



# HILDER ROAD YEAR 6 Term 2 CURRICULUM OVERVIEW

EDUCATION IS LIFE

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| <p><b>English</b></p> <p>Learners engage with a range of informative texts, including reports, media, textbooks, reviews, procedures, and biographies, on topics of interest and study. They read, view, and comprehend texts, using strategies to connect and compare content from various sources.</p> <p>Learners explore how text structures and features, such as headings, tables, maps, and diagrams, help convey information. They develop research skills to create informative texts with clear structure, cohesive paragraphs, and varied sentence types to elaborate on ideas.</p> <p>For assessment learners will read, view, and comprehend informative texts and create a written and multimodal biographical recount about a significant Australian who has impacted society.</p> | <p><b>Mathematics</b></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 arithmetic problems involving all four operations with natural numbers of any size</li> <li>• extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently</li> <li>• use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions</li> <li>• use timetables of daily activities to solve practical problems</li> <li>• find unknown values in numerical equations involving and combinations of arithmetic operations</li> </ul> | <p><b>Science</b></p> <p><b>Chemical Sciences</b></p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• investigate changes such as dissolving, changes of state, cooking and rusting, comparing new substances with the originals</li> <li>• refine questions that help explore relationships, including how added heat affects whether a change is reversible or irreversible</li> <li>• plan and conduct safe experiments, measure and record data and use it to classify changes as reversible or irreversible</li> <li>• analyse their methods, identify errors, consider variables affecting outcomes and use evidence to draw conclusions</li> <li>• explore how reversible and irreversible changes support sustainable practices, such as recycling materials or producing fuel</li> </ul> |
| <p><b>Humanities and Social Sciences (HASS)</b></p> <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the responsibilities of Australian citizens and global citizenship</li> <li>• explore rights, values, and differing perspectives in democracy</li> <li>• examine changes in citizenship rights, including those of Aboriginal and Torres Strait Islander Peoples, women, and children</li> <li>• investigate migration stories and contributions to Australian society since Federation</li> <li>• sequence events on timelines and present findings using source materials</li> </ul>   | <p><b>The Arts</b></p> <p><b>Visual Arts</b></p> <p>Learners use the design process to develop a concept drawing of a shelter for a particular site and purpose.</p> <p><b>Music (specialist teacher)</b></p> <p>Learners make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p><b>Drama (specialist teacher)</b></p> <p>Learners explain how the elements of drama are used in drama they experience, create and perform. They describe how drama across cultures, times and places communicates ideas, perspectives and meaning, and how drama is used to sustain and revitalise cultures.</p>  | <p><b>Health and Physical Education</b></p> <p><b>Health</b></p> <p>In this unit, learners explore how important people in their lives, and the media, can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.</p> <p><b>Physical Education (specialist teacher)</b></p> <p>Learners explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.</p>   |
| <p><b>Technology</b></p> <p><b>Design</b></p> <p>Learners will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p>   | <p><b>Chinese (specialist teacher)</b></p> <p>Learners use language to communicate ideas about interests, activities and personality. They discuss leisure activities, compare interests of Chinese-speaking children, create bilingual profiles, identify borrowed words, and explore how language reflects roles and relationships.</p>   | <p><b>Special Events</b></p> <p>School Assembly every Tuesday 2.20pm<br/>         Musical Rehearsal every Wednesday 3.15pm-4.30pm<br/>         ThinkUKnow Cyber Safety Presentation – 21<sup>st</sup> April<br/>         Make and Meld Incursion – Thursday, 23<sup>rd</sup> April and Wednesday 27<sup>th</sup> May<br/>         Labour Day Public Holiday – Monday, 4<sup>th</sup> May<br/>         Mothers' Day Stall – 6<sup>th</sup> and 7<sup>th</sup> May<br/>         Instrumental Morning Music Concert – 2<sup>nd</sup> June<br/>         Last day of Term – 26<sup>th</sup> June</p>  |