

Y06 Curriculum Overview Semester 1 2025

	Term 1	Term 2
English	<p style="text-align: center;">Short Stories</p> <p>Students listen to and read short stories by different authors. They investigate ways authors use text structure, language features and strategies to create humorous effects.</p> <p>Assessment task - Create a short story: <i>Students create an imaginative and entertaining short story about a character who faces a conflict, they will explain their editorial choices.</i></p> <p style="text-align: center;">Examining Advertising in the media.</p> <p>In this unit, students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect.</p> <p>Assessment task - Advertisement: <i>Students create a multimodal advertisement aligned to their Science inquiry and explain their persuasive choices.</i></p>	<p style="text-align: center;">Exploring literary texts and Panel Discussion</p> <p>Students listen to and read literary texts to identify language choices and author strategies used to influence the reader. They will investigate the language features and structure of a panel discussion. Students will listen to and contribute to discussions, clarifying ideas and challenging others. They will explore using dialogue effectively as well as identifying and using different questioning techniques. Through their panel discussion students will share and evaluate information, experiences and opinions regarding Federation.</p> <p>Assessment task - Panel Discussion: <i>Students will participate in a panel discussion to analyse and evaluate migrant group perspectives and the impact this had on the 20th Century.</i></p> <p>Assessment task - Reading Comprehension: <i>Students analyse and compare text structures and language features authors use to influence readers, text: Boy Overboard.</i></p>
Mathematics	<p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> Identify and describe the properties of prime, composite and square numbers, they use these to solve problems and perform simple calculations. Apply knowledge of equivalence to compare, order and represent common fractions. Apply knowledge of place value to add and subtract, using estimation and round to check the reasonableness of answers Solve problems involving addition and subtraction of fractions using equivalent fractions. Multiply and divide whole numbers, applying knowledge of place value and proficiency of number facts to solve problems and check reasonableness of answers. Working with the relationship between fractions, decimals and percentage to choose efficient calculation strategies to solve problems. Use and interpret timetables of daily activities to solve practical problems. Identify the relationship between angles on a straight line, angles at a point and vertically opposite angles, use these to determine unknown angles. Identify statistically informed arguments present in traditional and digital media. <p>Assessment task – To interpret and use timetable and plan an itinerary.</p> <p>Assessment task – To critique arguments presented in advertisements based on statistics.</p> <p>Assessment task – To 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"> Apply knowledge of place value to add and subtract, using estimation and round to check the reasonableness of answers Solve problems involving addition and subtraction of fractions using equivalent fractions. Multiply and divide whole numbers, applying knowledge of place value and proficiency of number facts to solve problems and check reasonableness of answers. Explore appropriate estimation strategies to solve problems involving whole number and percentages, including a financial context. Solves problems that require finding a familiar fraction, decimal or percentage of a quantity Use mathematical modelling to solve practical problems. Recognise and use rules that generate growing patterns. Conduct repeated change experiments. Use estimation to assign probabilities, using common fractions, percentages and decimals. <p>Assessment task – To assign probabilities, conduct a chance experiment, run simulations and analyse results to solve a problem.</p> <p>Assessment task – 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>Assessment task – To use mathematical modelling to find the best deal using percentages and rational numbers.</p> <p>Assessment task – To order common fractions, giving reasons, and add and subtract fractions with related denominators.</p>
Science	<p>Students will explore the following big inquiry question:</p> <p style="text-align: center;">What are the secret ingredients of our Solar System?</p> <p>Through the concept of cause and effect, they will explore the following questions:</p> <ul style="list-style-type: none"> What is the relationship between the sun and planets? How do the relative positions of Earth and the sun, relate to phenomena on Earth I can see or that has been observed? What are patterns, trends or relationships I already know within our Solar System? How does Earth's tilt, rotation and revolution around the sun relate to different observable patterns? What vocabulary do I need to effectively explain different patterns and relationships within our Solar System? Who is the audience I am communicating my scientific understanding to? What is the best test structure to communicate my findings and ideas? As a researcher, how can I organise and represent my information and data effectively? <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understandings.</p>	<p>Students will explore the following big inquiry question:</p> <p style="text-align: center;">How can electrical energy be transformed into light, movement or sound?</p> <p>Through the concept of systems, they will:</p> <ul style="list-style-type: none"> Analyse requirements for the transfer of electricity. Describe how energy can be transformed. Identify the role of necessary circuit components. Investigate insulators and conductors. Describe how electrical energy can be generated from a range of sources. Explore the impact of sustainable energy sources. <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understandings.</p>

<p style="text-align: center;">HASS</p>	<p>Students will explore the following big inquiry question: <i>What is our nation's recipe?</i></p> <p>Through the concept of perspective and cause & effect, the will:</p> <ul style="list-style-type: none"> • Explore how history shapes our world. • Examine how the Federation/Constitution (including Westminster system) came about (key figures, events and ideas). • Explain how an individual, group, key events and experiences influenced change in Australia's multicultural society. • Identify the shared values, formal rights and responsibilities of Australian citizens. • Know the difference between a right, responsibility and an obligation. • Australian Government processes – Three levels and their roles/responsibilities. • Examine different perspectives. • Develop questions, locate, collect and organise information and data. • Evaluate sources and information to draw conclusions. <p>Assessment task – Short answer responses and analysis of provided sources.</p>	<p>Students will explore the following big inquiry question: <i>Does our nation's recipe taste the same for everyone?</i></p> <p>Through the concept of perspective and cause & effect, the will:</p> <ul style="list-style-type: none"> • Explore how history shapes our world. • Explore and explain the causes and effects of migration to Australia, since Federation. • Explain how an individual, group, key events and experiences influenced change in Australia's multicultural society. • Examine different perspectives, including First Nations Australians, migrants, women and children. • Develop questions, locate, collect and organise information and data. • Evaluate sources and information to draw conclusions. <p>Assessment task – Research task and panel discussion.</p>
<p style="text-align: center;">Health</p>	<p style="text-align: center;"><u>How can I manage influences?</u></p> <p>Students will explore different stereotypes and propose strategies to demonstrate respect, empathy and inclusion. They will investigate resources and strategies relating to health information, developmental changes and strategies to manage their own emotional responses.</p> <p>An assessment task will be developed as part of the inquiry development process, providing students with the opportunity demonstrate their understanding.</p>	
<p style="text-align: center;">Physical Education</p>	<p style="text-align: center;"><u>Fitness fun</u></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>Assessment: Students will explain the health-related fitness components (strength, power, flexibility, core stability & 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;"><u>Athletic Achievers: Part 2</u></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>Assessment: 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>
<p style="text-align: center;">The Arts</p>	<p style="text-align: center;"><u>Dramatic transformations</u></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>Assessment - Students will devise, perform and respond to drama that explores dramatic transformations.</p>	
<p style="text-align: center;">Design Technologies</p>	<p style="text-align: center;"><u>Hands off</u> (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>Assessment- Evidence of student learning will be gathered from short answer questions and project work.</p>	
<p style="text-align: center;">Music</p>	<p style="text-align: center;"><u>Rhythmic riot</u></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>Assessment task - Rhythmic riot: Collection of work: <i>Students perform, compose and respond to music featuring rhythmic ostinatos.</i></p>	
<p style="text-align: center;">Japanese</p>	<p style="text-align: center;"><u>Hambaagaa (Hamburger)</u></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>Assessment - Students will write and perform a shopping role-play in front of the class or teacher.</p>	