



Curriculum Overview

Year 6 -Term 2, 2026

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 continue to read our class novel 'Holes' by Lewis Sachar. 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 completing our Narrative unit and moving onto 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 10-20 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 and Algebra: Students will continue to build on their knowledge of integers. They will also order common fractions with the same and related denominators, including mixed numerals, using diagrams and number lines. Students will represent and explain the multiplicative place value relationship between places in any number, including decimals. They will choose and use flexible and efficient strategies to calculate with whole numbers, involving any of the four operations and explore the use of the order of operations. Students will use estimation and rounding to make reasonable evaluations and justify results. Students will participate in regular problem solving tasks that require them to analyse the situation and identify relevant information, mathematically represent the situation, including using equations to reach a solution. They will end each problem solving session with a discussion where they interpret and communicate their understandings and justify their decisions.

Measurement and Geometry: Students will finalise their unit of work on exploring, visualising and describing translations, reflections, or rotations of two-dimensional shapes. Students will investigate angles in a right angle, on a straight line, angles at a point and vertically opposite angles to determine unknown angles and explain reasoning. Students will also use timetables and itineraries in 12 and 24 hour systems to determine the duration of events and journeys.

Science – Electricity

Students will learn about the role of the components in an electrical circuit and how they affect the transfer and transformation of energy. Using the context of blackouts, students explore how switches work by designing different switches in a simple circuit. Students examine the various forms of energy and how it can be transferred and transformed, as well as how electricity is generated, transferred and used in everyday life. Personal and social capabilities, as well as ethical understanding, are fostered as students consider how electricity has transformed household life and the importance of using it safely. Through hands-on activities, students investigate electrical circuits and conduct an experiment to test a hypothesis, building their practical science skills. During NAIDOC Week the students will investigate early Aboriginal rock art and engravings.



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HaSS

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.

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.

Technology

Design Technologies: This term, students will be participating in an integrated health and technologies program. Students will focus on creating a cereal box that promotes a healthy diet and lifestyle for a famous soccer player, as well as identifying and analysing media messages that may change their perspective of certain foods. In groups, students will design a healthy cereal box, create a promotional commercial and present it using their speaking and listening skills, in a 'Shark Tank' inspired event.



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Japanese

Year 6 will continue with their 'konbini' unit from Term 1, and will finish filming a pair shopping role play and create a catalog page using Japanese yen prices. They will then explore Onigiri (Japanese rice balls) and reflecting on its importance in Japanese culture. Students will discover all about rice balls, and will practice describing the shape, colours and filling used for a rice ball of their own design. Students will learn how to read the recipe for making onigiri in Japanese and will read and act out a Japanese folktale based around rice balls. They will also be given the opportunity to make and taste their own rice balls at the end of term.

Sport

Year 6 sport focuses on preparing students for the Eagles Cup, with training conducted in their specific teams for AFL, soccer, and netball. Students refine sport-specific skills, game strategies, and positional understanding while developing teamwork, communication, and leadership within their squads. Cross country training is also a key component, with an emphasis on building endurance, pacing, and resilience in preparation for competitive events. Sessions prioritise game-like scenarios, fitness, and overall readiness to ensure students are confident and prepared for interschool competition.

Health

This term in Health, students will be learning about respectful relationships through the WA Curriculum and the Keeping Safe Program. They will develop an understanding of trusted networks, including choosing trusted people, knowing where to access support services and recognising their rights and responsibilities in relationships. Students will explore what makes relationships healthy or unhealthy, learn why consent matters and examine power in relationships, including power dynamics, abuse of power and different types of bullying. These lessons aim to support students to build respectful, safe and positive relationships with others.



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Arts

Visual Arts

This term in Visual Arts, Students will explore shape, exaggerated proportions and creative font styles. They will apply these elements to design their own graffiti-inspired artwork. Students will also investigate symmetry in artworks, developing their understanding of balance and visual structure.

Performing Arts - DANCE

This term, the Year 6 students will rehearse their Creative Dance. They will also work collaboratively to choreograph a dance routine. They will work using a stimulus as a guide. They will use their knowledge and understanding of the Dance elements (body, energy, space, time) and choreographic devices (repetition, contrast, canon, unison) to choreograph simple movements. Students will practise their rehearsal and performance skills. They will respond honestly to their own performances.