Year 6 – Term 2 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students will engage with biographies and autobiographies to learn how authors present information about real people and their lives. They will read, view and compare informative texts, using comprehension strategies to connect ideas across sources and evaluate how information is selected and organised. Students will explore biography text structures and features, including how visual elements such as timelines, images and diagrams support meaning. Using research skills, students will create a biographical narrative that presents a person's life events in a clear and engaging way, using cohesive paragraphs, complex sentences and precise vocabulary to develop ideas.	Students will be assessed on their ability to read, view and understand informative texts about migration and Australian history. They will identify and summarise main ideas, make and justify inferences using evidence, and compare how ideas, text structures, language features and visual features are used across texts to suit purpose and audience. Students will also research and write a narrative-style biography of a famous Australian. They will organise ideas into cohesive paragraphs, use varied and complex sentence structures, precise and topic-specific vocabulary, and include multimodal features such as images or timelines to support meaning and engage their audience.
Mathematics 	In Mathematics, students will develop number and problem-solving skills by exploring the properties of prime, composite and square numbers and applying these to solve problems efficiently. They will find unknown values in numerical equations involving multiple operations and brackets, using number properties and order of operations. Students will use mathematical modelling to solve real-world problems, including financial situations involving percentages, choosing appropriate strategies and digital tools. They will also interpret and use timetables and itineraries to plan activities and calculate the duration of events and journeys.	Students will be assessed on their ability to apply number properties, algebraic thinking, time and mathematical modelling to solve real-world problems. They will use their understanding of prime, composite and square numbers to solve single- and multi-step problems and explain their reasoning. Students will find unknown values in numerical equations and explain the importance of order of operations. They will interpret timetables to plan an itinerary and calculate durations, and use mathematical modelling to solve a budget problem, justifying their planning decisions, calculation strategies and conclusions using digital tools where appropriate.
Science Chemistry 	In Science, students will investigate how materials change through reversible and irreversible processes. They will explore how heating, cooling, mixing and reacting substances can change their properties, using the particle model to explain changes such as melting, freezing, evaporation and condensation. Through hands-on investigations, students will compare reversible changes like dissolving with irreversible changes such as rusting, burning and cooking, identifying evidence that new substances have formed. Students will plan and conduct fair tests, record and analyse data, evaluate methods and use evidence to justify classifications. By the end of the unit, students will confidently explain and classify changes using scientific language and real-world examples.	Students will be assessed on their understanding of reversible and irreversible changes to substances. They will compare and classify different changes, explain how substances can be recovered, and describe what makes a change reversible or irreversible using examples. Students will use scientific equipment to measure accurately, record data using standard units, and explain why precision is important. They will also evaluate investigation methods by identifying possible sources of error, suggesting improvements, comparing results, and using evidence to draw reasoned conclusions and pose further questions.
HASS Civics 	In HASS, students will explore how Australia's democracy works by examining government structures, democratic values and the historical influences that shaped the Australian Constitution. They will investigate the roles and responsibilities of local, state and federal governments and how power is shared between them. Students will learn how laws are made and how democratic values such as freedom, equality and social justice are expressed in Australian society. Through case studies, including the 2011 Brisbane Floods, students will analyse how governments work together to respond to real-world challenges. They will use evidence from reliable sources to explain ideas, evaluate information and communicate informed conclusions about Australia's democratic system.	Students will be assessed on their understanding of Australia's system of government and democratic values. They will create a multimodal presentation explaining the three levels of government, the influences on the Australian Constitution, and key democratic values. Students will then use reliable evidence to investigate how local, state and federal governments worked together during the 2011 Brisbane Floods. They will evaluate evidence, explain how decisions were made, and draw informed conclusions, demonstrating their ability to use disciplinary concepts, analyse sources and communicate clear explanations.
The Arts Music (Sem 1) 	In Music, students extend their music skills by learning more challenging songs and rhythms. They explore music that use syncopated rhythms, repeating sections (rondo form), and learn to count beats grouped in new ways. Students also listen to and discuss music from different contexts to understand how music has changed. Through singing, playing and simple composing, they practise reading and creating notation, improvising patterns and rehearsing pieces for performances, building confidence and expressive skills.	Students will be assessed on how well they use listening and aural skills to compose and perform music with expression and control. They will combine musical elements and compositional devices to create music that communicates ideas, refining their work to improve accuracy and clarity. Students will notate or record their compositions using a mix of graphic and staff notation and organise musical ideas effectively. They will also perform their music, focusing on expressive elements such as dynamics and balance, to communicate meaning and engage an audience in informal or formal settings.
The Arts Dance (Sem 1) 	In Dance, students explore how dance can communicate stories, ideas and emotions across different cultures and contexts. They build technical and expressive skills through contemporary dance, improvisation and group choreography. Using elements of dance and choreographic devices like repetition and contrast, students create and perform a class dance based on a shared theme. In Term 2, the focus shifts to responding to dance, where students view professional works and learn to interpret meaning, mood and audience impact.	Students will be assessed on how well they use dance to communicate meaning. They will describe how movement, the elements of dance, and expressive skills help tell a story or express an idea. Students will experiment with different movement possibilities and use choreographic devices to create a short dance based on a theme, refining their work to clearly show meaning. They will demonstrate safe dance practice and perform with control, focus and expressive qualities such as confidence, clarity and dynamic contrast. Throughout the task, students will rehearse and present their choreography in informal performance settings.
HPE Movement 	In Movement, students will build their movement skills through a range of athletics-based activities. They will refine running, jumping and throwing skills and transfer movement strategies across different athletics tasks, such as pacing, space, generating force and controlling accuracy. Students will explore movement concepts to improve performance, predict and test strategies, and monitor how their bodies respond to different intensities of athletics activities.	Students will be assessed on how well they refine and adjust movement skills across a range of athletics activities. They will demonstrate their understanding of movement concepts such as effort, space, timing, force and speed to improve accuracy, control and overall performance. Students will show how changes in speed and force affect movement outcomes and reflect on how they adjust their techniques and strategies to improve their own performance across different athletics tasks.
Languages Japanese (Sem 1) 	In Japanese, students explore Japanese language and culture through the engaging world of manga and anime. They learn vocabulary for describing characters, including body parts, colours and adjectives, and practise writing in Hiragana, with support from Romaji and Katakana when needed. Students view anime clips, create character profiles and develop simple sentences to describe appearance and personality. Through drawing activities, presentations and cultural experiences such as origami and calligraphy, they build both language skills and cultural understanding. By the end of the unit, students can describe original or familiar characters using accurate Japanese vocabulary and writing.	Students will be assessed on how well they locate and interpret information from Japanese texts, using their understanding of grammar and text conventions to respond in English with relevant evidence. They will also plan and create an informative bilingual profile of an anime character, using familiar and modelled Japanese vocabulary, hiragana, and some katakana or kanji to describe appearance and personality. Students will demonstrate their ability to organise ideas clearly, use appropriate digital tools, and select language features that suit the purpose and audience, creating a polished and engaging final product.