

Year 6 – Term 3 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students engage with a range of texts, including novels, films, digital texts, non-fiction texts, dramatic performances, vlogs, media texts and letters to the editor, to explore how authors and creators influence audiences. They read, view and comprehend increasingly complex texts, analysing how text structures and language features are used to engage, persuade and position readers and viewers. Students investigate ethical issues and dilemmas in both real-world and imagined contexts, examining persuasive techniques, bias, and the use of objective and subjective language. Through speaking, listening, reading and writing activities, students develop and support arguments, express informed opinions, and create persuasive spoken and written texts tailored to purpose, audience and context.	Students will be assessed on their ability to create and present a persuasive travel advertisement that promotes a country near Australia. They will share, develop and elaborate on information about their chosen country, using a combination of objective facts and personal opinions to influence their audience. Students will organise and link ideas effectively using persuasive text structures, cohesive language features and purposeful repetition of key ideas. They will use topic-specific vocabulary, persuasive techniques, emotive language and other literary devices to engage listeners and encourage action. Students will also demonstrate effective speaking skills by varying features of voice, such as tone, pace, volume and expression, and may incorporate multimodal features to strengthen their message. Throughout the task, they will use interaction skills to listen actively, evaluate ideas, ask relevant questions and respond thoughtfully to others.
Mathematics 	In Mathematics, students further develop confidence and proficiency in using mathematics to solve real-world problems. They apply their understanding of fractions to solve addition and subtraction problems involving related denominators and use all four operations with decimals in a variety of contexts. Students use mathematical modelling to investigate practical situations, select appropriate strategies and representations, and justify their solutions. They develop measurement skills by converting between common metric units of length, mass and capacity, and explore area by applying multiplicative thinking to understand and use the formula for the area of a rectangle. Students also strengthen their spatial reasoning by investigating lines and angles and using deductive reasoning to solve geometric problems and explain their mathematical thinking.	Students will be assessed on their ability to apply mathematical understanding across number, measurement, geometry and mathematical modelling. They will use mathematical modelling to design a board game, applying percentages to solve a practical problem, justify decisions, use digital tools appropriately, and communicate how their design meets specific requirements. Students will compare, order, add and subtract fractions using equivalent fractions and common denominators, explaining their reasoning clearly. They will convert between metric units of length, mass and capacity, solve problems involving decimal calculations, and connect decimal representations to the metric system. Students will also apply formulas and mathematical reasoning to solve problems involving area and perimeter, and use angle properties to determine unknown angles and justify their solutions using appropriate mathematical language and representations.
Science Physics 	In Science, students investigate electricity and electrical energy through hands-on experiments and real-world examples. They learn how circuits work, compare series and parallel circuits, identify conductors and insulators, and explore how electrical energy is transferred and transformed into light, sound, heat and movement. Students develop inquiry skills by planning and conducting fair tests, analysing data, and explaining patterns using evidence. They also examine how electricity is generated and used safely in homes and communities. Throughout the unit, students communicate their scientific understanding using diagrams, models, scientific vocabulary and presentations.	Students will be assessed on their ability to explain how electrical energy is transferred and transformed in circuits by identifying the role of circuit components and describing why circuits do or do not function. They will apply their understanding of electricity to explain investigation findings and describe how individuals and communities use scientific knowledge about electricity and electrical devices in everyday life. Students will demonstrate inquiry skills by planning and conducting a safe and fair investigation, making reasoned predictions, identifying patterns in circuit function, and collecting reliable evidence to answer an investigable question. They will communicate their findings through a presentation that uses clear scientific explanations, appropriate technical vocabulary, and visual aids to help an audience understand the investigation process, results and real-world applications of electrical circuits.
HASS Geography 	In HASS, students investigate Australia's place in the Asia–Pacific region by comparing Australia with a neighbouring country. They explore how environments, populations and locations influence the lives of people and examine connections between countries through migration, tourism, trade and aid. Using maps, data and other sources, students identify patterns, trends and relationships, and develop geographical inquiry skills by collecting, analysing and interpreting information. They use evidence to explain how places are connected and how these connections can affect people and environments, while communicating their findings using appropriate geographical language and mapping conventions.	Students will be assessed on their ability to explain the geographical diversity and location of Australia and a neighbouring country in the Asia–Pacific region, and describe how geography influences the lives of people in these places. They will investigate and explain the effects of interconnections between countries, including migration, tourism, trade, education, defence and Australian aid, and analyse how these connections impact people and communities. Students will evaluate information presented in a range of formats, including maps, data and other geographical sources, to identify causes, effects, patterns, trends and relationships. They will use evidence to draw conclusions and make informed predictions about how these connections may influence the future.
The Arts Music 	In Music, students explore how the elements of music, such as rhythm, pitch, duration, dynamics and texture, are combined and manipulated to communicate ideas and meaning. They listen to, perform and respond to music from different cultures, times and contexts, developing their understanding of how composers and performers use musical elements for expressive effect. Students strengthen their aural, singing and instrumental skills through rehearsal and performance, while also creating and refining their own musical compositions. They document their musical ideas using appropriate notation and present both composed and learned music, developing confidence, accuracy and expression as performers and creators.	Students will be assessed on their ability to compose, notate and perform music using a range of musical skills and understandings. They will create a short composition that uses rhythm, melody and syncopation to communicate musical ideas, recording their work using appropriate music notation and conventions. Students will demonstrate listening and aural skills as they make decisions about how to develop and refine their compositions. They will also perform a melodic ostinato as part of an ensemble, maintaining a steady beat, using accurate technique and control, and responding to other performers to achieve balance and cohesion. Through both composition and performance, students will communicate musical ideas with confidence and expression.
The Arts Visual Arts (Semester 2) 	In Visual Arts, students investigate how artists use visual conventions, materials and processes to communicate ideas and meanings. They explore artworks from a range of cultures, with a particular focus on First Nations Australian artworks and Indigenous designs, examining how symbols, patterns, colour, line and composition can tell stories and represent identity, community and culture. Through research, discussion, experimentation and reflection, students generate and refine design ideas, recording their thinking and artistic decisions in a visual arts logbook. Using a range of media, they create and develop a design that communicates a meaningful message, while considering inspiration and artistic intention. Students present their final artwork and explain how their visual choices, materials and design elements communicate their ideas.	Students will be assessed on their ability to investigate and explain how artists use visual conventions, materials and processes to communicate ideas, perspectives and meaning. They will research and respond to artworks from different cultures, times and places, including First Nations Australian artworks, and explain how visual arts can communicate cultural knowledge, identity and social awareness. Students will develop, document and refine a range of design ideas in a visual arts logbook, recording investigations, experiments and reflections that show the development of their thinking. They will create a design that represents their class identity by selecting and applying visual conventions, art processes and materials to communicate a purposeful message. Students will also present their final artwork and supporting documentation, explaining their artistic choices, inspirations and the meaning behind their design.
HPE Health (Semester 2) 	In Health, students will explore how emotions, relationships and communication influence health, safety and wellbeing during times of change. Through real-world and age-appropriate scenarios, students will learn strategies to manage emotions, demonstrate respect, empathy and inclusion, and recognise behaviours that strengthen or harm relationships. They will investigate consent, protective behaviours and help-seeking strategies in online and offline contexts, while practising safe and respectful communication. Students will analyse responses to social challenges, evaluate health information from trusted sources, and develop evidence-based strategies to support their own and others' mental health, wellbeing, safety and positive relationships.	Students will be assessed on their ability to create and analyse a realistic social scenario that demonstrates respectful relationships, empathy, inclusion and an understanding of bullying behaviours. They will investigate how emotions can influence interactions and decision-making, particularly in peer situations, and propose strategies to manage these challenges. Students will also explain how consent, communication, protective behaviours and help-seeking strategies can support safety in online and offline contexts. Using information from trusted health sources, students will analyse and compare wellbeing advice and justify strategies that promote positive mental health, wellbeing and healthy relationships.
HPE Movement 	In Health and Physical Education, students refine movement skills through target games and ball activities that develop accuracy, control, strategy and teamwork. They apply skills such as throwing, catching, striking and kicking in different game situations, while exploring how effort, space, time and object control can improve performance. Students test and adapt strategies to create scoring opportunities and improve success in games. Throughout the unit, they demonstrate fair play, inclusion and leadership by working collaboratively, encouraging others and taking on a range of team roles and responsibilities.	Students will be assessed on how well they refine and adjust their movement skills across a variety of activities. They will show that they can apply movement concepts, such as effort, space, timing and working with objects or other people to improve accuracy, control and overall performance. Students will also demonstrate their understanding of how force and speed affect movement outcomes. As part of ongoing monitoring, they will reflect on and describe how they contribute to fair play and inclusion when working in groups and teams.
Languages Japanese (Semester 2) 	In Japanese, students deepen their understanding of Japanese language and culture through conversations, games, stories and creative activities. They learn to communicate about familiar topics such as daily routines, time, school and personal interests using a range of spoken and written texts. Students develop skills in hiragana, katakana and selected kanji, while improving their pronunciation, fluency and understanding of Japanese grammar. They also explore aspects of Japanese culture, traditions and popular media, including anime, and compare Japanese language and customs with their own, building intercultural understanding and confidence in communication.	Students will be assessed on their ability to participate in spoken and written Japanese activities that communicate information about people, places, times and daily activities. They will demonstrate their understanding of vocabulary, sentence structures and grammar by creating and presenting a dialogue and written student profile using appropriate expressions, hiragana, katakana and familiar kanji. Students will apply their knowledge of pronunciation, stroke order and writing conventions to communicate clearly and accurately. They will also compare Japanese and English language structures, using appropriate metalanguage to explain differences in word order, parts of speech, particles and number systems, demonstrating an understanding of how language reflects different ways of communicating.
Technologies Digital (Semester 2) 	In Digital Technologies, students design and create a digital maze game using Scratch or ScratchJr to help younger students learn Japanese alphabet characters. They define a problem using user stories and design criteria, develop and compare ideas, and plan game features and algorithms. Students create visual programs using sequencing, branching, repetition, variables and user input, then test and debug their games to improve functionality. Throughout the unit, they evaluate and refine their solutions, consider how effectively their game supports learning, and use digital technologies responsibly while collaborating and sharing their work with others.	Students will be assessed on their ability to design, create, test and evaluate a digital maze game that helps younger students learn Japanese alphabet characters. They will define the problem using a user story and design criteria, generate and refine ideas, and develop a digital solution that meets the needs of the intended users. Students will design and implement algorithms that use decisions, repetition, variables and user input to control gameplay, test their program to identify and correct errors, and explain how their algorithms achieve the intended outcomes. They will also select and use appropriate digital tools to plan, create, share and evaluate their game, reflecting on its effectiveness and suggesting improvements for future development.

