

Year 6 – Term 1 Curriculum Overview

Learning Area	Unit description	Assessment of learning
 <p>English</p>	<p>In English, students explore a wide range of literary texts, including stories, poems, songs and performances. They learn how authors use features like characters, settings, structure and figurative language to create meaning and influence readers. Students also consider the historical, social and cultural contexts behind texts. Through discussion, reading and writing activities, they share their opinions, deepen their comprehension and practise using literary techniques as models for their own work.</p>	<p>Students will be assessed on their ability to clearly explain ideas from a chosen literary text, using evidence to support their views. They will prepare and deliver a short response in a book-club discussion, organising their ideas logically and using appropriate vocabulary and literary devices. Students will be marked on how effectively they speak, listen and interact with others, including how they present their views, respond to peers, and contribute respectfully to the group conversation.</p>
 <p>Mathematics</p>	<p>In Mathematics, students will explore key mathematical ideas through hands-on, real-world and creative activities. They will work with positive and negative numbers on number lines and grids, use coordinates to plot points and create shapes, and apply transformations such as flips, slides and rotations to design their own tessellations. Students will also collect and analyse data, compare information using graphs, and learn to spot misleading statistics in the media. Throughout the unit, they develop problem-solving, reasoning and digital skills while making meaningful connections between mathematics and everyday life.</p>	<p>Students will be assessed on their ability to work confidently with coordinates, integers and data. They will locate and describe points on number lines and the Cartesian plane, compare data sets to draw conclusions about recycling and plastic use, and evaluate how statistics are used in advertisements. Students will also create tessellating patterns using transformations. Their understanding will be shown through accurate mathematical reasoning, clear explanations and the appropriate use of digital tools.</p>
 <p>Science Earth & space</p>	<p>In Science, students explore how Earth, the sun and the solar system create patterns such as day and night, seasons and changes in sunlight. They investigate Earth's rotation, tilt and orbit using models and digital tools. Students learn how scientific knowledge about space has developed over time and examine First Nations Australians' understandings of the night sky. They create diagrams, models and timelines, organise information visually and communicate their ideas clearly. The unit concludes with a creative multimodal task that demonstrates their scientific understanding.</p>	<p>Students will demonstrate their understanding of the solar system by creating a model that shows the size, distance and movement of the sun and planets, and by explaining how Earth's tilt, rotation and orbit create patterns such as day and night and the seasons. They will also research how scientific knowledge about space has grown over time, learning how collaboration in space programs and the contributions of individual scientists have advanced our understanding. Students will organise information using clear diagrams and representations and communicate their explanations using language suited for a younger audience.</p>
 <p>HASS History</p>	<p>In HASS, students will explore how Australia became a nation and how its democratic system developed. They will investigate the journey to Federation by examining the challenges faced by the colonies, the key people and events involved, and the ideas that shaped the Constitution. Students will also explore how Federation affected different groups, including First Nations Australians, women, migrants and children, and how rights and citizenship have changed over time. Through inquiry activities and source analysis, students will learn to ask questions, evaluate evidence and recognise different perspectives. They will use these skills to explain how past decisions continue to influence Australia today.</p>	<p>Students will be assessed on their ability to explain the key people, events and ideas that led to Federation, as well as the changes to democracy and citizenship that followed. They will also examine why people migrated to Australia after Federation and how migration contributed to Australia's social and economic development. Throughout the task, students will develop meaningful inquiry questions, locate and organise information from a range of sources, and evaluate the reliability and perspective of those sources. They will present their findings in well-structured written responses that use accurate historical terms and are supported by evidence.</p>
 <p>The Arts Music</p>	<p>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.</p>	<p>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.</p>
 <p>The Arts Dance</p>	<p>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.</p>	<p>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.</p>
 <p>HPE Health</p>	<p>In Health, students learn how to make healthy, safe and informed choices. They investigate where health information comes from, how influences like family, friends and media affect decisions, and how to identify reliable, trustworthy advice. Students explore nutrition, physical activity, respectful relationships and strategies that keep themselves and others safe. They practise communicating their needs, supporting their wellbeing and contributing positively online.</p>	<p>Students will be assessed on how well they analyse and compare health information to make safe, informed decisions. They will propose strategies to improve their own safety, wellbeing and relationships, and refine these strategies using what they have learned in class. Students will need to explain the reasons for their choices, showing how their understanding of health influences their decisions.</p>
 <p>HPE Movement</p>	<p>In Movement, students build fitness, skills and teamwork through Cross Country, Netball and Badminton. They learn to adapt and refine movement skills and transfer strategies across activities, such as, passing and finding space in Netball, and accurate shot selection in Badminton. Students investigate movement concepts to improve accuracy, control and performance. They predict and test strategies, monitor how their bodies respond to different activity intensities and learn how outdoor participation supports wellbeing. Finally, they plan simple ways to be more active while promoting fair play and inclusion.</p>	<p>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.</p>
 <p>Languages Japanese</p>	<p>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.</p>	<p>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.</p>