		YEAR 6 2025 Curi	riculum Overview		
Learning area	SEME	STER 2	MINIMUM TIME ALLOCATIONS PER WEEK		
Achievement Standard	By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features and visual features and visual features and vary paragraphs to organise, develop and link ideas. They use and vary language features, topic-specific vocabulary and literary devices, and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They use and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They use and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic				
	UNIT 1 Engaging with and responding to literature	UNIT 2 Engaging with and responding to informative texts	UNIT 3 Using language to persuade	UNIT 4 Completing a novel study (Wild Robot)	
English V9	Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances. Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect. Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events. Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work.	Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies. Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources. Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams. Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.	Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work. Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience. Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.	Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time. Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative. Through teaching and learning, students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.	
	By the end of Year 6, students use integers to represen giving reasons, and add and subtract fractions with rela	t points on a number line and in the Cartesian plane. They ted denominators. They use all 4 operations with decimals	solve problems using the properties of prime, composite and connect decimal representations of measurements to	and square numbers. Students order common fractions, o the metric system. Students solve problems involving	5 hours
Achievement Standard	finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages. They use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, interpret and use timetables. Students convert between common units of length, mass and capacity. They use the formula for the area of a rectangle and angle properties to solve problems. Students identify the parallel cross-section for right prisms. They create and justifying choices. Students find unknown values in numerical equations involving combinations of arithmetic operations. They identify and explain rules used to create growing patterns. Students create and use algorithms to generate sets of numbers, using a rule. They tessellating patterns using combinations of transformations. Students locate an ordered pair in any one of the 4 quadrants on the Cartesian plane. They compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on statistics. They assign probabilities using common fractions, decimal and percentages. Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment. They compare observed frequencies to the expected frequencies of the outcomes of chance experiments.				
	UNIT 1 Number, Space, Statistics	UNIT 2 Number, Algebra, Measurement	UNIT 3 Number, Space, Measurement	Number, Algebra, Probability	
Mathematics V9	<ul> <li>Students turther develop proticiency and positive dispositions towards mathematics and its use as they:</li> <li>expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane</li> <li>build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers</li> <li>use combinations of transformations to create tessellating patterns</li> <li>conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.</li> </ul>	<ul> <li>Students turther develop proticiency and positive dispositions towards mathematics and its use as they:</li> <li>solve arithmetic problems involving all four operations with natural numbers of any size</li> <li>extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently</li> <li>use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions</li> <li>use timetables of daily activities to solve practical problems</li> <li>find unknown values in numerical equations involving and combinations of arithmetic operations.</li> </ul>	<ul> <li>Students turther develop proficiency and positive dispositions towards mathematics and its use as they:</li> <li>solve practical problems using addition and subtraction of fractions with related denominators</li> <li>solve arithmetic problems involving all four operations with decimals</li> <li>use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions</li> <li>use physical materials to compare the parallel cross-sections of familiar objects including right prisms</li> <li>apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle</li> <li>convert between common metric units of length, mass and capacity (for example: metres and centimetres)</li> </ul>	<ul> <li>Students turther develop proficiency and positive dispositions towards mathematics and its use as they:</li> <li>solve problems involving fractions, decimals and percentages of a quantity, including percentage discounts and choosing efficient calculation strategies using digital tools where appropriate</li> <li>recognise and use rules that generate growing patterns and number patterns involving natural numbers and rational numbers</li> <li>apply computational thinking to develop algorithms that use rules to generate numbers, such as to find unknown values in patterns</li> <li>recognise that probabilities of an event can be described and compare long-run frequencies in repeated chance experiments and simulations.</li> </ul>	

Achievement Standard	By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.				1 hour 45 mins
	Unit 3: Our changing world	Unit 1: Making changes	Unit 2: Energy and electricity	Unit 4: Life on Earth	
Science V8.4	Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.	Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.	Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.	

begin to formally use deductive reasoning in spatial contexts involving lines and angles.

YEAR 6 2025 Curriculum Overview					
Learning area	SEMESTER 1	SEMESTER 2	MINIMUM TIME ALLOCATIONS PER WEEK		
Achievement Standard	By the end of Year 6, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. In Year 6, students develop appropriate questions to frame an investigation. They locate and collect useful information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.	By the end of Year 6 students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. In Year 6, students locate and collect useful data and information from primary and secondary sources. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.	2 hours HASS Specialist 1 hour 30 mins/week		
	CPM B Cycle Unit 1: Changing life and communities	CPM B Cycle Unit 2: People and places			
HASS P-6 CPM V8.4 Specialist Teacher B CYCLE 2025 A CYCLE 2026 ACV9 2027	<ul> <li>Inquiry questions: Year 6         <ul> <li>How have key figures, events and values shaped Australian society, its system of government and citizenship?</li> <li>How have experiences of democracy and citizenship differed between groups over time?</li> <li>How has Australia developed as a society with global connections, and what is my role as a global citizen?</li> </ul> </li> <li>Australian communities in the 1800s and 2000s         <ul> <li>Students will investigate the values and processes of Australia's democracy, and the effects of the discovery of gold on the lives of Australians.</li> </ul> </li> </ul>	Inquiry questions:         Year 5 & Year 6         • What is the relationship between environments and my roles as a consumer and citizen?         People interacting with environments         Students will investigate how people and environments influence each other and plan a business to benefit the local community.			

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity Achievement 2 hours Standard participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences Unit 2: Let's all be active RRE HPE Unit 1: Health messages Unit 4: Transitioning RRE (includes protective behaviours and cybersafety) Health Students explore how the media can influence health Students investigate how physical activity creates Students explore the feelings, challenges and issues associated with making the transition to secondary school. V8.4 behaviour. Students examine influences on health opportunities for different groups to work together. They devise strategies to assist them in making a smooth transition. Students identify how physical activity contributes to RESPECT behaviour and construct a health message for their PROGRAM peers. individual and community wellbeing. Students collect EMBEDDED information on physical activity participation in their Mini Unit (not assessed): Stay Safe: school setting and explore how technology can support Students interpret messages related to online safety and discuss safe online choices. They identify resources participation in physical activity. available to support their online safety and determine how to keep themselves and others safe. Unit 3: 'All codes' football Unit 1: Fitness fun HPE Unit 2: Athletics performance Unit 4: People in motion NCT PE Movement Specialist V8.4 Students explore the health-related fitness Students participate in athletic-themed sequences Students develop and perform the specialised Students perform free running skills including running, Specialist 30 mins/week components of a range of physical activities and the using fundamental movement skills and elements of movement skills of passing, kicking and catching in jumping, landing, balancing and safety rolls. They Teacher importance of physical activity participation to health movement. They perform running, jumping and 'All codes' football game situations. They propose and combine free running skills, movement concepts and and wellbeing. They apply the elements of movement throwing sequences in authentic situations. combine movement concepts and strategies to strategies to complete obstacle courses. to compose and perform a fitness activity station that achieve outcomes in 'All codes' football. develops a health-related fitness component.

Achievement Standard THE ARTS	By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. DRAMA Unit 3 Dramatic actions	By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience. <b>VISUAL ARTS Unit 2 Say it with art</b>	1 hour 15 mins (Includes 30
	<ul> <li>Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, mask, movement, media, props and alternative performance spaces.</li> <li>Students will: <ul> <li>explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, play-building and scripted drama to develop characters and situations</li> <li>develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body.</li> <li>rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience</li> <li>explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts.</li> </ul> </li> </ul>	<ul> <li>Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.</li> <li>Students will:</li> <li>explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal, Torres Strait Islander and Asian artists and consider this in the development of their own artworks</li> <li>experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view</li> <li>plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context</li> <li>compare recontextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.</li> </ul>	mins Music)

By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and			
performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical			
and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.			
Unit 2: Around the world with music	Unit 3: Rhythmic riot	Specialist	
	By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music performances from different cultures, times and places. Students use rhythm, pitch and form symbols and termino and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performance <b>Unit 2: Around the world with music</b>	By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. Unit 2: Around the world with music Unit 3: Rhythmic riot	

			30 mm3/week
HE ARTS Music V8.4 pecialist reacher	<ul> <li>Students make and respond to music exploring the music-making of other cultures through their music journal.</li> <li>Students will:</li> <li>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China</li> <li>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures</li> <li>rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</li> <li>explain how the elements of music communicate meaning by comparing music from different cultures.</li> </ul>	<ul> <li>Students make and respond to music by exploring the concept of ostinato — a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.</li> <li>Students will: <ul> <li>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion</li> <li>develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinato</li> <li>rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion</li> <li>explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.</li> </ul> </li> </ul>	JU THILS/WEEK

Learning area         SEMESTER 1         SEMESTER 2         MALLOCATIONS per weeks           Achievement Standard         by the end of Year 6, students desplain the fundamentals of digial system components (hardware, solve area box) of gial systems are concected to form networks. They sayplas hub object systems use wholk muches as a basis for regresening a variety of data types. Students descent how object systems area concected to form networks. They sayplas hub object systems area concected to form networks. They sayplas hub object systems area concected to form networks. They sayplas hub object systems area concected to form networks. They sayplas hub object systems and here solves and hubotos in reach descent systems and there solves. They consider standards. Students excels in how the fastures of echnologies inpact on dessing of hubotos in reach of the persched technologies and technologies controls with and persched technologies and technologies and technologies inpact on dessing of hubotos in reach of the persched technologies and techn	YEAR 6 2025 Curriculum Overview				
Achievement Standard       By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) stems are obasis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and use interactions in the design and indiverse the design and indiverse the developing algorithms to address the problems. They incorporate decision-making, repetition and use interactions and implement their digital solutions for each of the prescribed technologies contasts suitable for identified neederse using gravitational technologies and communicates the sto auditions consider suitable in the assign of products. services and consider suitable technologies and technologies contasts suitable for identified neederse using gravitation techniques and technical terms. Students explain how the features of explain how the features of explain how the features of explain how the metating and designed solutions consider suitable solutions. They explain how information systems and their solutions meet needs and consider suitable and create an interactive spreads and communits needs. They explain how information systems meet local and agreed protocols.       By the end of Year 6, students explain how the features of explaned builts suitables. Students explain how the features many the receives and information is success, including sustainability. Students explain how the features of explaned builts success, including sustain sustain for each of the prescribe decincical terms and design and decincic prescription of the design and decinciption explaned builts success, including production processes. They subtain digital systems and decision decision prescription and trade and present information to meet community needs is valaining data to create information. They explain how thee visua	Learning area	SEMESTER 1	SEMESTER 2	MINIMUM TIME ALLOCATIONS PER WEEK	
<ul> <li>appry technical protocols activate as deviaing inframingitum inclinating conventions and determining sate storage locations to protect data and information</li> </ul>	Achievement Standard Technologies V8.4	By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols. <b>DIGITAL TECHNOLOGY Unit 2 Data changing our world</b> Students explain how information systems meet local and community needs, represent a variety of data types in digital systems include: <ul> <li>exploring how community organisations collect data and present information to meet community needs</li> <li>visualising data to create information that is easily understood</li> <li>creating a data-driven solution that processes user input to provide information and explain how they meet needs</li> <li>collect, manage and analyse data using a range of software (such as spreadsheets)</li> <li>interpret and visualise data to create information</li> <li>define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included</li> <li>implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem</li> </ul>	By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. <b>DESIGN AND TECHNOLOGIES Unit 2 Hands Off</b> <b>Engineering principles and systems</b> Students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment's security need and make a prototype electrical device that is part of the solution. Students apply the following processes and production skills: • investigating by: • the analysis of technologies applied in security systems • the testing of circuits and devices that control movement, sound or light • generating and documenting design ideas for securing environments using technical terms and graphical representation techniques • producing a functional device by safely using materials, components, tools and techniques • producing a swell as working individually throughout the process • managing by developing project plans that include resources.	1 Hour 30 mins	

## \*LOTE will not be delivered as a learning area in 2025.

	Timeline 2025					
25		T1	T2	Т3	T4	
r 6 20	SSP: PLD – phonics sequence (reading & spelling) Screeners and trackers	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	
- Year	RESPECTFUL RELATIONSHIPS EDUCATION		$\checkmark$		✓	
5	LIFE EDUCATION	$\checkmark$	$\checkmark$	$\checkmark$		
Р.	WRITING (samples – monitoring)				$\checkmark$	
TE S(	STANDARDISED TESTING SOUTH AUSTRALIA SPELLING				1	
STA	WATER SAFETY & SWIMMING EXPECTATIONS				$\checkmark$	
<b>OONOONBA S</b>	EXCURSIONS/INCURSIONS	SCIENCE Excursion : TCC Disaster Management Term 1 Week 5/6	ENGLISH Excursion: Term 2 week 3/4 CAMP: Term 2 Week 10	VISUAL ARTS Excursion: Term 3 week 2 or 3 Art Expo: Term 3 week 10	Beach Practical SLSQ: Term 4 week 6 approx. Year 6 Fun Day: Term 4 week 9 or 10	