



# Victorian Curriculum

# Yearly Planner 2024

## Year 6

	Term 1	Term 2	Term 3	Term 4
<b>Reading and Viewing Language</b>	Text structures and language features Understanding of verbal information and analytical images in factual, imaginative and persuasive texts			
<b>Reading and Viewing Literature</b>	<p>Similarities and differences in texts on similar topics, modality, emphasis, repetition and metaphor and to identify language choices</p> <p>Relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</p> <p>identify, describe, and discuss similarities and differences between texts e.g. same author and illustrator</p>	<p>Similarities and differences in texts on similar topics, modality, emphasis, and metaphor and to identify language choices</p>	<p>Similarities and differences in texts on similar topics, modality, emphasis, repetition and metaphor and to identify language choices</p> <p>Similarities and differences in texts on similar topics, modality, emphasis, and metaphor and to identify language choices</p>	<p>Relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</p> <p>Identify, describe, and discuss similarities and differences between texts e.g. same author and illustrator</p>
<b>Reading and Viewing Literacy</b>	<p>Text structures and language features</p> <p>Analyse strategies authors use to influence readers</p> <p>Select, navigate and read texts for a range of purposes,</p> <p>Appropriate text processing strategies: table of contents, glossary, chapters, headings and subheadings</p> <p>Comparing content from a variety of textual sources</p> <p><b>Reading linked with Writing Unit -</b></p> <p><b>Persuasive, Narrative and Book Report</b></p>	<p>Text structures and language features</p> <p>Analyse strategies authors use to influence readers</p> <p>Select, navigate and read texts for a range of purposes,</p> <p>Appropriate text processing : table of contents, glossary, chapters, headings and subheadings</p> <p>Comparing content from a variety of textual sources</p> <p><b>Reading linked with Writing Unit –</b></p> <p><b>Recount - Autobiography</b></p>	<p>Appropriate text processing strategies : table of contents, glossary, chapters, headings and subheadings</p> <p>Comparing content from a variety of textual sources</p> <p><b>Reading linked with Writing Unit -</b></p> <p><b>Persuasive</b></p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p> <p>asking and answering questions</p> <p>summarising</p>	<p>Select, navigate and read texts</p> <p>Appropriate text processing strategies: table of contents, glossary, chapters, heading and subheadings</p> <p>Comparing content from a variety of textual sources</p> <p><b>Reading linked with Writing Unit -</b></p> <p><b>Narrative and Poetry - Cinquain, Free Verse, Ode, Anthem</b></p> <p>activating and using prior knowledge to make connections</p> <p>predicting</p> <p>visualising</p>

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<b>Writing Language</b>	<p>Punctuation</p> <p>Cohesive links in texts by omitting or replacing words</p> <p>Complex sentences to elaborate, extend and explain ideas</p> <p>Word banks, word origins, base words, suffixes and prefixes, morphemes, spelling patterns</p> <p>Nouns (common, proper, collective, abstract, concrete, terms of address)</p> <p>Verbs (action, saying, thinking/ feeling and being/having)</p>	<p>Punctuation</p> <p>Complex sentences to elaborate, extend and explain ideas</p> <p>Verbs, elaborated tenses and a range of adverb groups/phrases</p> <p>Vocabulary choices, including evaluative language to express shades of meaning, feeling and opinion</p> <p>Word banks, word origins, base words, suffixes and prefixes, morphemes, spelling patterns</p> <p>Noun groups (including adjectives)</p> <p>Verb Group (including adverbs)</p>	<p>Punctuation</p> <p>Word banks, word origins, base words, suffixes and prefixes, morphemes, spelling patterns</p> <p>Evaluative language</p> <p>Commas to separate clauses</p> <p>Noun groups (including adjectives)</p> <p>Verb Group (including adverbs)</p> <p>Pronouns</p> <p>Contractions</p> <p>Persuasive Devices</p>	<p>Punctuation</p> <p>Word banks, word origins, base words, suffixes and prefixes, morphemes, spelling patterns</p> <p>Commas to separate clauses</p> <p>Figurative language</p>
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<b>Writing Literature</b>	<p>Text structures and language features</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced</p>	<p>Text structures and language features</p>	<p>Text structures and language features</p>	<p>Text structures and language features</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced</p>
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<b>Writing Literacy</b>	<p>Genre Writing</p> <p><b>Narrative – 3-week sprint</b></p> <p><b>Persuasive – 3-week sprint</b></p> <p><b>Report - Book</b></p> <p>Reread and edit using agreed criteria</p> <p>Plan, draft and publish texts</p> <p>Use a range of software to create texts</p> <p>Compare texts that represent ideas in different ways</p> <p>Handwriting: legible, fluent and automatic</p>	<p>Genre Writing</p> <p><b>Recount – autobiography</b></p> <p>Reread and edit using agreed criteria</p> <p>Plan, draft and publish texts</p> <p>Use a range of software to create texts</p> <p>Compare texts that represent ideas in different ways</p> <p>Handwriting: legible, fluent and automatic</p>	<p>Genre Writing</p> <p><b>Persuasive</b></p> <p>Reread and edit using agreed criteria</p> <p>Plan, draft and publish texts</p> <p>Use a range of software to create texts</p> <p>Compare texts that represent ideas in different ways</p> <p>Handwriting: legible, fluent and automatic</p>	<p>Genre Writing</p> <p><b>Narrative</b></p> <p><b>Poetry – Cinquain, free verse, ode, anthem</b></p> <p>Reread and edit using agreed criteria</p> <p>Plan, draft and publish texts</p> <p>Use a range of software to create texts</p> <p>Compare texts that represent ideas in different ways</p> <p>Handwriting: legible, fluent and automatic</p>
<b>Speaking and Listening Language</b>	<p>Present a point of view</p> <p>Objective and subjective language and bias</p>	<p>Objective and subjective language and bias</p>	<p>Strategies for interaction (simple to complex) Link to social distance and formality</p>	<p>Strategies for interaction (simple to complex) Link to social distance and formality</p> <p>Objective and subjective language and bias</p>
<b>Speaking and Listening Literature</b>	<p>Make connections between own experiences and those of characters and events represented in different contexts</p>	<p>Make connections between own experiences and those of characters and events represented in different contexts</p>	<p>Make connections between own experiences and those of characters and events represented in different contexts</p>	<p>Make connections between own experiences and those of characters and events represented in different contexts</p>

<b>Speaking and Listening Literacy</b>	<p>Participate in and contribute to discussions</p> <p>Plan, rehearse and deliver presentations</p> <p>Developing and supporting arguments</p> <p>Sharing and evaluating information, experiences and opinions</p> <p>Developing and supporting arguments</p> <p>Sharing and evaluating information, experiences and opinions</p> <p>Voice, volume, tone, pitch and pace</p>	<p>Participate in and contribute to discussions</p> <p>Plan, rehearse and deliver presentations</p> <p>Clarifying and interrogating ideas</p> <p>Sharing and evaluating information, experiences and opinions</p> <p>Voice volume, tone, pitch and pace</p>	<p>Participate in and contribute to discussions</p> <p>Plan, rehearse and deliver presentations</p> <p>Voice volume, tone, pitch and pace</p> <p>Participate in and contribute to discussions</p> <p>Sharing and evaluating information, experiences and opinions</p> <p>Voice, volume, tone, pitch and pace</p>	<p>Participate in and contribute to discussions</p> <p>Plan, rehearse and deliver presentations</p> <p>Voice volume, tone, pitch and pace</p> <p>Participate in and contribute to discussions</p> <p>Sharing and evaluating information, experiences and opinions</p> <p>Voice, volume, tone, pitch and pace</p>
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<b>Number and Algebra</b>	Place Value, Operations, Money, Pattern & Algebra	Place Value, Operations, Pattern & Algebra  Fractions and Decimals	Place Value, Operations, Pattern and Algebra  Fractions and Decimals	Place Value, Operations, Pattern and Algebra  Fractions and Decimals
<b>Measurement and Geometry</b>	Time  Measurement - Length, Perimeter, Area	Time	Shape, Geometric reasoning and Transformation  Measurement Length, Perimeter, Area,	Measurement - Volume, Capacity and Mass  Shape and Location

<b>Statistics and Probability</b>		Data Representation and Interpretation	Data Representation and Interpretation	Chance and Probability  Revision
<b>Global Studies</b> Health, Science, The Technologies, Critical and Creative Thinking, The Arts, The Capabilities and The Humanities	<b>Community</b> Making Democracy MAPPEN  With a focus on exploring: <ul style="list-style-type: none"> <li>- Personal and Social (simultaneously covered through Learning to Learn Program</li> <li>- Civics and Citizenship</li> <li>- Critical and Creative Thinking</li> </ul>	<b>Social Justice</b> Care for the Kids MAPPEN  With a focus on exploring: <ul style="list-style-type: none"> <li>- Critical and Creative Thinking</li> <li>- Civics and Citizenship</li> <li>- Personal and Social</li> </ul>	<b>Sustainability</b> Think Global Act Local MAPPEN  With a focus on exploring: <ul style="list-style-type: none"> <li>- Geography</li> <li>- Intercultural</li> </ul>	<b>Connections</b> Data and Decisions MAPPEN  With a focus on exploring: <ul style="list-style-type: none"> <li>- Economics and Business</li> </ul>
<b>Wellbeing and Health - Puberty Only</b> The Capabilities and Health  Refer to Wellbeing Scope and Sequence	Learning to Learn Program  Respectful Relationships	Respectful Relationships  Puberty	Respectful Relationships	Respectful Relationships