

Year 6, Term 1, 2025 Curriculum Overview



English

This will be taught, assessed and reported on

Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings aligned with HaSS learning area content focused on exploring the Gold Rush era in Australian history.

Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect.

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.

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.

Maths

This will be taught, assessed and reported on

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane
- build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers
- use combinations of transformations to create tessellating patterns.
- conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.

HaSS

This unit will be taught in terms 1 & 2 and then assessed and reported on in Term 2

Students will study the reasons behind the expansion of British colonies and sequence events chronologically. They will recognise cause and effect of migration and study the different groups living in the Australian colonies and learn about their way of life and how they contributed to the changing social and economic landscape within the colonies. Through historical inquiry, students will develop skills in analysing sources as evidence, recognising cause and effect, identifying patterns of continuity and change in the daily lives of migrants and Aboriginal and Torres Strait Islander Peoples and explaining the influence of a significant event on the development of a colony.

Science

This will be taught, assessed and reported on

Students engage in an exploration of Earth's movement in relation to the Sun, investigating how its rotation, tilt and revolution drive cyclic observable phenomena. Through hands-on activities and digital simulations, they will model how Earth's rotation on its axis creates the cycle of day and night and examine how its tilt leads to variations in sunlight across different regions, including phenomena like extended daylight or darkness at the poles. Students explore the vital role of gravity in maintaining the planets' orbits. They will deepen their understanding of the vast distances between the planets and the relationships between the Sun and planets. Students research the astronomical knowledge of First Nations Peoples of Australia and their use of the night sky for timekeeping.

The Arts

This will be taught, assessed and reported on

Students explore how texture can be used to express ideas and emotions in both two- and three-dimensional artworks, drawing inspiration from a range of artists. Students will:

- Investigate and compare how artists use texture to communicate meaning and apply this understanding in their own artworks.
- Experiment with materials and techniques (e.g. collage, sculpture, surface manipulation) to create and present textured artworks that express personal ideas and engage the audience.

HPE

This will be taught, assessed and reported on

For Health & Wellbeing, students identify and express the six basic emotions and continue to explore a range of three levels to each emotion, define both happiness and sadness, their importance, activities and behaviours that contribute to these emotions and management strategies; develop an understanding of emotion regulation through basic brain anatomy and the chemical responses within their brains; analyse their personal strengths and weaknesses and continue simple goal setting. For PE, students will engage in a program of gymnastics instruction provided by a professional coach. They will also refine and modify movement skills and apply movement concepts across a range of situations.

Technologies

In 2025, this learning area will be taught in Semester 2.

Auslan *This will be taught, but not assessed or reported on*

Students refined their fingerspelling of the Auslan alphabet and demonstrated fluency in using greetings and everyday signs for classroom interactions. Through engaging games and signing the Welcome Auslan song, they showed an understanding of visual grammar, including space, placement, and expression in Auslan communication.