



# HILDER ROAD YEAR 6 Term 3 CURRICULUM OVERVIEW

EDUCATION IS LIFE

English	Mathematics	Science
<p>Learners engage with various texts for example vlogs, advertisements, novels that entertain and model persuasive responses. They read and analyse how text structures and language features influence audiences. Learners explore ethical dilemmas, persuasive techniques, bias, and language use. They create spoken and written persuasive texts, using interaction skills and appropriate formality to develop and support arguments in speaking and listening.</p> <p>For assessment, learners create a persuasive video to influence families to become an ecotourist.</p>	<p>Learners further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• solve practical problems using addition and subtraction of fractions with related denominators</li> <li>• solve arithmetic problems involving all four operations with decimals</li> <li>• use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions</li> <li>• use physical materials to compare the parallel cross-sections of familiar objects including right prisms</li> <li>• apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle</li> <li>• convert between common metric units of length, mass and capacity (for example: metres and centimetres)</li> <li>• begin to formally use deductive reasoning in spatial contexts involving lines and angles</li> </ul>	<p>Learners explore how sudden geological changes and extreme weather events, like earthquakes, volcanoes, and cyclones, affect Earth's surface and communities. They gather and interpret weather data, learn how cultural observations assist scientists, and evaluate decisions for disaster preparedness.</p>
Technology	The Arts	Humanities and Social Sciences (HASS)
<p><b>Digital</b></p> <p>Learners explore digital systems and data transmission, design and modify algorithms, and use visual programming to create maze games collaboratively. They define problems, design interfaces, implement solutions, evaluate outcomes, and communicate ideas while working together.</p>	<p><b>Media Arts</b></p> <p>Learners create a video using techniques to persuade. They collaborate with media technology and present their work digitally.</p> <p><b>Music (Specialist Teacher)</b></p> <p>Learners will develop their skills on the ukulele, focusing on basic chords, strumming patterns, and simple songs.</p> <p><b>Dance (Specialist Teacher)</b></p> <p>Learners make and respond by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p>	<p><b>Health and Physical Education (Specialist Teacher)</b></p> <p><b>Health</b></p> <p>Learners investigate a range of drink products and how they impact health and wellbeing. They explore different types of beverages, such as soft drinks, energy drinks, and fruit juices, and examine their effects on the body. Learners also consider healthier alternatives to these drink options.</p> <p><b>Physical Education</b></p> <p>Learners develop and apply specialised movement skills—such as passing, kicking, and catching—through 'All Codes' football game scenarios. They will explore and combine movement concepts and strategies to work towards successful outcomes in gameplay.</p>
Chinese (Specialist teacher)	Special Events	
<p>Learners use language to communicate ideas relating to interests, activities and personality traits.</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• gather, classify and compare information about interests of Chinese-speaking children</li> <li>• create bilingual profiles based on interests</li> <li>• identify borrowed words used to discuss interests</li> <li>• understand how language reflects roles and relationships</li> </ul>	<p>School Assembly every Tuesday 2.20pm            NAIDOC Week 14<sup>th</sup> – 18<sup>th</sup> July            Student Council Fundraising – FREE DRESS – Pyjama Day – Friday 1<sup>st</sup> August            Book Fair 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> of August            Rising Stars Beenleigh Eisteddfod Friday 8<sup>th</sup> August            Science Week 11<sup>th</sup>, 12<sup>th</sup> August            Book Week Parade Friday 15<sup>th</sup> August</p>	
	<p>School Musical – Superstan 23<sup>rd</sup>, 24<sup>th</sup> August            Trivia Night – Friday 29<sup>th</sup> August            P&amp;C Fathers' Day Stall 3<sup>rd</sup>, 4<sup>th</sup> September            Student Free Day (no school) Friday 5<sup>th</sup> September            Parent Teacher Interviews 3.15pm-7.45pm - Monday 8<sup>th</sup> and Monday 15<sup>th</sup> of September            Last day of Term: Friday 19<sup>th</sup> of September</p>	

