



Chapel Hill State School

Other KLAs Curriculum and Assessment Yearly Overview 2024

YEAR 6



		Term 1	Term 2	Term 3	Term 4
THE ARTS	Drama U1 Natural Disasters • Work collaboratively to perform and respond to drama (Linked to U3 Science)			Dance U2A Cultural Dance • Work collaboratively to perform, choreograph and respond to dance using a stimulus. Visual Arts U2 Say it with Art Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.	
			Assessment: Marking Guide	Assessment: Observations checklist, Marking Guide	
	Music • Rhythm work. • Elements of music. Ukulele	Music Unit 3B Rhythmic Riot • Ukulele	Music • Rhythm work, staff notation. • Elements of music	Music • Rhythm work • Elements of music	
Assessment: Teacher observations - • Reading/ writing/ playing rhythms • Observational checklists • Play the ukulele •	Assessment: • Teacher checklist and marking guide	Assessment: Teacher observations - • Reading/ writing/ playing rhythms • Reading, writing and performing notes on the staff • Observational checklists	Assessment: Teacher observations - • Reading/ writing/ playing rhythms • Observational checklists.		
TECHNOLOGIES	Digital Technologies Unit 2 Data Changing Our World Students will investigate how information systems meet local and community needs and will create an interactive spreadsheet solution that shows student online safety at Chapel Hill State School.		Design and Technologies U2 Hands off! Students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution.		
	Assessment: Marking Guide		Assessment: Marking Guide		
HPE	Positive Behaviour for Learning (PBL) Developing and maintaining a safe and supportive school environment	Cybersafety Talks Online safety and anti-bullying session	Health and Personal Development Life Education Program - Relate, Respect, Connect TBC • Equips students with knowledge, skills and strategies to help them develop safe and respectful relationships - face to face and online.	Human Relationships Program • Emotional, social and physical changes during puberty. • Fertility, pregnancy and birth - the miracle of life. • Personal safety "my body belongs to me" (protective behaviours)	
	Health Unit 2 What am I drinking? Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options and the effects they have on the body.			Health – U4 Transitions (ERP) Students explore the feelings, challenges and issues associated with making the transition to secondary school.	
	Assessment: Marking Guide	Assessment: Educational Research Project (ERP)			
Physical Education –Aquatics, stroke correction, swim and survive	Physical Education - Athletics Participate in physical fitness routines to participate in the athletics carnival (locomotive skills e.g. run, jump, sprints, relays, warm-ups, throwing events, high and long jump, javelin, shot-put).	Physical Education – Physical Fitness Participate in fitness circuits to develop and refine gross motor skills and identify the significance of physical activity participation to health and wellbeing.	Physical Education - Volleyball Students will perform specialised volleyball skills. They will combine movement concepts and strategies during mini-volleyball gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during volleyball activities and games.		

	Assessment: Observations/checklists	Assessment: Observations/ checklists	Assessment: Observations/ checklists	Assessment: Observations/checklists
LANGUAGES - GERMAN	Unit 5: What do my interests say about me? • In this unit, students explore concepts relating to interests, activities and personality types.	Unit 6: What is character? • In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in German speaking cultures and Australia.	Unit 7: What is school life? • In this unit, students explore the concept of school life in German speaking communities and Australia.	Unit 8: What is change? • In this unit, students will explore the concept of change and the experiences of young people in German speaking countries and Australia.
	Assessment: Collection of work: <i>speaking, writing and reflecting</i> • Students discuss personal interests, create a bilingual text and reflect on cultural values.	Assessment: Collection of work: <i>speaking, writing and reflecting</i> • Students discuss personal interests, create a bilingual text and reflect on cultural values.	Assessment: Collection of work: <i>listening, reading and writing</i> • Students gather information from a spoken text. Students explain aspects of German language. Students give examples of the variety of ways German is used.	Assessment: Collection of work: <i>writing, speaking and analysing</i> • Students produce a short imaginative text. Students create a glossary of borrowed words and new words.

Disclaimer: Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.