



# Year 6

## Curriculum Overview

### Term 4, 2025

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#### Religion

##### Unit 1: Growing as God Wants: Human Sexuality

This unit explores the ways that young people grow and develop physically, emotionally, intellectually, spiritually and socially, during adolescence.

Students will learn:

- People grow and develop as unique individuals.
- Jesus showed his followers how to express the love and goodness of God.
- Jesus teaches people to live God's Law.

##### Unit 2: Advent Christmas

This unit explores how the Bible reveals God's relationship with people and that during Advent Christians prepare for the coming of the Messiah. Students will learn:

- People ask questions to understand life.
- The Bible reveals God's relationship with people.
- During Advent Christians prepare for the coming of the Messiah.

#### English

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts.
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis.
- Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.

#### Maths

- Explore the use of brackets and order of operations to write number sentences
- Identify and describe properties of prime, composite, square and triangular numbers

- Introduce the Cartesian coordinate system using all four quadrants
- Interpret secondary data presented in digital media and elsewhere.

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| <p><b>HASS (History)</b></p> <ul style="list-style-type: none"> <li>Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push–pull factors) and their contributions to society.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>(Civics and Citizenship)</b></p> <ul style="list-style-type: none"> <li>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship</li> <li>The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Design &amp; Technologies</b></p> <ul style="list-style-type: none"> <li>Principles of food preparation for healthy eating.</li> <li>Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the suitability of their use.</li> <li>Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products.</li> </ul>                                                                                                                                                                                                                                                                                                              | <p><b>Science Mrs Jackie Kovacevic (Monday)</b></p> <p><b>Mixing It Up – Exploring Pure Substances and Mixtures</b></p> <p>This term, Year 6 students will begin their Chemical Science unit by exploring the differences between pure substances and mixtures. Through hands-on investigation, students will observe materials such as salt and muesli to identify properties and describe what happens when substances are combined. They will learn that pure substances look uniform throughout, while mixtures contain visibly different components. This introductory lesson builds curiosity about how materials can change, be combined, or separated, setting the foundation for deeper investigations into reversible and irreversible changes later in the term.</p>                                            |
| <p><b>Auslan Mrs Sandie Summers (Tuesday)</b></p> <p>This term, students will engage in a hands-on Auslan project focused on creating visual resources to support communication within the school community. They will build vocabulary and signing skills through warm-up activities like Auslan Boggle and discussions about the purpose and audience of Auslan resources. Working collaboratively, students will design and produce posters that visually represent signs, learning to problem-solve how to depict movement in a static format and ensuring inclusive participation. They will also create individual Auslan videos based on their posters, exploring the differences between static and dynamic representations of sign language.</p> | <p>Throughout the term, students will develop their understanding of formal signs and non-manual features (NMF) to describe people, practicing these skills through interactive games. Deaf awareness activities will deepen their empathy and understanding of the Deaf community's communication challenges. Additionally, students will explore Auslan's unique grammar through picture storybooks and videos, practising simple sentence structures relevant to themselves. Consistent practice of an Auslan Christmas carol will support vocabulary retention and fluency, culminating in a performance at the school's Carols Night. This term-long program is designed to enhance students' Auslan proficiency, cultural awareness, and collaborative skills through engaging, meaningful learning experiences.</p> |
| <p><b>Physical Education Mrs Tania Marrafa (Wednesday)</b></p> <p><b>Movement Skills</b></p> <p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control. Linking of fundamental movement skills to specific skills used in organised games, sports and activities.</p> <p><b>Understanding Movement</b></p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest.</p>                                                                                                                                                                                                                                                                   | <p><b>Interpersonal Skills</b></p> <p>Interpersonal skills in physical activities</p> <p>For example:</p> <ul style="list-style-type: none"> <li>encouragement and acknowledgement of others.</li> <li>negotiation and sharing roles and responsibilities.</li> <li>dealing with conflicts and disagreements.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Visual Arts** Mrs Marisa Cipriano (Friday)

In Visual Arts this term the children will;

- Continue to develop their understanding of the Visual Art elements and explore artworks by historical and contemporary artists that use specific techniques to develop original artwork.
- Focus on cubism and be introduced to historical Spanish artist Pablo Picasso and contemporary American artist and child prodigy Andres Valencia.

- Use their art styles as inspiration to create their own cubism portraiture artwork.
- Be guided by techniques and processes that enable them to create original artwork.
- Practise using Visual Art terminology to describe how Visual Art elements, techniques and symbols communicate ideas and messages in artworks.

**Music** Mrs Jacqueline Carroll (Thursday)

Students focus on Arts Ideas and Performance. They learn to recognise the elements of music that contribute to a successful Advertising Jingle. Students continue to develop music literacy skills through body percussion activities.

- Improvise with and organise the elements of music to create simple compositions.
- Communicate and record music ideas using graphic and standard notation, dynamics, terminology, and relevant technology.
- Apply rehearsal processes to improve their music performances and sustain audience engagement.

**Health (Keeping Safe)** 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 4: Strategies for Managing Me; Mood Management & Resilience

**Protective Behaviours:**

- Focus Area 2: Relationships
- Topic 1: Rights and Responsibilities
- Topic 2: Identity and Relationships
- Topic 3: Power in Relationships
- Topic 4: Trust and networks

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