



Year 6 Curriculum Handbook 2025

Term 1	
Religion	<p>Jesus' Mission Students will learn about the nature and purpose of Jesus' mission and how it is carried on by the Church today.</p> <p>Lent and Easter Students will learn about the Paschal Mystery as central to the celebration of Lent and Easter and as part of Christian life.</p>
English	<p>Oral Language and Communication Students will communicate to wide audiences by interacting and presenting on a range of topics and ideas. Students will analyse and evaluate spoken language in English lessons for understanding. Students will apply interactive listening strategies by responding to the speaker, questioning and building on shared information.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply spelling generalisations and strategies. Students will learn to apply the four spelling knowledges (phonological, visual, etymology and morphemic), when spelling unfamiliar words in a range of contexts.</p> <p><i>Phonological Focus:</i></p> <ul style="list-style-type: none"> • Silent final e • 'sc' words • ea saying short e • l before e except after c EXCEPT when the sound is long a • Oe saying /oo/ • Oi/oy • il and ol words • ey saying long e • /ee/ word family • r controlled 'war' • words ending in al and el <p><i>Morphology- Prefixes:</i></p> <ul style="list-style-type: none"> • a/ab/abs (away from, away, from) • a/an (not, without) • dic dict (say speak) Latin • civ/cit (citizen) Latin • magn(i), mega meaning big, large, great) Latin <p><i>Morphology- Suffixes:</i></p> <ul style="list-style-type: none"> • Crat/cracy (rule) Greek + bases <p>aristo (best) Greek pluto (wealth) Greek aut(o) (self) Greek</p> <ul style="list-style-type: none"> • -ology

- Dic dict (say speak) Latin
- -ry

Etymological Focus:

- pop (ul)= people (Latin)
- dem (o) = people (Greek)
- arch archy (rule, chief, principal) Greek

Homophones:

- great/grate
- whether/weather
- allusion/illusion
- stationary/stationery
- key/quay

Students will receive direct instruction on **Tier 2 words** (more complex, frequently occurring words that children use and see in the academic school setting).

Students will explore the spelling and meaning of **Tier 3 words** (content specific words) that they will encounter through the Science unit.

Creating Written Texts/Vocabulary/ Digital

Transcription/Understanding and Responding to literature

This term we are **writing to describe and explain** which is a study of **Informative Texts**. Through the study of a variety of texts, students will learn to plan, research, create and revise their own Information Reports considering the purpose and audience. *When writing*, students will apply appropriate text features, sentence-level grammar, punctuation and word-level language including relative clauses, nominalisation, appositives, summary sentences, paragraph outline to summarise, conjunctions, adjectives, adverbials and doing and relating verbs.

Students will sustain a legible, fluent and automatic handwriting style. Throughout the researching, planning writing and reviewing process, students will select digital technologies to suit their audience and purpose.

As part of understanding and responding to literature, students will interact with, analyse, define and use a variety of vocabulary. Students will also analyse representations of ideas through genre and theme which reflect perspective and context.

Reading Comprehension

	<p>Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. This term, students will study the comprehension strategies of <i>Recognising Cause and Effect, Understanding Sequence and Recalling Facts and Details</i> as part of their Modelled, Guided and Independent Reading and Writing.</p>
Mathematics	<p>Number and Algebra (Whole Number, Decimals, Percentages and Fractions). Students will learn to:</p> <ul style="list-style-type: none"> • Locate and represent integers on a number line. • Make connections between benchmark fractions, decimals and percentages. • Recognise that a fraction can represent a division, compare common fractions with related denominators, build up to the whole from a given fractional part, use equivalence to add and subtract fractional quantities and find fractional quantities of whole numbers (halves, quarters, fifths and tenths) <p>Measurement and Space (Length, 2D Shapes) Students will learn to:</p> <ul style="list-style-type: none"> • Connect decimal representations to the metric system, convert between common metric units of length and solve problems involving the comparison of lengths using appropriate units. • Dissect two-dimensional shapes and rearrange them using translations, reflections and rotations.
HSIE	History/Geography is not taught this term
Science	<p>May the Force be with You! This unit focuses on the difference between contact and non-contact forces and how energy is transformed from one form to another. Students are provided with an opportunity to investigate how electrical energy can control movement in products and systems. The unit will develop students' abilities to design, test and evaluate a product or system that demonstrates energy transformation, further developing an understanding of the interrelationship between force and energy.</p>
PDHPE	<p>Personal Development/Health <i>The Resilience Project</i> Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and</p>

	<p>others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><i>Protective Behaviours</i></p> <p>Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> • the two themes of 'Protective Behaviours' • protective behaviour strategies • early warning signs • people in my safety network
Creative Arts	<p>Visual Arts: The False Mirror</p> <p>Students will be exploring artworks which depict a juxtaposition of reality and illusion with an emphasis on M.C. Escher as well as other artists and contemporary photography. Students will explore the key themes of truth, reality, distortion and illusion. Students will study the key concepts of surrealism, perspective, distortion, tone, light, hatching and cross-hatching and photography.</p> <p>Dance: Just Dance</p> <p>Students will perform a range of dances inspired by Just Dance videos. In small dance groups, students will create their own Just Dance videos using the elements of dance, and will discuss and interpret their dances within these small dance groups.</p>

Term 2	
Religion	<p>Christian Scriptures Students will learn about the content, structure and meaning of different types of stories found in the Christian Scriptures.</p> <p>Beliefs Students will develop an understanding of the foundations of Catholic belief as expressed in the Creed and the Catechism.</p>
English	<p>Oral Language and Communication Students will communicate to wide audiences by interacting with a range of topics and ideas. Students will analyse and evaluate spoken language in English lessons for understanding. Students will apply interactive listening strategies by responding to the speaker, questioning and building on shared information.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply spelling generalisations and strategies. Students will learn to apply the four spelling knowledges (phonological, visual, etymology and morphemic), when spelling unfamiliar words in a range of contexts.</p> <p><i>Phonological Focus:</i></p> <ul style="list-style-type: none"> • ti,si,ci,xi saying /sh/ in middle of words • silent p • ign/igh saying long i • ue/ew (blue stew) • word family /er/R-controlled (Her bird is hurt) • long u in the middle • words ending in short u • y saying short i <p><i>Morphology- Prefixes:</i></p> <ul style="list-style-type: none"> • ultra- • assimilated prefix 'ad' <p><i>Morphology- Suffixes:</i></p> <ul style="list-style-type: none"> • -ial • -tial • -age <p><i>Etymological Focus:</i></p> <ul style="list-style-type: none"> • Pseudo (fake, false, untrue Greek) • Ver (truth Latin) • Fid, fidel (faith Latin) • Cred, credit (believe Latin) • Mal (bad) <p><i>Homophones:</i></p> <ul style="list-style-type: none"> • cellar, seller • altar, alter • lightning, lightening

	<ul style="list-style-type: none"> • dual, duel • current, currant • cue, queue <p>Students will receive direct instruction on Tier 2 words (more complex, frequently occurring words that children use and see in the academic school setting).</p> <p>Students will explore the spelling and meaning of Tier 3 words (content specific words) that they will encounter through the Science unit.</p> <p>Creating Written Texts/Vocabulary/ Digital Transcription/Understanding and Responding to literature</p> <p>This term we are writing to recount an event or convey a story which is a study of Imaginative Texts. Through the study of a variety of texts, students will learn to plan, research, create and revise their own Narratives and Recounts, considering the purpose and audience. <i>When writing</i>, students will apply appropriate text features, sentence-level grammar, punctuation and word-level language including narrative voice, temporal and spatial settings, figurative language, adjectival clauses, quotation marks, comma to separate subordinate clause or phrase or to separate information within a sentence or in a list.</p> <p>When writing, students will sustain a legible, fluent and automatic handwriting style. Throughout the planning, writing and reviewing process, students will select digital technologies to suit their audience and purpose.</p> <p>As part of our study with a variety of imaginative texts, students will interact with, interpret and use a variety of vocabulary from taught language features in their writing. Students will also analyse representations of ideas through narrative and characterisation, which reflect perspective and context.</p> <p>Reading Comprehension</p> <p>Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. This term, students will study the comprehension strategies of <i>Interpreting Figurative Language, Making predictions, Finding word meaning in context, and Identifying Author's Purpose</i> as part of their Modelled, Guided and Independent Reading and Writing.</p>
Mathematics	Number and Algebra

	<p>(Multiplicative Relations, Representing Numbers, Representing Quantity Fractions).</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use partitioning and place value to multiply 2-, 3- and 4-digit numbers by one-digit numbers • Select and apply mental and written strategies to multiply 2- and 3 digit numbers by 2- digit numbers • Select and apply strategies to solve problems involving multiplication and division with whole numbers • Multiply and divide decimals by powers of 10 • Use equivalent number sentences involving multiplication and division to find unknown quantities • Represent and describe number patterns formed by multiples • Explore the use of brackets and the order of operations to write number sentences • Decimals and percentages: Make connections between benchmark fractions, decimals and percentages • Decimals and percentages: Determine percentage discounts of 10%, 25% and 50% • Compare common fractions with related denominators <p>Measurement and Space (Area, 3D objects, Volume, Data and Chance)</p> <p>Students will:</p> <ul style="list-style-type: none"> • Area: Find the area of composite figures • Area: Calculate the area of a parallelogram using subdivision and rearrangement • Area: Determine the area of a triangle • 3D objects: Construct prisms and pyramids • Volume: Find the volumes of rectangular prisms in cubic centimetres and cubic metres • Data: Interpret and compare a range of data displays • Data: Interpret data presented in digital media and elsewhere • Chance: Compare observed frequencies of outcomes with expected results • Chance: Create random generators and describe probabilities using fractions • Chance: Conduct chance experiments with both small and large numbers of trials
HSIE	History/Geography is not taught this term
Science	<p>Earth's Place in Space</p> <p>This unit focuses on Earth's place in the solar system, changes on its surface caused by natural disasters and the exploration of how these may be mitigated. It aims to develop students'</p>

	<p>understanding of the Earth, its position in the solar system and as a dynamic part of a complex, interrelated system.</p> <p>The Digital Technologies strand focuses on understanding the role individual components of digital systems play in processing and representing data. Students design, modify and follow algorithms involving branching and iteration. This strand further develops students' knowledge and understanding of project management, abstraction and the relationship between models and the real-world systems they represent.</p>
PDHPE	<p>Personal Development/Health <i>The Resilience Project</i> Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><i>Protective Behaviours</i> Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> • the two themes of 'Protective Behaviours' • protective behaviour strategies • early warning signs • people in my safety network
Creative Arts	<p>Visual Arts - Power to the People Ai Weiwei creates artworks using a variety of media that engage with and question political, social, and historical contexts in China and globally. Through his artwork, Ai Weiwei advocates for basic human values including freedom of speech, freedom of expression, the value of human life, and individual rights. By exploring his artworks, students are encouraged to examine these fundamental issues, and how art can be used as a form of individual and collective activism.</p> <p>Drama: Readers Theatre Through the use of Reader Theatre scripts, students will explore the nature of story and how they can use the elements of drama to develop in-depth roles to convey dramatic meaning.</p>

Term 3	
Religion	<p>Sacraments of Service Students will learn about the significance of the Sacraments of Marriage and Holy Orders in the life of the Church.</p> <p>Justice Students will learn about the importance of creation and the need for environmental justice.</p>
English	<p>Oral Language and Communication Students will communicate to wide audiences by interacting with a range of topics and ideas. Students will analyse and evaluate spoken language in English lessons for understanding. Students will apply interactive listening strategies by responding to the speaker, questioning and building on shared information. Students will deliver and reflect on presentations suited to purpose and audience.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply spelling generalisations and strategies. Students will learn to apply the four spelling knowledges (phonological, visual, etymology and morphemic), when spelling unfamiliar words in a range of contexts.</p> <p><i>Phonological Focus:</i></p> <ul style="list-style-type: none"> • au/aw (Paul can draw) • long o • words ending in L (double before a vowel ending) • ou/ow Loud cow (<i>in the country eating soup</i>) • long spelling right after a short vowel • ph says /ff/ • a saying ar • l in the middle • u saying long 'oo' • unusual digraphs -gn, gn- • long sound right after a short vowel (tch, dge) • qu followed by 'a' says /quo/ • w followed by 'a' says /wo/ • double the l when followed by y <p><i>Morphology- Prefixes:</i></p> <ul style="list-style-type: none"> • e-, en-, em- • peri-, circu-, circum (around) <p><i>Morphology- Suffixes:</i></p> <ul style="list-style-type: none"> • -arian • -ify <p><i>Etymological Focus:</i></p> <ul style="list-style-type: none"> • Migr (<i>Latin, wander</i>) • Sec/sect (<i>latin.cut</i>)

- Phob (*Greek.Fear*)
- hue, hew
- fin/finite (end, term, limit)
- iso/equ(i)/equat (equal)
- auto (self)

Homophones:

- board/bored
- hour/our
- their/there/they're

Students will receive direct instruction on **Tier 2 words** (more complex, frequently occurring words that children use and see in the academic school setting).

Students will explore the spelling and meaning of **Tier 3 words** (content specific words) that they will encounter through the Science unit.

Creating Written Texts/Vocabulary/ Digital

Transcription/Understanding and Responding to literature

This term we are **writing to give an opinion** which is a study of **Persuasive Texts**. Through the study of a variety of texts, students will learn to plan, create and revise their own letters and articles, considering the purpose and audience. *When writing*, students will apply appropriate text features, sentence-level grammar, punctuation and word-level language including; creating objective, impersonal arguments, combining personal and objective arguments for persuasive effect, presenting arguments from one or multiple viewpoints to persuade target audiences, using rhetorical devices targeted to the audience and using modality to qualify or strengthen arguments.

When writing. students will sustain a legible, fluent and automatic handwriting style. Throughout the planning, writing and reviewing process, students will select digital technologies to suit their audience and purpose.

As part of our study of persuasive texts, students will interact with, interpret and use a variety of vocabulary used in persuasive text.

Understanding and responding to literature, students will understand how persuasive language influences their perspective, across a range of contexts. Students will begin to develop their own persuasive arguments and be discerning as to authority of the text.

	<p>Reading Comprehension</p> <p>Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. This term, students will study the comprehension strategies of <i>Distinguishing between Fact and Opinion, Comparing and Contrasting and Summarising</i> as part of their Modelled, Guided and Independent Reading and Writing.</p>
Mathematics	<p>Number and Algebra (Representing Numbers, Additive Relations, Multiplicative Relations). Students will:</p> <ul style="list-style-type: none"> • Whole numbers: Locate and represent integers on a number line • Choose and use efficient strategies to solve addition and subtraction problems • Applies known strategies to add and subtract decimals • Use partitioning and place value to multiply 2-, 3- and 4-digit numbers by one-digit numbers • Select and apply mental and written strategies to multiply 2- and 3 digit numbers by 2- digit numbers • Select and apply strategies to solve problems involving multiplication and division with whole numbers • Multiply and divide decimals by powers of 10 • Use equivalent number sentences involving multiplication and division to find unknown quantities • Represent and describe number patterns formed by multiples • Explore the use of brackets and the order of operations to write number sentences <p>Measurement and Space (Position, Angles, Volume, Time) Students will:</p> <ul style="list-style-type: none"> • Position: Use the 4 quadrants of the coordinate plane • Angles: Investigate angles on a straight line and angles at a point • Volume: Use cubic metres for measurement of volume • Volume: Recognise the multiplicative structure for finding volume • Time: Solve problems involving duration, using 12- and 24-hour time
HSIE	<p>Australia as a Nation</p> <p>Students will understand the way we live and function is largely determined by systems and structures of government. They will</p>

	understand that our attitudes and principles develop & change over time.
Science	Science is not taught this term
PDHPE	<p>Personal Development/Health</p> <p><i>The Resilience Project</i></p> <p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p>Protective Behaviours</p> <p>Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> • the two themes of 'Protective Behaviours' • protective behaviour strategies • early warning signs • people in my safety network
Creative Arts	<p>Visual Arts: Below the Surface</p> <p>Students will be exploring the concept of using layers in artwork to convey a concept. Students will use a range of media, techniques and natural resources to represent their understanding of the earth.</p> <p>Music: Rock n Roll Ukulele</p> <p>Students will learn to play the ukulele and will demonstrate an understanding of the concepts of music through their singing, playing and moving activities. Songs throughout the term will be inspired by rock n roll songs using the chords C major, F major and G major.</p>

Term 4	
Religion	<p>Liturgy Students will learn about the role of liturgy in shaping the Catholic community and the importance of full and active participation by the worshipping community.</p> <p>Advent and Christmas Students will explore and learn about the meaning of Advent and Christmas and how to live the message of the Christmas story.</p>
English	<p>Oral Language and Communication Students will communicate to wide audiences by interacting with a range of topics and ideas. Students will analyse and evaluate spoken language in English lessons for understanding. Students will apply interactive listening strategies by responding to the speaker, questioning and building on shared information. Students will deliver and reflect on presentations suited to purpose and audience.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply spelling generalisations and strategies. Students will learn to apply the four spelling knowledges (phonological, visual, etymology and morphemic), when spelling unfamiliar words in a range of contexts.</p> <p><i>Phonological Focus:</i></p> <ul style="list-style-type: none"> • ch says /sh/ • o saying short u • p saying short u • augh/ough says /or/ • et saying long a • long l • al/el • ui saying long u • short o • aer words • short o • aer words <p><i>Morphology- Suffixes:</i></p> <ul style="list-style-type: none"> • ic (suffix) • able/ible (suffix) <p><i>Etymological Focus:</i></p> <ul style="list-style-type: none"> • luna/lune (moon) • French words (e, ch) • Heli (o)/sol • Aster/astro/stell • ped/paedios

- aer(o)/air/anem(o)
- centr/centr(i) (revise)

Students will receive direct instruction on **Tier 2 words** (more complex, frequently occurring words that children use and see in the academic school setting).

Students will explore the spelling and meaning of **Tier 3 words** (content specific words) that they will encounter through the Science unit.

Creating Written Texts/Vocabulary/ Digital

Transcription/Understanding and Responding to literature

This term we are **writing to entertain, express ideas and express emotion**, which is a study of **Imaginative Texts**.

Through the study of a variety of texts, students will learn to plan, create and revise their own poems, considering the purpose and audience. *When writing*, students will apply appropriate text features, sentence-level grammar, punctuation and word-level language including; selecting and using a variety of poetic forms to descriptively express ideas, and experiment with figurative language for effect and to engage the reader, including metaphor, hyperbole, similes and personification. Students will learn that poetry may include innovative use of punctuation, and experiment with punctuation to suit purpose and for effect. Students will experiment with word choices to create humour and for clarity or emphasis.

When writing. students will sustain a legible, fluent and automatic handwriting style. Throughout the planning, writing and reviewing process, students will select digital technologies to suit their audience and purpose.

As part of our study of imaginative texts, students will interact with, interpret and use a variety of vocabulary commonly featured in poetry. As part of understanding and responding to literature, students will analyse representations of ideas through genre and theme which reflect perspective and context.

Reading Comprehension

Students will continue to develop their reading fluency by reading for interest and wide purposes. They will monitor their comprehension before, after and during reading. Students will comprehend text structures, their features and associated language. This term, students will study the comprehension strategies of Finding word meaning in context, **Author's**

	<i>Purpose and Contrasting and Finding Main Idea</i> as part of their Modelled, Guided and Independent Reading and Writing.
Mathematics	<p>Number and Algebra (Additive Relations, Representing Quantity Fractions) Students will:</p> <ul style="list-style-type: none"> Choose and use efficient strategies to solve addition and subtraction problems Apply known strategies to add and subtract decimals Build up to the whole from a given fractional part Use equivalence to add and subtract fractional quantities Find fractional quantities of whole numbers (halves, quarters, fifths and tenths) <p>Measurement and Space (Mass) Students will:</p> <ul style="list-style-type: none"> Convert between common metric units of mass
HSIE	<p>A Diverse and Connected World Students explore countries of the world with a focus on the Asia region. They will explore connections that Australia has with other countries across the world. Students learn about the diversity of the world's people, including the Indigenous Peoples of other countries. They will understand that people, places and culture differ across the world. A specific focus will be on the environment in the country of Laos and the impact this has on how people live in this region. Students will generalise this learning and will form the idea that the environments that people inhabit influence their actions and opportunities. They will examine their own worldview and form the concept that integrating new experiences into our worldview helps us make sense of the world.</p>
Science	Science is not taught this term
PDHPE	<p>Personal Development/Health <i>The Resilience Project</i> Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><i>Protective Behaviours</i> Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> the two themes of 'Protective Behaviours'

	<ul style="list-style-type: none"> • protective behaviour strategies • early warning signs • people in my safety network
Creative Arts	<p>Visual Arts: Beauty in the World Through an artist study of Andy Goldsworthy, students will explore a range of art techniques and media to express the concept of beauty in the natural world.</p> <p>Music: Pop Ukulele & Christmas Concert Preparations Students will continue to learn how to play the ukulele, expanding their knowledge of further ukulele chords. Songs will focus on the pop genre. They will use this playing knowledge to improvise and organise simple chord structures. They will notate and identify the use of musical concepts in their own work using traditional music notation. Students learn to sing songs in preparation for the end of year Carols by Candlelight Concert.</p>

Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class HSIE, Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lesson, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

Inquiry in Year 6

Question

Construct a research question.

Analyse a research question.

Plan

construct a plan for inquiry, including a timeline, in a suitable format e.g. Mind mapping, brainstorming, graphic organisers.

Locate

Identify, locate, and use a range of information sources in a variety of formats.

Scan resources to determine the relevance of the resource for the given task.

Comprehend

Comprehend information presented in a variety of formats including text, images, audio and objects.

Judge the credibility of a resource taking into consideration:

- Author expertise
- Currency
- Perspective
- Bias
- url

- cross-referencing

Record

Record facts in an appropriate format.

Note-taking:

- Graphic Organisers
- Sequencing
- Categorising
- Headings & Subheadings
- Referencing

Summarise information gathered

Cite sources of information.

Evaluate

Evaluate research, ideate and draw conclusions.

Make

Create for an audience

- Age-appropriate language
- Format is accessible to audience

Audience

Identify a suitable format/program and organise information to suit that format/program

For example:

- Report
- Video
- Poster
- Podcast

Respect copyright

Offer feedback

- Self-assess their product (during task and final product) using agreed success criteria.
- Accept (and use where appropriate) peer feedback

Publish

Identify a range of opportunities to publish work

- Digital
- Print
- Face-to-face
- Local/Global

Reflect

Think about how we learn (Learning Dispositions)

- Collaboration
- Skilful Communication
- Self-Regulation
- Persistence

Identify areas of growth and potential for improvement

Physical Education in Year 6

Unit 1 – 15 weeks

Movement Skills - Athletics

	<p>Students perform movement skills in a variety of sequences and situations. They propose a range of alternatives to solve movement challenges through participation in a range of activities. Students describe and practise interpersonal skills to promote inclusion to make themselves and others feel they belong. They incorporate elements of space, time, objects, effort and people in creating and performing simple movement sequences.</p>
Unit 2 – 15 weeks	<p>Movement Skills - AFL</p> <p>Students work towards developing the fundamental motor coordination skills necessary to play a modified version of AFL. The lessons focus on learning through play and students are encouraged to have fun whilst learning how to hold, handpass, kick and mark the ball. In addition, students will discuss the importance of teamwork and fair play with opportunities provided to develop these social skills in pairs and small groups.</p>
Unit 3 – 15 Weeks	<p>Movement Skills - Hockey</p> <p>Students learn the basic skills of hockey. As a guiding principle, safe practice is paramount, and students learn the skills of hockey in a safe environment.</p>