Year Six – Curriculum Overview – 2025

Learning Area		Term 1	Term 2	Term 3	Term 4
English	***English Units*** ***6 hours per week***	**Examine Information Reports** Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies. Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources. Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams. Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.	**Engaging with and responding to literature** **Short Stories** Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances. Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect. Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events. Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work.	**Novel Study – Big Brother** Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time. Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative. Through teaching and learning, students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.	**Examining Advertising in the Media – Cambodia Connections** Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work. Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience. Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.
	Assessment	***Assessment task 1.1 — Reading, viewing and comprehending informative texts*** ***Assessment task 1.2 — Writing and Creating an information report***	***Assessment task 2.1 — Speaking and listening***	***Assessment task 4.1 — Reading, viewing and comprehending imaginative texts.*** ***Assessment task 4.1 — Writing and creating imaginative texts***	***Assessment task 3.1 Speaking and listening***
Maths	***Maths Units*** ***5 hours per week***	**Unit 1** **Number** • expand the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane • build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers **Space** • use combinations of transformations to create tessellating patterns **Statistics** • conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.	**Unit 2** **Number and Algebra** • solve arithmetic problems involving all four operations with natural numbers of any size • use mathematical modelling to solve financial, choosing models, representations and calculation strategies and justify solutions • extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently. • find unknown values in numerical equations involving and combinations of arithmetic operations. **Measurement** • use timetables to solve practical problems	**Unit 3** **Number** • solve practical addition and subtraction problems involving fractions with related denominators • solve arithmetic problems involving all four operations with decimals • use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions **Space** • use physical materials to compare the parallel cross-sections of familiar objects including right prisms • begin to formally use deductive reasoning in spatial contexts involving lines and angles **Measurement** • apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle • convert between common metric units of length, mass and capacity	**Unit 4** **Number and Algebra** • solve problems involving fractions, decimals and percentages of a quantity including percentage discounts and choosing efficient calculation strategies using digital tools where appropriate • recognise and use rules that generate growing patterns and number patterns involving natural numbers and rational numbers • apply computational thinking to develop algorithms that use rules to generate numbers, such as to find unknown values in patterns **Probability** • recognise that probabilities of an event can be described and compared numerically • observe and compare long-run frequencies in repeated chance experiments and simulations
	Assessment	**Assessment task 1.1 —** *Number and Space*	**Assessment task 2.1 —** *Number, Algebra and Mathematical modelling*	**Assessment task 3.1 —** *Number and Mathematical modelling*	**Assessment task 4.1 —** *Number, Algebra and Computational thinking*

		Assessment task 1.2 — *Statistics and Statistical investigations*	Assessment task 2.2 — *Measurement*	Assessment task 3.2 — *Measurement*	Assessment task 4.2 — *Probability and Probability experiments and simulations*
Science	***Science Units*** ***90mins per week***	**Our Changing World** Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events.	**Energy and Electricity** Electrical circuits for transferring and transforming electricity. How energy from a variety of sources can be used to generate electricity and energy transformations associated with different methods of electricity production	**Life on Earth** Environmental conditions that affect growth & survival of living things. Use simulations to plan and conduct fair tests and analyse results. Gather, record and interpret observations of investigations. Recommend actions to develop environments for native plants and animals.	**Making Changes: Reversible or Irreversible** Changes that can be made to materials and how these changes are classified as reversible or irreversible. Effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.
	Assessment	**Assessment Task** **Part A** – Understanding earthquakes and their impact on the Earth's surface – 1-2 page information report **Part B** – Earthquake survival guide – 1 page survival guide	**Assessment Task** Written Short Response Examination Multimodal Presentation	Scientific Investigation	Written Short Response Examination Scientific Investigation
H A SS	***HASS Units*** ***90mins per week***	**Australia in the past**. Inquiry questions: *How have key figures, events and values shaped Australian society, its system of government and citizenship?* *Henry Parkes and democracy focus.*	**Australia and Global Citizenship** Inquiry questions: *What does it mean to be an Australian citizen?* *How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?*	**Australia in a Diverse World & Australia's Global Connections** Inquiry questions: *How do places, people and cultures differ across the world?*	**Making Decisions to benefit a Community** Inquiry questions: *How can resources be used to benefit individuals, the community and the environment?*
	Assessment	Student Booklet To explain the significance of key people, events, institutions and processes to the development of the Australian nation. Examining key figures, events and ideas that led to Federation. Democracy Test – Voting	Short Response Examination To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past. Short Response email about being an Australian citizen Digital Presentation: Keynote/ Book Creator	To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a digital presentation	To create a multimodal advertisement about a product they are creating to help the Cambodian people, and explain how it persuades the viewer. Design and make a product that supports a member or members of the Cambodian community. To explain ways that resources can be used to benefit individuals, the community and the environment. Short Answer response - Workbook linked with English
Technologies	***Technology Units*** ***75mins per week***	**Digital Technology: Binary Numbers & Network Systems** In this unit students engage in a number of activities, including: • examining a game to explore algorithm design and develop skills in using a visual programming language. Students will apply a range of skills and processes when creating digital solutions. They will: • define problems clearly by identifying appropriate data and functional requirements • design a user interface, considering alternatives and design principles • manage, create and communicate ideas online during collaborative projects including negotiating, providing feedback and developing plans to complete tasks and applying social, ethical and technical protocols.		**Design Technologies: Cambodian Connection Integrated Unit** Link with HASS and English Plan and review a product design to meet the needs of the Cambodian people.	
	Assessment	Short Response Test: Binary Numbers. - Students explain the fundamentals of Binary Numbers. Multimodal Presentation: - Students describe digital systems and their components, and explain how digital systems are connected to form a network.		Design and make a product that supports a member of the Cambodian community.	
The	***Arts Units*** ***90mins per week***	**Media Art** Green Screen: News Report (Linked to English Unit) Students: • develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions • extend their understanding and use of time, space, sound, movement, lighting and technologies • explore meaning and interpretation, and forms and elements including structure, intent, character and settings as they make and respond to media artworks		**Visual Arts** Students will investigate visual arts conventions to create a portrait in either 2 dimension or 3 dimensions.	
	Assessment	Digital presentation using Green Screen App. Work booklet			