



# Curriculum Overview

**Year 6 - Term 2, 2025**

## Religion

**Confirmation:** This unit explores that God made people with a body and a soul, and that our soul helps us to be loving and good. Before he ascended into heaven, Jesus promised His disciples that he would send the Holy Spirit to help them to live as He taught and spread His message to others. During the Sacrament of Confirmation, the gifts received at Baptism are strengthened by the Holy Spirit which helps people to live as Jesus taught.

**Eucharist:** This unit explores how God created the world to provide for the needs of all creation. The world was created for all people and everybody has a role in caring for the environment and creating a sustainable world. Jesus taught the importance of caring for those in need, by putting God first and showing love to others. The Eucharist is a celebration that helps each person to live and act as Jesus did by showing love and serving others.

## English

**Reading:** This term we will read our class novel *Boy Overboard* by Morris Gleitzman. Students will work in reading groups to support student's reading skills and comprehension. Our comprehension focus strategies will cover summarising, synthesising and inferring. Students will analyse and explain literal, inferential and implied information from a variety of texts.

**Writing:** This term, we will be focusing on Informative Writing. Using the Seven Steps Writing program, students will build their understanding of text structure and language features to inform the intended audience. During this unit of work, they will develop researching skills of relevant facts, categorising them appropriately and elaborating to engage and inform the reader on their subject. Students will continue to develop their editing skills to improve the quality of the writing.

**Spelling:** During Term Two, students will work through Units 11-20 of the Soundwaves program. Students will continue to develop their understanding of prefixes and suffixes and the concept of Greek and Latin root words. They will demonstrate their understanding of spelling patterns through transferring their knowledge into their writing.



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### Mathematics

**Number & Algebra:** Students will compare fractions with related denominators and locate and represent them on a number line. They will also solve problems involving addition and subtraction of fractions with the same or related denominators. Students will find a simple fraction of a quantity where the result is a whole number, with and without digital technologies. They will add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers. Students will make connections between equivalent fractions, decimals and percentages.

**Measurement & Geometry:** Students will finalise their unit of work on investigating combinations of translations, reflections and rotations. Students will investigate angles on a straight line, angles at a point and vertically opposite angles. They will use results to find unknown angles. Students will also interpret and use a variety of timetables.

### Science

#### Volcanoes:

Students will commence this topic by making a model of the earth's structure to identify the four different layers – inner core, outer core, mantle and crust. Students in Year 6 will explore the structure and formation of volcanoes. They will conduct an investigation about the viscosity of magma and its relation to volcano shapes. Students will understand why volcanoes are considered both creators and destroyers. For NAIDOC week students will explore Aboriginal rock art from around Australia.

### HaSS

**Civics & Citizenship:** In this unit, students examine the concept of Australian citizenship and reflect on the rights and responsibilities it entails. They investigate the processes by which people become Australian citizens. They clarify the formal rights and responsibilities of Australian citizens and compare these to those of non-citizens, developing an understanding of the privileges and duties that come with citizenship. Students also explore how Australian laws protect human rights, including protections against discrimination based on gender, disability, race, and age. Additionally, students examine the diverse experiences of people who have migrated to Australia and taken up citizenship, with a focus on those of Asian heritage, to deepen their understanding of the multicultural nature of Australian society.

**History:** In this unit, students will research Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children. They will also explore stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated and their contributions to society.



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### Technology

**Design & Technologies:** In this unit, students explore how past performance, as well as current and future needs, are considered when developing sustainable food and fibre systems and products. They investigate the production of wool across time—past, present, and future—and demonstrate their understanding through a creative digital interpretation using Minecraft. Students examine how and why foods and fibres are produced in managed environments and how these systems support human health and wellbeing. They also learn about the importance of waste management, including the principles of reduce, reuse, and recycle, and explore innovative and sustainable strategies to support a world with less waste. Through these inquiries, students develop an appreciation for sustainability in food and fibre production and responsible waste practices.

### Arts

**Visual Arts:** This term in Year 6, students will explore and respond to the work of Australian artist Jessie Breakwell. Inspired by her unique style they will create a giraffe artwork focusing on shape, form, texture, light, shadow as well as the effective use of space on the page. Students will also experiment with blending techniques and explore the use of value in their work.

**Performing Arts:** This term, students will access their learned knowledge of the elements of Music. They will deepen their understanding of rhythm, tempo, and dynamics, alongside an added focus of pitch and texture. Students will partake in various individual, paired, and group activities. They will have opportunities to respond to their own behaviour and choices during rehearsals and performances.

### Japanese

Year 6 will continue exploring the world of Japanese mascots, building on the vocabulary and grammar covered in Term 1. They will complete designing their own original mascot to represent their class and will present a speech explaining their design to the teacher. They will practice stating the mascots name, age, describing the colours of their body parts and will learn to discuss sports and where their mascot lives. They will also complete a reading/listening test on key vocabulary and Hiragana script from this semester.



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### Sport

This term in Sport, our Year 6 students will be focusing on Netball, AFL, and Soccer as part of their preparation for the upcoming Eagles Cup competition. These sessions will help develop their skills, teamwork, and game awareness across all three sports. In addition to team sports, students will also begin training for the school Cross Country, with regular running sessions designed to build endurance and fitness. We look forward to a term full of energy, participation, and growth both on and off the field.

### Health

**Being Healthy, Safe and Active:** Students will learn strategies to keep themselves and others safe in an online environment.

**Communicating and Interacting for Health and Wellbeing:** Students will be exploring skills that enable them to establish and maintain positive relationships with others. They will delve into important characteristics of friendships as well as indicators that a relationship may be negatively affecting their well being. Lastly, students will be investigating how their emotions can influence their decision-making ability during a variety of situations.