



Year 6

Curriculum Overview

Term 2, 2026

Miss Emma de Laeter & Miss Tilly Mickel

Religion

Unit 1: 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.
- Every Sunday is a new Pentecost.

Sacrament of Confirmation: Week 5, 24th May

Unit 2: 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.
- The mass prepares people to go and be like Jesus in the world.

English

- SRSD (Self-Regulated Strategy Development) is a whole-school, evidence-based framework for teaching writing, used consistently across all year levels, commencing in 2026.
- Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas.
- Understand that cohesion can be created by the intentional use of repetition, and the use of word associations.
- Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole.
- Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences.
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources.
- Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic specific and vivid vocabulary, punctuation, spelling and visual features-specific and vivid vocabulary, punctuation, spelling and visual features.
- Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features.
- Develop a handwriting style that is legible, fluent and automatic and varies according to purpose and audience.

Maths

- Order everyday chance events and phrases on a scale from 0 to 1, where 0 represents an event that is certain not to happen (impossible) and 1 represents an event that is certain to happen.
- Investigate the use of positive and negative integers to represent everyday situations. Read, write and order integers on a number line.
- Multiply decimals by whole numbers and multiply and divide decimals by powers of 10, using flexible and efficient strategies.
- Represent and explain the multiplicative place value relationship between places in any number, including decimals.
- Complete, check and construct statements of equality and inequality involving the four operations, including the use of brackets and order of operations, and explain reasoning.
- Choose and use flexible and efficient strategies to calculate with whole numbers, involving any of the four operations and explore the use of the order of operations.
- Add and subtract decimals to two decimal places, using flexible and efficient strategies.
- In real-world situations involving whole numbers, order of operations and fractions with the same denominator:
 - analyse the situation and identify relevant information
 - mathematically represent the situation, including using equations to reach a solution
 - interpret and communicate findings in the context, exploring and justifying decisions

HASS (Business & Economics)

- The impact consumer purchasing decisions can have on a family, the broader community and the environment
- Businesses provide goods and services in different ways to earn revenue
- Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices

HASS Skills

- Identify current understandings, consider possible misconceptions and identify personal views on a topic
- Record selected information and/or data using a variety of methods
- Use decision-making processes including the use of criteria to assess the possible effects
- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts
- Reflect on learning, identify new understandings and act on findings in different ways

<p>Technologies (Digital Technology)</p> <ul style="list-style-type: none"> Design algorithms in plain English and/or flow charts that involve user input, variables and control structures (sequence, decisions and various types of iteration: For, Repeat, While) Implement algorithms in a visual programming environment involving variables and control structures (sequence, decisions, input and various types of iteration) Digital systems are connected in wired and wireless networks to transmit data for a variety of purposes 	<p>Technologies Skills</p> <ul style="list-style-type: none"> Design alternative solutions achieved through an iterative process, including critical thinking, graphical representations, use of a range of technologies, techniques, technical terms and/or a sequence of steps Develop negotiated criteria to evaluate design features, graphics, selected technologies, processes and functionality, with consideration of constraints for the designed solution
<p>Science Mrs Bianca Craine (Monday)</p> <p>This term in Biological Science, the Year 6 students will be investigating how the growth and survival of living things are affected by the changing conditions of their environment and the influence of human activities.</p>	<p>Auslan Mr Steven Carrabs (Wednesday)</p> <p>This term focuses on developing more complex communication through explanation, opinion, and reflection using Auslan.</p> <ul style="list-style-type: none"> Express opinions, justify choices, and explain ideas about health, community, and responsibility Use language to discuss values such as healthy choices, belonging, and safety Improve fluency, clarity, and confidence in sustained signed interactions
<p>Physical Education Ms Margaret McLinden (Wednesday)</p> <p><u>Moving our Body</u></p> <p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control:</p> <ul style="list-style-type: none"> 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. <p><u>Linking of fundamental movement skills to specific skills in organized games and sports such as:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Learning Through Movement</u></p> <p>Interpersonal skills:</p> <ul style="list-style-type: none"> Encouraging others Sharing roles and responsibilities Dealing with Conflict <p>*** reminding year group, they are leaders of the school and the behaviour expected at school and Interschool events.</p> <p>Cooperation skills to ensure everyone is included in all activities e.g. modifying rules for SN children</p>
<p>Health Mr Damian Geaney (Thursday)</p> <ul style="list-style-type: none"> 	<p>Music Mrs Jacqueline Carroll (Monday)</p> <p>Students follow the Ukulele Works programme (Wayne Dauer) as they revise and extend their skills and knowledge related to the Ukulele. Students will:</p> <ul style="list-style-type: none"> 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 <u>elements of music</u> to create a simple composition. revise tuning, and 4 chords - (C, F, G7, Am). work towards a class performance of <i>The Lion Sleeps Tonight</i> and towards the end of term, <i>Shot Gun</i>. Perform and present a song of their choice in a peer group.
<p>Visual Arts Mrs Marisa Cipriano (Friday)</p> <p>In Visual Arts this term students will:</p> <ul style="list-style-type: none"> continue 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 the Visual Art element of form, with students introduced to the Mexican art style of Alebrijes. use the origin story of Pedro Linares as inspiration to create their own original Alebrijes animal character. be guided by techniques and processes that enable them to create sculptural artwork. practise using Visual Art terminology to describe how Visual Art elements, techniques and symbols communicate ideas and messages in artworks. 	

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