

# Y06 Curriculum Overview Semester 1 2026

	Term 1	Term 2
<b>English</b>	<p style="text-align: center;"><b>Analysing Literary Text</b></p> <p>Students engage with a variety of literary texts that support and extend students as independent readers. They read, view and comprehend literary texts, exploring how literary devices, such as structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect.</p> <p>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.</p> <p>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.</p> <p><b>Assessment task:</b> Speaking &amp; Listening. Share and elaborate on ideas about a literary text.</p>	<p style="text-align: center;"><b>Novel Study</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Assessment task:</b> Writing &amp; Creating. Plan, create and edit a narrative text for a chosen audience.</p> <p><b>Assessment task:</b> Reading, Viewing &amp; Comprehending. Independently read a chosen passage, answering short response questions and explaining how language and visual features influence the audience.</p>
	<p><b>Suggested at home ideas to support and develop your child's learning:</b></p> <ul style="list-style-type: none"> <li>Explore how different levels of formality and using varied level of tone, volume, pitch and pace can influence a conversation.</li> <li>Read and discuss a variety of text.</li> <li>Encourage respectful opinions with supporting reasons/evidence and determine the difference between a fact and an opinion.</li> <li>Replace simple verbs when talking. <i>Walked – staggered, marched and/or crept.</i></li> <li>Model using adverbs in sentences. <i>She spoke quietly in the crowded hall.</i></li> <li>Ask clarifying questions when having a discussion at home, <i>so you're saying...</i></li> </ul>	<p><b>Suggested at home ideas to support and develop your child's learning:</b></p> <ul style="list-style-type: none"> <li>Read a variety of text and discuss how language choice, structure, sentence variations and precise vocabulary influenced the reader, mood, tension and/or plot.</li> <li>Identify the authors purpose and point of view of multiple texts.</li> <li>Discuss and identify the evidence within a text that supports their understanding of chosen text.</li> <li>Replace simple verbs when talking. <i>said – screamed, belowed and/or cried.</i></li> <li>Model a variety of noun groups that are purposeful and considered (not just a bunch of adjectives put in front of a noun).</li> </ul>
<b>Mathematics</b>	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>Identify and describe the properties of prime, composite and square numbers, they use these to solve problems and perform simple calculations.</li> <li>Apply knowledge of equivalence to compare, order and represent common fractions.</li> <li>Apply knowledge of place value to add and subtract, using estimation and round to check the reasonableness of answers</li> <li>Solve problems involving addition and subtraction of fractions using equivalent fractions.</li> <li>Multiply and divide whole numbers, applying knowledge of place value and proficiency of number facts to solve problems and check reasonableness of answers.</li> <li>Working with the relationship between fractions, decimals and percentage to choose efficient calculation strategies to solve problems.</li> <li>Use and interpret timetables of daily activities to solve practical problems.</li> <li>Identify the relationship between angles on a straight line, angles at a point and vertically opposite angles, use these to determine unknown angles.</li> </ul> <p><b>Assessment task:</b> To interpret and use timetable and plan an itinerary.</p> <p><b>Assessment task:</b> Locate fractions on a number line, solve problems involving the addition and subtraction of related fractions.</p> <p><b>Assessment task:</b> Find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers.</p>	<ul style="list-style-type: none"> <li>Apply knowledge of place value to add and subtract, using estimation and round to check the reasonableness of answers</li> <li>Solve problems involving addition and subtraction of fractions using equivalent fractions.</li> <li>Multiply and divide whole numbers, applying knowledge of place value and proficiency of number facts to solve problems and check reasonableness of answers.</li> <li>Explore appropriate estimation strategies to solve problems involving whole number and percentages, including a financial context.</li> <li>Solves problems that require finding a familiar fraction, decimal or percentage of a quantity</li> <li>Recognise and use rules that generate growing patterns.</li> <li>Conduct repeated change experiments.</li> <li>Use estimation to assign probabilities, using common fractions, percentages and decimals.</li> <li>Identify statistically informed arguments present in traditional and digital media.</li> </ul> <p><b>Assessment task:</b> Plan and conduct a statistical investigation.</p> <p><b>Assessment task:</b> Solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages.</p> <p><b>Assessment task:</b> Critique arguments presented in the media based on statistics.</p>
	<p><b>Suggested at home ideas to support and develop your child's learning:</b></p> <ul style="list-style-type: none"> <li>Discuss with your children if a number is a prime or composite number, how do they know?</li> <li>Identify real-world examples of fractions (pizza, chocolate, baking) use these to show halves, thirds, quarters and other fractions. Discuss which fraction is bigger and how you know.</li> <li>Identify and discuss the real-world application of estimation and when you use it yourself.</li> <li>Multiplication and division fluency – practise your multiplication and related division facts.</li> <li>Discuss and show how you use fractions, decimals and percentages when shopping or budgeting.</li> </ul>	<p><b>Suggested at home ideas to support and develop your child's learning:</b></p> <ul style="list-style-type: none"> <li>Multiplication and division fluency – practise your multiplication and related division facts.</li> <li>Talk using the language of chance, the outcomes of flipping a coin 50 times, how you could represent this data and where would we use chance in our day to day.</li> <li>Discuss and identify real-world examples of statistics, when do we use them? Where do we see them? How was this data collected? Is this a large enough sample? Discuss how statistics can influence opinions.</li> </ul>

Science	<p>Students will explore the following big inquiry question: <b><i>What are the secret ingredients of our Solar System?</i></b></p> <p>Through the concept of <b>cause and effect</b>, they will explore the following questions:</p> <ul style="list-style-type: none"> <li>• What is the relationship between the sun and planets?</li> <li>• How do the relative positions of Earth and the sun, relate to phenomena on Earth I can see or that has been observed?</li> <li>• What are patterns, trends or relationships I already know within our Solar System?</li> <li>• How does Earth's tilt, rotation and revolution around the sun relate to different observable patterns?</li> <li>• What vocabulary do I need to effectively explain different patterns and relationships within our Solar System?</li> <li>• As a researcher, how can I organise and represent my information and data effectively?</li> </ul> <p><b>Assessment task:</b> Create a representation that models the relationship between the sun and the planets of the Solar System, explaining relative positions and describing patterns.</p>	<p>Students will explore the following big inquiry question: <b><i>How can electrical energy be transformed into light, movement or sound?</i></b></p> <p>Through the concept of <b>systems</b>, they will:</p> <ul style="list-style-type: none"> <li>• Analyse requirements for the transfer of electricity.</li> <li>• Describe how energy can be transformed.</li> <li>• Identify the role of necessary circuit components.</li> <li>• Investigate insulators and conductors.</li> <li>• Describe how electrical energy can be generated from a range of sources.</li> <li>• Explore the impact of sustainable energy sources.</li> </ul> <p><b>Assessment Task:</b> Draw an annotated diagram to explain the role of circuit components and how electrical energy is transformed and transferred.</p>
HASS	<p>Students will explore the following big inquiry question: <b><i>What is our nation's recipe?</i></b></p> <p>Through the concept of <b>perspective and cause &amp; effect</b>, the will:</p> <ul style="list-style-type: none"> <li>• Explore how history shapes our world. Examining how the Federation/Constitution (including Westminster system) came about (key figures, events and ideas).</li> <li>• Explain how an individual, group, key events and experiences influenced change in Australia's multicultural society.</li> <li>• Identify the shared values, formal rights and responsibilities of Australian citizens.</li> <li>• Know the difference between a right, responsibility and an obligation.</li> <li>• Australian Government processes – Three levels and their roles/responsibilities.</li> <li>• Develop questions, locate, collect and organise information and data.</li> <li>• Evaluate sources and information to draw conclusions.</li> </ul> <p><b>Assessment task</b> – Short answer responses and analysis of provided sources.</p>	<p>Students will explore the following big inquiry question: <b><i>Does our nation's recipe taste the same for everyone?</i></b></p> <p>Through the concept of <b>perspective and cause &amp; effect</b>, the will:</p> <ul style="list-style-type: none"> <li>• Explore how history shapes our world.</li> <li>• Explore and explain the causes and effects of migration to Australia, since Federation.</li> <li>• Explain how an individual, group, key events and experiences influenced change in Australia's multicultural society.</li> <li>• Examine different perspectives, including First Nations Australians, migrants, women and children.</li> <li>• Develop questions, locate, collect and organise information and data.</li> <li>• Evaluate sources and information to draw conclusions.</li> </ul> <p><b>Assessment task</b> – Research task and panel discussion.</p>
Health	<p style="text-align: center;"><b><u>Stereotypes!</u></b></p> <p>Students will explore how <b>stereotypes can influence roles and responsibilities</b> in society. They will investigate how ideas about gender can shape expectations at school, at home and in the wider community. Through discussion and real-world examples, students will learn to question assumptions and think critically about fairness and equality. Students will explore practical ways to show respect, empathy and inclusion in everyday situations through identifying the diversity within their own community.</p> <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understanding.</p>	
Physical Education	<p style="text-align: center;"><b><u>Fitness fun</u></b></p> <p>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 apply the elements of movement to compose and perform a fitness activity station that develops health-related fitness.</p> <p><b>Assessment:</b> Students will explain the health-related fitness components (strength, power, flexibility, core stability &amp; cardio vascular endurance) used in various physical activities and the significance of physical activity participation to health and wellbeing. Students identify one fitness component to improve and apply the elements of movement to compose and perform a fitness activity station that develops health-related fitness for chosen element.</p>	<p style="text-align: center;"><b><u>Athletic Achievers: Part 2</u></b></p> <p>Students will perform specific athletic-themed sequences using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic athletic situations.</p> <p><b>Assessment:</b> Students will participate in and perform athletic-themed sequences using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.</p>
The Arts	<p style="text-align: center;"><b><u>Dramatic transformations</u></b></p> <p>Students will 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, puppetry, clowning, mask, media, props and alternate performance spaces.</p> <p><b>Assessment</b> - Students will devise, perform and respond to drama that explores dramatic transformations.</p>	
Design Technologies	<p style="text-align: center;"><b><u>Hands off</u></b> (Engineering principles and systems)</p> <p>Students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution and make an electrical device that is part of the solution. They examine the role of people in engineering technology occupations in developing solutions for current and future use.</p> <p><b>Assessment-</b> Evidence of student learning will be gathered from short answer questions and project work.</p>	
Music	<p style="text-align: center;"><b><u>Rhythmic riot</u></b></p> <p>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.</p> <p><b>Assessment task</b> - Rhythmic riot: Collection of work: <i>Students perform, compose and respond to music featuring rhythmic ostinatos.</i></p>	
Japanese	<p style="text-align: center;"><b><u>Hambaagaa (Hamburger)</u></b></p> <p>While exploring dining out habits of the Japanese, students will learn how to order in a restaurant, asking for items, prices and quantities. They will develop an understanding of Japanese Yen notes and coins and read and locate information from authentic Japanese menus. They will also extend their ability to read and write hiragana, katakana and kanji.</p> <p><b>Assessment</b> - Students will write and perform a shopping role-play in front of the class or teacher.</p>	