# Y06 Curriculum Overview Semester 2 2026

| | Term 3 | Term 4 |
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| **English** | **Engaging with and responding to informative texts.**<br>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.<br>They 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.<br>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.<br>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.<br><br>**Assessment task:** *To read, view and comprehend informative texts.*<br>**Assessment task**: *To plan and create an informative oral presentation on a chosen Asian country for an audience.* | **Using language to persuade.**<br>Students engage with a range of texts that provide a stimulus for persuasive responses. They 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.<br>Through texts, they examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. Students explore the use of objective and subjective language and identify bias.<br>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.<br><br>**Assessment task**: To create and present an argument. |
| | *Suggested at home ideas to further support and develop the learning:*<br>• Explore and identify real-world examples of informative texts, specifically infographics.<br>• Discuss with your child the purpose of informative texts, and the different text structure it will have (Headings, sub-headings, paragraphs, images, data, captions, tables and perhaps maps.)<br>• Model and discuss specific language choices for informative text (no 'it, stuff, this that') tell the reader what 'it' is.<br>• Model informative noun groups; the 'large rainforest' or the 'enormous debt.'<br>• Continue to read a variety of texts. | *Suggested at home ideas to further support and develop the learning:*<br>• Explore and identify examples of persuasive language, including tone, expression and intonation.<br>• Read or view persuasive texts together, such as advertisements, reviews, speeches and letters to the editor.<br>• Identify the main argument, supporting reasons and evidence in texts.<br>• Help your child organise their response with clear position, developed arguments, evidence and conclusion.<br>• Identify different statements as facts, opinions, a mixture of both and subjective/objective language. |
| **Mathematics** | Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will: | |
| | • learn how to use place value to add and subtract decimal numbers. They also practise estimating and rounding answers to check if they make sense.<br>• practise multiplying and dividing decimal numbers by powers of 10 (like 10, 100, 1000), using what they know about place value and multiplication facts.<br>• convert between common metric units of length, mass and capacity (e.g., metres to centimetres, kilograms to grams). They choose decimal representations that make sense depending on the problem they are solving.<br>• build confidence converting between metric units of length, mass and capacity. They also choose the most suitable decimal format for measurements based on what the situation needs.<br>• use the formula for finding the area of a rectangle. They apply this knowledge to solve everyday measurement problems.<br>• look at different types of data – including categorical (e.g., favourite sport), discrete (e.g., number of pets), and continuous numerical variables (e.g., height). They use graphs and visual tools, including digital software, to compare data by looking at features such as mode (most common), range (difference between highest and lowest), and the shape of the data.<br>• plan and carry out statistical investigations. They learn how to ask meaningful questions, collect relevant data, and analyse and interpret the results. They share their findings by explaining what the data shows in the context of the investigation.<br><br>**Assessment task:** Students will plan and conduct a statistical investigation and compare distributions of data.<br>**Assessment task:** Students will convert between common unit of length, mass and capacity. They will use all 4 operations with decimals and connect decimal representation of measurement to the metric system.<br>**Monitoring task:** Students will identify and explain rules used to create growing patterns. They will create and use algorithms to generate sets of numbers, using a rule.<br>**Monitoring task:** Students will solve problems involving area and angles. | • explore real-life situations that involve positive and negative numbers, such as temperatures, financial gain and loss, or levels below ground. They learn how to locate and show these integers on a number line and as coordinates on a Cartesian plane.<br>• locate points in all four quadrants of the Cartesian plane. They learn how coordinates change when a point is moved – for example, by shifting it up, down, left or right – and explain how its position has changed.<br>• solve practical, real-world problems using natural numbers (e.g., whole numbers), rational numbers (e.g., fractions and decimals) and percentages. They practise setting up problems, choosing suitable operations and calculation strategies, and using digital tools where needed. They also learn to explain and justify their solutions in the context of the situation – such as financial budgeting or shopping decisions.<br>• compare different parallel cross-sections of 3D objects and understand how these relate to right prisms (e.g., rectangular or triangular prisms). They explore how cutting across a 3D shape can reveal familiar 2D shapes.<br>• explore geometric transformations like reflection (flipping), rotation (turning), and translation (sliding). They combine these to create tessellating patterns and geometric designs, sometimes using digital software to explore and experiment.<br>• revisit how positive and negative numbers (integers) appear in real life – such as temperatures, elevations, and bank balances.<br>• learn to interpret and compare different types of data – including ordinal (e.g., rankings), nominal categorical (e.g., colours or names), and numerical data (discrete and continuous).<br>• plan and carry out their own data investigations by asking meaningful questions or identifying a problem. They collect, organise and analyse relevant data, then explain what the data shows in relation to their original question.<br><br>**Assessment task:** Students will use mathematical modelling to solve a financial problem involving percentages, justifying choices of how the budget will be spent.<br>**Assessment task:** Students will locate and represent ordered pairs on a Cartesian plane, they will create tessellating patterns using combinations of transformations.<br>**Assessment task:** Students will represent integers on a number line and order common fractions, giving reasons.<br>**Assessment task**: Students will use angle properties to solve problems. |
| | • Ask your child to add up prices from a supermarket brochure or online shopping cart and round totals to estimate the cost. Discuss if the final total seems reasonable.<br>• Use real-life measurements (e.g. 3.6L of juice) and ask your child to multiply or divide them by 10, 100 or 1000.<br>• Bake/cook together, identifying how to convert the recipe from grams to kilograms or millilitres to litres.<br>• Explore real world examples of using measurement.<br>• Practise multiplying and dividing decimal numbers by 10, 100 & 1000. | • Identify and track real-world daily temperatures of a very cold country – marking these on a graph including negative<br>• numbers.<br>• Discuss appropriate financial situation with your children, explore the local catalogue together.<br>• Discuss real-world mathematical problems, planning a lunch, working out a travel itinerary etc.<br>• Discuss and identify tessellations in the real-world, explore how shapes rotate, reflect and translate.<br>• Identify real-world examples of statistics, where we see regular data (sports ladders, games, scores etc) and analyse it with<br>• them.<br>• Observe and identify real-world examples of angles (i.e. doorways, books, benches, support beams). |

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| **Science** | Students will explore the following big inquiry question:<br>***How does matter change?***<br>Through the concept of 'changing states of matter,' they will explore the following:<br>• How can I classify and compare reversible and irreversible changes to substances?<br>• How do I plan a safe, and repeatable, investigation?<br>• What patterns can I identify within my investigation?<br>• How can I conduct a fair test? What variable needs to be changed, measured and controlled?<br>• Were there any possible sources of error in my own or others' methods and/or findings?<br>• Are there any further questions I could investigate?<br>**Assessment task:** *Students conduct a fair test exploring reversible and irreversible change and write a scientific report.* | Students will explore the following big inquiry question:<br>***How do living things survive change?***<br>Through the concept of 'real world,' they will explore the following:<br>• How do changes in physical conditions affect living things?<br>• How can I best construct representations of data and information to highlight patterns, trends and relationships?<br>• What are key intercultural considerations when engaging in scientific research?<br>**Assessment task:** Students will explain how an environmental change impacts the growth and survival living things on the Great Barrier Reef. |
| **HASS** | Students will explore the following big inquiry question:<br>***How is Australia connected to Asia?***<br>Through the concept of 'real world,' they will explore the following:<br>• The geographical diversity and location of places in the Asian region, and its location in relation to Australia.<br>• What are the effects of Australia's interconnections with other countries?<br>• What trends, patterns and relationship can I see within my sources?<br>• How can I organise my research, ideas, and findings?<br>**Assessment task:** *Students will conduct a research task into an Asian country. They will collect and evaluate information and data to identify and describe patterns, trends or relationships. Students will explain the geographical diversity of their chosen country and the effects of interconnections with other countries.* | Students will explore the following big inquiry question:<br>***What choices do consumers make?***<br>Through the concept of 'real world,' they will explore the following:<br>• How do personal, economic and psychological factors, influence consumers?<br>• How do advertising strategies inform consumers and financial choices?<br>• What actions or responses can I propose and what criteria can I use to assess the possible effects?<br>• How can I best organise my ideas and findings?<br>**Assessment task**: Students will respond to selected questions about influences on consumer choices. |
| **Health** | **Transitioning to High School**<br>Students will explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.<br>**Personal Development**<br>Students will engage in seminars exploring protective behaviours in a range of situations. | |
| **Media Arts** | **It is time to travel!**<br>Students will explore how media languages, technologies and a production process are used within media artwork, specifically travel brochures.<br>**Assessment task** - Students will use media art techniques to collaboratively create a plan and produce a travel brochure for a chosen country. | |
| **Visual Arts** | **Say it with art!**<br>Students will explore re-contextualisation of objects and non-traditional art materials to communicate ideas.<br>**Assessment task:** Students will explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about a social issue and communicates meaning through display. | |
| **Physical Education** | **Volleyball**<br>Students develop and perform the specialised movement skills of serving, bumping and setting in Volleyball game situations. They propose and combine movement concepts to achieve outcomes in Volleyball.<br>**Assessment task** – Students will serve the ball into the court in a game situation and apply the skills of bump and set to play a rally. They will explore both offensive and defensive strategies in game play. | **Ultimate Frisbee**<br>Students will perform specialised frisbee skills. They combine movement concepts and strategies during gameplay to open up space on the court to win points or gain control. They demonstrate fair play and skills to work collaboratively during frisbee activities and games.<br>**Assessment task** - Students will perform specialised striking skills. They will combine movement concepts and strategies during games to open up space on the court. Students will demonstrate fair play and work collaboratively during activities and games. |
| **Digital Technologies** | **Data changing our world**<br>Students investigate how information systems meet local and community needs and will create a spreadsheet solution.<br>**Assessment task**: Assessment of student learning will be gathered from short answer questions and project work. | |
| **Music** | **Rhythmic riot**<br>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. Students develop skills based on prior knowledge of rhythmic and melodic concepts in order to create a whole class performance piece using voice, body percussion, tuned percussion and other classroom instruments.<br>**Assessment task** - Rhythmic riot: Collection of work: *Students perform, compose and respond to music featuring rhythmic ostinatos.* | |
| **Japanese** | **Manga Mania!**<br>Students will be studying the manga and anime pop culture in Japan. They will explore the language to describe manga characters including, name, personality and description of body parts. Students will continue to develop on their written hiragana and kanji script.<br>**Assessment task** – My Manga: *Students will create their own manga character and describe them in Japanese.* | |