)*** | **Health and Physical Education** ***(By the end of Year 6)***  |
| Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501) | Recognise that the place value system can be extended beyond hundredths (ACMNA104) | Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) | Why regulations and laws are enforced and the personnel involved (ACHASSK117) | 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) | Examine the influence of emotional responses on behaviour and relationships (ACPPS056) |
| Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) | Compare, order and represent decimals (ACMNA105) |  | The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) |  |  |
|  |  |  | Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120) |  |  |

| **Competencies and skills** |
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| **English** | **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies*****(By the end of Year 6)*** | **Digital Technologies*****(By the end of Year 6)*** | **Health and Physical Education** ***(By the end of Year 6)***  |
| Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) | Use estimation and rounding to check reasonableness of answers to calculations (ACMNA099) | 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 (ACSIS090)  | Examine primary and secondary sources to determine their origin and purpose (ACHASSI098) | Investigate how electrical energy can control movement, sound or light in a designed product or system (ACTDEK020) | Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016) | Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057) |
|  | Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101) | Compare data with predictions and use as evidence in developing explanations (ACSIS218)  | Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100) | Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021) |  | Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) |
|  | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)  | Reflect on and suggest improvements to scientific investigations (ACSIS091)  | Evaluate evidence to draw conclusions (ACHASSI101) | Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023) |  |  |
|  | Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100) | Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093)  | 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) | Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) |  |  |
|  | Create simple financial plans (ACMNA106) |  | Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121) |  |  |  |
|  | Find unknown quantities in number sentences involving multiplication and division. Identify equivalent number sentences involving multiplication and division (ACMNA121) |  |  |  |  |  |
|  | Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119) |  |  |  |  |  |
|  | Describe and interpret different data sets in context (ACMSP120) |  |  |  |  |  |

| **Responsibility and enterprise** |
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| **Mathematics** | **Science** | **Humanities and Social Sciences** | **Design and Technologies*****(By the end of Year 6)*** | **Digital Technologies*****(By the end of Year 6)*** | **Health and Physical Education** ***(By the end of Year 6)***  |
| Pose questions and collect categorical or numerical data by observation or survey (ACMSP118) | With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS231)  | Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) | Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024) | Define problems in terms of data and functional requirements drawing on previously solved problems (ACTDIP017) | Examine how identities are influenced by people and places (ACPPS051) |
|  | Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS086)  | Locate and collect relevant information and data from primary and secondary sources (ACHASSI095) | Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025) | Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021) | Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) |
|  | Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS087) | Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099) | Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) | Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022) |  |
|  |  | Work in groups to generate responses to issues and challenges (ACHASSI102) | Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) |  |  |
|  |  | Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) |  |  |  |
|  |  | Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) |  |  |  |
|  |  | The key values that underpin Australia’s democracy (ACHASSK115) |  |  |  |
|  |  | How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118) |  |  |  |

| **Knowledge and understanding***Typically by the end of Year 6, students:* |
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| **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Personal and Social Capability** | **Ethical Understanding** |
| identify, describe and use numbers larger than one million | understand that particular forms of computer-mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications | explain how the appropriateness of emotional responses influences behaviour | examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome  |
| visualise, describe and order equivalent fractions, decimals and simple percentages | explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives | describe the influence that personal qualities and strengths have on their learning outcomes | explain what constitutes an ethically better or worse outcome and how it might be accomplished |
| describe chance events and compare observed outcomes with predictions using numerical representations such as a 75% chance of rain or 50/50 chance of snow |  |  | explore the reasons behind there being a variety of ethical positions on a social issue |

| **Competencies and skills***Typically by the end of Year 6, students:* |
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| **Literacy** | **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding**  |
| navigate, read and view subject-specific texts with some challenging features and a range of graphic representations | solve problems and check calculations using efficient mental and written strategies | assess the suitability of data or information using a range of appropriate given criteria | identify and clarify relevant information and prioritise ideas | identify and explain factors that influence effective communication in a variety of situations | articulate a range of ethical responses to situations in various social contexts | explain the impact of stereotypes and prejudices on individuals and groups within Australia |
| listen to detailed spoken instructions for undertaking learning tasks; listen to spoken and audio texts; and respond to and interpret information and opinions presented | create simple financial plans, budgets and cost predictions |  | analyse, condense and combine relevant information from multiple sources | identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations |  |  |
| interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies | identify and describe pattern rules and relationships that help to identify trends |  | assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome |  |  |  |
| compose and edit learning area texts | solve problems using equivalent fractions, decimals and simple percentages |  |  |  |  |  |
| use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts | collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media |  |  |  |  |  |
| plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences |  |  |  |  |  |  |
| use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes |  |  |  |  |  |  |
| use subjective, objective and evaluative language, and identify bias |  |  |  |  |  |  |
| use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning |  |  |  |  |  |  |
| explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts |  |  |  |  |  |  |

| **Responsibility and enterprise***Typically by the end of Year 6, students:* |
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| **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding**  |
| identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions | pose questions to clarify and interpret information and probe for causes and consequences | assess the value of working independently, and taking initiative to do so where appropriate | evaluate the consequences of actions in familiar and hypothetical scenarios | identify and describe the roles that culture and language play in shaping group and national identities |
| independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments | combine ideas in a variety of ways and from a range of sources to create new possibilities | devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety | examine values accepted and enacted within various communities | explain perspectives that differ to expand their understanding of an issue |
| identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts | identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions | explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others | monitor consistency between rights and responsibilities when interacting face-to-face or through social media | imagine and describe the situations of others in local, national and global contexts |
| use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information | assess and test options to identify the most effective solution and to put ideas into action | identify a community need or problem and consider ways to take action to address it | explain a range of possible interpretations and points of view when thinking about ethical dilemmas |  |
| locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways | apply knowledge gained from one context to another unrelated context and identify new meaning | contribute to groups and teams, suggesting improvements in methods used for group investigations and projects |  |  |
| use ICT effectively to record ideas, represent thinking and plan solutions | scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action | identify factors that influence decision making and consider the usefulness of these in making their own decisions |  |  |
| independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes | evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria | initiate or help to organise group activities that address a common need |  |  |
| select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others |  |  |  |  |