



Year 6 2025

Term Two - Curriculum Overview



School Priorities 2025

Quality Teaching

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



Student Success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



Connected Community

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Think U Know: 23rd April
ANZAC Service: 24th April
Mother's Day Stall: 9th May
Year 6 Camp: 2nd -4th June
Senior Sports Day: 26th June



ENGLISH – Tales and Tunes

In this unit students will unpack a class novel, exploring themes, character development and ideas. They will explore song lyrics that relate to the novel to create a persuasive pitch to a director based on ideas and themes presented in the novel. Students will take part in small group discussions where they will share, develop, explain and elaborate on ideas from a particular chapter.

Students will use interaction skills when in discussions with others such as paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing experiences and opinions. They will identify similarities differences in how ideas are presented and developed through characters and events.

Assessment: Students will create a persuasive pitch to a director to use a song for a trailer.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value / Fractions and decimals** – Students will order common fractions and provide reasoning for their comparisons. They will add and subtract fractions with related denominators and use all four operations (addition, subtraction, multiplication and division) with decimals. Students will also make connections between decimal representations and the metric system in measurement contexts.
- **Using units of measurement** – Students will convert between common metric units of length, mass and capacity. They will use scaled instruments to measure and apply their understanding of measurement in real-life contexts. Students will apply the formula for the area of a rectangle and use angle properties to solve practical problems involving shape and space.
- **Shape** – Students will identify and apply angle properties, including the relationships between angles in shapes and at points, to find unknown angles and solve geometric problems.

Assessment: Students will add and subtract fractions with related denominators, convert between common units of length, mass and capacity, and use all four operations with decimals while connecting decimal representations to the metric system in real-world problem-solving tasks. Students will use the formula for the area of a rectangle to solve problems, including those involving combined shapes, and apply angle properties to find unknown angles in a variety of contexts.

SCIENCE – Energy and electricity

In this unit, students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will 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 will 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.

Assessment: Students will analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.

HASS – Australia in the past

This term in HASS, students will explore the following inquiry question:

- *What does it mean to be an Australian citizen?*
- *How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?*

Students will:

- recognise the responsibilities of citizens in Australia's democracy
- consider the shared values, rights and responsibilities of Australian citizenship and obligations that people may have as global citizens
- examine continuities and changes in the experiences of Australian democracy and citizenship
- investigate stories of groups of people who have migrated to Australia since Federation
- evaluate the contribution of individuals and groups to the development of Australian society since Federation

Assessment: Students will investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.

TECHNOLOGIES

Design Technologies

This curriculum area was taught and assessed in Term 1.

THE ARTS

Music

In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

Assessment: Students will compose and perform elements of music to communicate meaning using inspiration from music that appears in film.

Visual Arts

Students will explore and explain the expression of social commentary in artworks by a range of artists. They will use visual conventions and practices to create a mixed media piece that expresses a personal view about an environmental issue and explain how ideas are represented in artworks they have viewed and made.

Assessment: Students will make a mixed media sculpture that expresses a personal view about an environmental issue and communicate meaning through display.

Drama

This curriculum area was taught and assessed in Term 1.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

This curriculum area was taught and assessed in Term 1.

Physical Education

This term, students will participate in a variety of activities to demonstrate control and accuracy when performing specialised running, jumping and throwing skills. They will also explore safe behaviours and procedures for class practice.

Assessment: Students perform movement skills and strategies to demonstrate running, jumping and shot put.

JAPANESE

In this unit, students will use language to communicate ideas relating to the concept of family and identity. Students will introduce themselves and other family members and interact with peers.

Assessment: *Students will convey information about family using Japanese language.*