



# Curriculum Overview

## Year 6



In Term 3, we will be learning about the following topics in each curriculum area:

### English:

Students engage with a range of texts which provide a stimulus for persuasive responses and 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 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 different stimuli and topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.

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

### Mathematics:

#### Number

- solve practical addition and subtraction problems involving fractions with related denominators
- solve arithmetic problems involving all four operations with decimals
- use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions

#### Space

- develop a range of written and digital means for representing objects and three-dimensional spaces in two dimensions
- compare the parallel cross-sections of objects and recognise relationships to right prisms

#### Measurement

- apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle
- begin to formally use deductive reasoning in spatial contexts involving lines and angles
- identify and compare the parallel cross section for right prisms
- convert between common metric units of length, mass and capacity

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

### Science: Life on Earth

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.

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

### Humanities and Social Sciences: A diverse and connected world

In this unit, students explore how places, people, and cultures differ across the world, with a focus on Asia and Australia's global connections. They investigate geographical features, lifestyles, and indigenous cultures, examine global initiatives and analyse how connections and perceptions shaped by history, media, and international relationships, influence the way people view and interact with other places and communities.

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

## Health and Physical Education:

### HEALTH- Let's all be active

In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

### MOVEMENT- Surf or turf

In this context, students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.

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

## Technologies: Digital Technology - Binary Code

Students explore the way all data that is processed by a computer is stored using binary and how binary is used to represent data.

*This learning area will be taught, assessed and reported on in the Semester Two report card.*

## The Arts: Music

### Music (3 weeks)

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.

### Dance (2 Weeks)

In Dance, students will explore how dance reflects different time periods and places. They will research key features of historical dance styles. Students will learn and perform a short choreographed routine that incorporates movements from these styles. The unit supports students to develop their understanding of how dance can communicate meaning, mood, and cultural context through the elements of dance and expressive skills.

*This learning area will be taught, assessed and reported on. Music will be taught, assessed and reported in the Semester Two report card, while Dance will be taught across Semester Two, but not assessed and reported on.*

## Languages: Japanese - What is school life?

In this unit, students explore the concept of school life in Japan and make connections with their own school experiences. They engage with a variety of texts, use language to discuss and compare school routines, and participate in intercultural experiences to notice, reflect on, and deepen their understanding of language and cultural practices.

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