



Curriculum Overview

Year 6



In Term 2, we will be learning about the following topics in each curriculum area:

English:

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, such as natural disasters. 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.

This learning area will be taught, assessed and reported on.

Mathematics:

Number and Algebra

- solve arithmetic problems involving all four operations with natural numbers of any size
- extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers

Measurement

- use timetables to solve practical problems

This learning area will be taught, assessed and reported on.

Science: Our Changing World

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.

This learning area will be taught, assessed and reported on.

Health and Physical Education:

HEALTH- What am I drinking?

In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.

MOVEMENT- Fitness fun

In this unit, students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences:

Civics and citizenship in Australia

Student will complete activities and investigations in order to develop their understanding about government and democracy, laws and citizens and citizenship. They will learn about the key institutions of Australia's democratic government, including local government, state/territory government and federal parliaments. Students will consider the responsibilities of electors and representatives. They will learn how state/territory and federal laws are made. Students will examine Australian citizenship and reflect on the rights and responsibilities of being an Australian citizen and explore ways that Australians can become active and informed global citizens.

This learning area will be taught, assessed and reported on.

Technologies: Digital Technology

Spike Prime Programming

Students define problems and create solutions by programming robotics to complete tasks. They implement solutions and reflect on solution and program effectiveness.

This learning area will be taught, but not assessed and reported on until Semester Two.

The Arts: Music

In weeks 1-3, students complete the Media Arts unit they experienced in Term 1, then begin their Music unit in week 4.

Music

In this 6-week unit, Year 6 students will explore how music reflects cultural identity and communicates meaning across the world. Students begin by analysing the cultural storytelling embedded in Disney soundtracks such as *Moana* and *Encanto*, then expand their inquiry to global music traditions—including West African drumming, Japanese pentatonic melodies, and First Nations Australian music. Through performing, composing, and responding, students engage with diverse sound worlds, learning how music expresses community, place, and belonging across cultures.

This learning area will be taught, assessed and reported on. Media Arts will be assessed and reported in the Semester One report card, while Music will be assessed and reported in the Semester Two report card.

Languages: Japanese

Where do I go? In this unit, students will explore how to ask for and give directions in Japanese while learning the names of common shops and places. They will also discover the features of Japanese streets and how to navigate them using directional language. Students will apply sequencing language and directional phrases to role-play navigating a small city.

This learning area will be taught, assessed and reported on.