



Year 6 Curriculum Overview Term 1, 2025

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Religion

Unit 1: Vocation

This unit explores how each of us are called to join in God's work by caring for ourselves, others, society and the environment.

Students will learn:

- People share in God's work
- Jesus teaches people to share in God's work
- Jesus teaches people how to live the Gospel
- Jesus teaches people how to share in God's love and compassion
- The Church helps Christians live the teachings of Jesus
- Christians give witness to Jesus in their lives
- The Christian vocation is 'to love'
- Christians are called to share in God's work through vocation

Unit 2: Lent Easter

This unit explores how people grow and develop personal gifts and talents given to them by God.

Students will learn:

- People discover more about themselves as they grow
- God is a mystery
- Jesus teaches people about God
- Jesus is Lord
- Jesus reveals the Kingdom of God is for all
- Lent is a time for love, forgiveness and compassion
- The Church celebrates the Easter Vigil Mass
- The Parish continues the mission of Jesus

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 core social, personal and moral messages within and between texts.
- Analyse how figurative language in literature can enhance meaning.
- Vary sentence structures or lengths when using simple, compound and complex sentences,
- Create a narrative text, using appropriate text structure, language and features.

Maths

- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers
- Multiply and divide decimals by powers of 10
- Interpreting information in timetables, two-way tables and column graphs.
- Calculating elapsed time
- Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies

HASS (Geography)

- The location of the major countries of the Asia region in relation to Australia
- Differences in the economic characteristics, demographic characteristics and social characteristics of a selection of countries across the world

Technologies

- Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data
- Whole numbers are used to represent data in a digital system
- Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols
- Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition)

Science Mrs Jacqueline Kovacevic (Monday)*Understanding Electrical Energy and Its Sources*

Students will explore the exciting world of electrical energy—how it's transferred, transformed, and generated from various sources. Through hands-on experiments and investigations, children will develop an understanding of electrical circuits, the role of energy conductors and insulators, and how we can generate and use electricity sustainably.

Key learning will include:

- Complete Circuits
- Conductors and Insulators
- Electrical Devices
- Generating Electricity
- Solar Panels
- Sustainable Energy

Auslan Mrs Sandie Summers (Tuesday)

In Term 1, students will be introduced to the visual language of Auslan, developing an understanding of how it is used to communicate. They will learn the Auslan alphabet through fingerspelling and use basic signs for greetings in everyday interactions. Students will also be introduced to key aspects of Deaf culture, helping them appreciate the significance of Auslan within the Deaf community. Learning will take place through teacher modelling, interactive games, and engaging activities that provide opportunities to practise new signs in a supportive and collaborative environment. Through structured and enjoyable lessons, students will reinforce their learning, build confidence in using Auslan, and develop a deeper appreciation for visual communication.

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 a bat in cricket and net in modcrosse

Linking of fundamental movement skills to specific skills in organised games and sports, such as Two handed striking - to batting in cricket and throwing a ball to the most advantageous fielder in modcrosse.

Interpersonal skills:

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

**Reminding year group, they are leaders of the school and behaviour expected.*

Health Mr Damian Geaney (Thursday)WA Curriculum Health Descriptors:

- Ways that personal identities change over time
- Skills to establish and manage positive relationships

Highway Heroes

Module 2: Connecting 4 Friendships; Playground Resilience & Wisdom

Protective Behaviours:

Focus Area 1: The Right To Be Safe

- Topic 1: Warning signs
- Topic 2: Risk-taking and emergencies
- Topic 3: Psychological pressure and manipulation

Music Mrs Jacqueline Carroll (Thursday)

In Term 1, students will:

- 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
- Develop and consolidate aural and theory skills, including tempo (changing tempos), pitch (tones and semitones), tonality (pentatonic and major) dynamics, form (*rondo*), tone colour for particular purposes, texture (individual layers of sound (e.g. bass line, harmony line).

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 draw.
- Explore artwork from various artists and identify and describe using visual art elements.
- Share personal responses and feelings about artwork they view and make.
- Develop 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.