

Term 2 — Year Six Curriculum Overview 2025

ENGLISH

This unit of work comprises of 3 parts:

Part A— Students will read, view and comprehend informative texts. Readings will align with the background knowledge gathered through the teaching and learning in HASS. Topics will include Migration to Australia as well as Commemorating 100 years in Australia.

Part B- Students will create a written and multimodal informative text 'A Biography'. for an audience.

Part C— Students will create and present a multimodal text to an audience of peers. Students will present their biography on their selected person to the class, focusing on speaking and communication skills.

You can support your child's biography unit by having conversations about inspiring people—whether they're family members, local heroes, or well-known figures. This helps your child think about what makes someone's life story worth sharing. Watching a short documentary or reading an article together can also spark curiosity and build background knowledge. You might ask questions like, "What challenges did that person face?" or "What helped them succeed?" to get your child thinking more deeply.

MATHEMATICS

In this unit, your child will build confidence and skill in using mathematics to solve a variety of real-world problems. They'll work with all four operations—addition, subtraction, multiplication, and division—using numbers of any size. They'll also explore factors, multiples, and learn about prime, composite, and square numbers to help solve problems more efficiently. Your child will practise using maths in everyday situations, such as solving money problems using different strategies and working with timetables to plan and organise daily activities. They'll also begin solving equations by finding missing numbers in more complex calculations. Throughout the unit, they'll be encouraged to explain their thinking and choose the best method for the problem at hand.

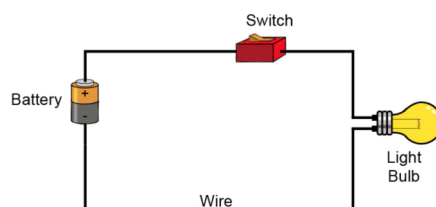
You can support your child by involving them in everyday maths, like budgeting, reading timetables, or calculating change. Talk about number patterns, primes, and squares when they come up naturally. Most importantly, show a positive attitude towards maths and encourage your child to keep trying, even when it's tricky.

SCIENCE

Students will learn about electrical circuits and use problem solving skills to complete closed circuits that are not working. They will use scientific language and multimodal texts to communicate their findings.

How to help your child with this:

1. Conduct simple experiments at home and discuss results.
2. Discuss different types of power sources (solar, wind, coal) and where and why they might be used in our



HASS

Students will explore the following key 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?*

There will be learning opportunities to:

- Recognize the responsibilities of citizens in Australia's democracy
- consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens and identify different points of view
- examine continuities and changes in the experiences of *Australian democracy and citizenship*, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children and investigate stories of groups of people who have migrated to Australia since Federation

PHYSICAL EDUCATION

People in Motion:

Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.



Let's All Be Active: Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.



The ARTS –Dance

This term students are continuing to use different forms of symmetry to create, engage and respond to a variety of dance performances.

Parents can assist by helping their children to gain as much comfort as possible when it comes to performing and help inspire confidence when they devise and perform.



Languages — Japanese - What is a change?

Students will explore the concept of change and use language to describe feelings in situations involving change. They will engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place encountering a new situation. They will describe the experience of moving from familiar to an unfamiliar situation using expressive language to express feelings. They will participate in intercultural experiences to notice, compare and reflect on language and culture.



STEM (Science, Technology, Engineering, Maths)



Students will plan, write a script and act in a video about the Moreton Downs SS 3 Be's using iMovie on iPads.