



ENGLISH

Engaging with and Responding to Informative Texts

Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics, including migration to Australia. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies. 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. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.

Spelling - Students will cover Soundwaves units 11-19.

Reading- Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension.

THE ARTS

UNIT TITLE: Dance in the Digital Age: Exploring social dance through social media

This 10-week dance unit introduces the students to the dynamic world of social dance and bush dance, particularly focusing on dances popularised through social media apps. Students will learn and create short dance sequences inspired by trending dances on platforms like TIK TOK,

Instagram and YouTube. Through practice and performance, they will explore choreography, rhythm, and movement while reflecting on how social media shapes contemporary dance trends. The unit culminates in a collaborative performance, allowing students to experience being both performers and audience members.

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MATHEMATICS

Students develop their understanding of:

Number — Solve problems using the properties of prime, composite and square numbers.

Number– Use mathematical modelling to solve financial problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices.

Algebra - Find unknown values in numerical equations involving combinations of arithmetic operations.

Measurement - Interpret and use timetables.

HPE (Health & Physical Education)

Health - In this unit, students investigate how physical activity fosters opportunities for different groups to collaborate. They will identify how physical activity contributes to both individual and community wellbeing. Students will collect data on physical activity participation within their school setting and explore how technology can support increased participation in physical activity.

P.E - Year 6 students will explain the health-related fitness components used in various physical activities and discuss the significance of physical activity for health and wellbeing. Students will apply the elements of movement to compose and perform an athletics activity that develops a health-related fitness component. This program will culminate in the Senior Interhouse Athletics Carnival at the end of Term 2.

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SCIENCE

Unit: Making Changes

In this unit students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

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MUSIC

Students read, write and perform with known rhythms in simple time, and solfa of the do and la pentatonic scale. Students continue to develop an understanding of staff notation including time signatures and read notes from the staff. They will develop their part work skills through composing and performing percussion accompaniments. They will analyse and compare music they make and hear including music from different times and cultures.

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HASS (Humanities & Social Sciences)

Australia in the past

Inquiry question:

How have key figures, events and values shaped Australian society, its system of government and citizenship?

In this unit, students:

- examine the key figures, events and ideas that led to Australia's Federation and constitution
- recognise the contribution of individuals and groups to the development of Australian society since Federation
- investigate the key institutions, people and processes of Australia's democratic and legal system
- locate, collect and interpret information from primary sources
- sequence information about events and the lives of individuals in chronological order
- develop arguments
- use criteria to make decisions and judgements
- work in groups to generate responses to issues and challenges
- propose action in response to issues and challenges.

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DIGITAL TECHNOLOGIES

Students describe digital systems and their components and explain how digital systems connect together to form a network.

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