

Year 6 – Term 4 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students will explore imaginative texts through a novel study and the analysis of additional written and visual texts. They will examine how authors develop themes, characters, settings and ethical dilemmas, and analyse how text structures, language features, literary devices and visual elements work together to engage audiences and create meaning. Students will compare how ideas are presented across different texts and contexts. Through planning, drafting, editing and publishing, students will create a detailed imaginative narrative and supporting visual feature, using cohesive paragraphs, varied sentence structures, precise vocabulary and literary devices to communicate ideas effectively and creatively.	Students will be assessed on their ability to read, view and compare imaginative texts, identifying and explaining themes, ideas, characters, settings and events using evidence from the texts. They will analyse how text structures, language features, literary devices and visual features contribute to meaning and engage audiences. Students will also create a detailed imaginative narrative and supporting visual feature for a chosen audience, using effective text structure, cohesive paragraphs, descriptive language, varied sentence structures and literary devices. They will demonstrate accurate spelling, grammar and punctuation while developing and elaborating on ideas to create an engaging and meaningful text.
Mathematics 	In Mathematics, students will develop their understanding of fractions, decimals and percentages through real-world investigations and problem-solving activities. They will use efficient calculation and estimation strategies to solve practical problems and justify the reasonableness of solutions. Students will explore growing patterns, identify and explain rules, and create algorithms to generate and analyse number sequences. They will also investigate probability through hands-on experiments and digital simulations, comparing expected and observed outcomes and identifying patterns in data. Throughout the unit, students will use mathematical reasoning, communicate their thinking, and draw evidence-based conclusions using appropriate mathematical language.	Students will be assessed on their ability to solve real-world problems involving fractions, decimals and percentages, using efficient calculation and estimation strategies to justify and verify solutions. They will identify, extend and explain growing patterns, determine non-sequential terms, and create algorithms to generate and compare number sequences. Students will also investigate probability by assigning probabilities using fractions, decimals and percentages, conducting chance experiments and simulations, comparing observed and expected outcomes, and using evidence to identify patterns and explain the likelihood of events.
Science Biology 	In Science, students will investigate how physical conditions within habitats influence the growth and survival of living things. They will explore terrestrial and aquatic habitats, examine how factors such as temperature, water availability, salinity and nutrients affect organisms, and investigate how natural events and human activities can cause environmental change. Through hands-on scientific investigations, students will develop skills in questioning, predicting, planning fair tests, collecting and analysing data, and drawing evidence-based conclusions. They will use tables and graphs to identify patterns and relationships, and communicate scientific findings about how changing habitat conditions can impact living things.	Students will be assessed on their ability to explain how changes in physical conditions within a habitat affect the growth and survival of living things, using evidence from scientific investigations. They will plan and conduct a safe, fair and repeatable investigation, develop investigable questions, make reasoned predictions, and identify changed, measured and controlled variables. Students will collect, organise and analyse data using appropriate representations, including line graphs, to identify trends and relationships. They will use evidence to draw conclusions and explain how environmental changes, including those caused by human activity, can impact living things and their habitats.
HASS Business and Economics	In HASS, students will investigate the factors that influence consumer choices and develop strategies for making informed financial decisions. Through inquiry, real-world scenarios and collaborative learning, students will examine how needs, wants, budgets, advertising, peer influence and product information affect purchasing decisions. They will compare products and services, evaluate options using criteria, and consider the economic, social and environmental impacts of consumer choices. Students will analyse evidence, justify decisions and develop practical financial literacy skills by applying decision-making processes to authentic consumer contexts and making recommendations supported by evidence.	Students will be assessed on their ability to explain the factors that influence consumer purchasing decisions, including personal preferences, budgets, advertising, peer influence and other selling strategies. They will analyse product information, compare alternatives and use criteria to evaluate the advantages, disadvantages and possible consequences of different consumer choices. Students will apply strategies for informed financial decision-making, interpret and use evidence from research, and justify a recommended option by considering how well it meets the needs of a specific consumer.
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 Movement, students refine and apply movement skills through table tennis activities that require accuracy, control, strategy and quick decision-making. They develop and adapt striking, serving, rallying and movement skills in a variety of game situations while exploring how movement concepts such as effort, space, time and object control can improve performance. Students investigate and apply game strategies to create scoring opportunities, maintain rallies and respond to opponents' actions. Throughout the unit, they demonstrate fair play, inclusion and leadership by collaborating with others, encouraging participation, taking on different roles, and modifying games to support positive and successful experiences for all players.	Students will be assessed on their ability to refine and apply table tennis skills, including serving, rallying, forehand and backhand strokes, while adjusting force, speed and placement to improve accuracy, control and game performance. They will apply movement concepts such as effort, space, time and object control in a range of game situations, transfer strategies to solve challenges, and evaluate the effectiveness of their decisions and tactics. Students will also demonstrate teamwork, fair play and inclusion by encouraging others, negotiating roles and responsibilities, and contributing positively to a supportive and successful playing environment.
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.