



# Year 6

## Curriculum Overview

### Term 2, 2025

Miss Ivana Kezic, Mrs Sophie Barrett & Mr Damian Geaney

#### Religion

##### Unit 3: 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. Students will learn:

- God created people with a body and soul
- Jesus promised the Holy Spirit
- The gift of the Holy Spirit
- Celebrating the Sacrament of Confirmation
- The fruits of the Holy Spirit strengthen people to live like Jesus

##### Unit 4: Eucharist

This unit explores how God created the world to provide for the needs of all of creation.

Students will learn:

- People depend on the earth and its resources
- Jesus taught the importance of caring for those in need
- People are called to serve others
- Every Eucharist is a call to service
- Jesus is present in the Eucharist

#### English

- Diana Rigg Spelling: Explore how to use banks of known words, suffixes and prefixes, spelling patterns and generalisations to learn and spell new words.
- Lexile Comprehension
- Identify and use relevant evidence from texts to support answers, demonstrating a deeper understanding of characters and events.
- Analyse how figurative language and vivid sensory details enhance meaning in literature, helping to create mood, imagery, and emotional response.
- Construct paragraphs using the PEEL structure to clearly express and develop ideas.
- Create persuasive texts, using appropriate text structure, language and features.

#### Maths

- Multiply and divide decimals by powers of 10
- Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies.
- Interpret and use timetables
- Describe probabilities using fractions, decimals, and percentages.
- Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies.
- Compare observed frequencies across experiments with expected frequencies.

#### HASS

##### Economics and Business

- Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity).
- Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle).
- The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste).

- Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue.

##### Geography

Differences in the economic characteristics, demographic characteristics and social characteristics of a selection of countries across the world.

## Technologies

- Design, modify, follow, and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition).
- Implement and use simple visual programming environments that include branching (decisions), iteration (repetition) and user input.

## Science Mrs Jacqueline Kovacevic (Monday)

### Biological Sciences: Marvellous Micro-organisms

This term, students will explore the fascinating world of micro-organisms. They will:

- Observe how yeast reacts when mixed with different substances.
- Investigate what conditions yeast needs to grow and how it's used in bread making.
- Learn how fungi help break down organic materials.
- Plan and carry out their own experiment to test how mould grows on food in different environments.

## Auslan Mrs Sandie Summers (Tuesday)

- During Term 2, students will consolidate and expand upon the Auslan signs learned in Term 1, including the Auslan alphabet and numbers, while continuing to strengthen their non-verbal communication skills.
- Building on their foundation from the previous term, students will also focus on learning Auslan signs for family members, allowing them to explore and understand the diversity of family structures within the community.
- A special cultural focus will be placed on ANZAC Day, where students will learn signs related to this significant event and engage in discussions about the contributions of Deaf individuals to the war efforts, highlighting the contribution of people within the Deaf community at times of conflict.
- Additionally, students will broaden their vocabulary by learning Auslan signs for common household and school objects, as well as being introduced to signs for colours, further enhancing their everyday communication skills.
- In Week 2, the cultural celebration of Mother's Day will take centre stage. Students will learn specific Auslan signs related to this celebration and create heartfelt messages for their mums or other important figures in their families, fostering both language development and an appreciation for cultural traditions.

## Physical Education Ms Margaret McLinden (Wednesday)

Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control:

- applying striking and throwing skills to propel an object and keep it in motion – using the net in Modcrosse and knowing where to run in League Tag to make a try.

Linking of fundamental movement skills to specific skills in organized games and sports such as

- two handed striking to scooping and throwing in Modcrosse,
- throwing a ball to the most advantageous fielder in Modcrosse,
- Running, weaving, passing, and making a try in League Tag

Interpersonal skills:

- Encouraging others
- Sharing roles and responsibilities
- Dealing with Conflict

**\*\*\* reminding year group, they are leaders of the school and behaviour expected at school and Interschool events.**

## Music Mrs Jacqueline Carroll (Thursday)

Students follow the Ukulele Works programme (Wayne Dauer) as they revise and extend their skills and knowledge related to the Ukulele.

Students will:

- Apply appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement.
- Development performance skills: singing in tune, playing with correct timing and technique, incorporating dynamics; maintaining tempo when performing with others.

- Improvise and organise the elements of music to create a simple composition.
- revise tuning, and 4 chords - (C, F, G7, Am).
- work towards a class performance of *The Lion Sleeps Tonight* and towards the end of term, *Shot Gun*.
- Perform and present a song of their choice in a peer group.

**Health Mr Damian Geaney (Thursday)**

WA Curriculum Health Descriptors:

- Situations in which emotions can influence decision-making: in peer group, with friends, with family and during sporting or physical activities
- Skills to establish and manage positive relationships

*Highway Heroes*

Module 3: Getting things done; The secrets of staying power and grit.

*Protective Behaviours:*

Focus Area 2: Relationships

- Topic 3: Power in Relationships
- Topic 4: Trust and networks

**Visual Arts Mrs Caterina D'Angelo (Friday)**

In Visual Arts this term:

Children will

- Experiment with colour value which is any colour made lighter or darker.
- Experiment contrasting with colour and explore warm on cool, opaque on transparent, dark on light, bright on dull
- Experiment with colour to express the imagination and feelings by distortion and exaggeration.
- Recognise that varying lines as light and dark can bring life to a drawing.
- Recognise lines can be used for contour drawings; combined for special effects of shading and cross hatching can be represented and combined to make implied textures as scales, spikes, fur, arranged to make point of emphasis to which the eye is drawn.
- Explore artwork from various artists and identify and describe using visual art elements.
- Share personal responses and feelings about artwork they view and make.
- Development of artistic skills through experimentation with colour and colour value and line.
- Explore famous artists and their style of artwork and create artwork inspired by these styles.

***This overview is subject to change based on school factors and the needs and abilities of the class.***