



Year 6
Curriculum Handbook
2026

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 aristo (best) Greek pluto (wealth) Greek aut(o) (self) Greek • -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
<p>Creative Arts</p>	<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: Hip Hop Dance Power</p> <p>Students will participate in a dynamic dance unit exploring the strength, rhythm and edginess of Hip Hop. Students will learn two short Hip Hop dance routines, developing their understanding of how different body parts can be isolated, shaped and controlled to create the powerful, expressive movement qualities characteristic of the Hip Hop genre.</p> <p>As part of their learning, students will create their own starting positions and use the elements of dance to explore, select and refine new movement shapes. Through these experiences, they will build confidence in performing sequences that demonstrate the distinctive strength, power and attitude of Hip Hop. This unit encourages creativity, coordination and self-expression while giving students the opportunity to experience the energy and excitement of Hip Hop dance.</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>
<p>PDHPE</p>	<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><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
<p>Creative Arts</p>	<p>Visual Arts - Power to the People</p> <p>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>Music: Stomp Out Loud</p> <p>Students will take part in a drumming unit inspired by the world-renowned percussion group <i>Stomp</i>. Using this performance style as inspiration, students will develop their foundational drumming skills while exploring rhythm, coordination and ensemble playing.</p>

	<p>Throughout the unit, students will learn to read traditional percussion notation and use this knowledge to perform drumming pieces individually, in small groups and as part of a whole-class ensemble.</p> <p>As their skills grow, they will apply their understanding of music notation to compose, rehearse and perform their own group drumming compositions. These hands-on learning experiences will help students build confidence, creativity and teamwork while deepening their appreciation of rhythm-based music.</p>
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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 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>
<p>Mathematics</p>	<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
<p>HSIE</p>	<p>Australia as a Nation 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 <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>Protective Behaviours 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 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>Drama: Video Drama Students will take part in a drama unit that introduces them to the creative world of video drama. Students will explore how role, situation and the elements of drama can be manipulated to create meaning within a filmed context, discovering how performance shifts when it is shaped and framed through a camera lens.</p> <p>The unit begins with students preparing and recording a monologue, using their devices to experiment with facial expression, vocal control and physical performance. Through this process, they will learn how emotion, character and storytelling can be effectively communicated on screen.</p> <p>Students will then extend their learning by working in small groups to create video drama pieces that show different perspectives of people on screen. They will use the elements of drama to explore how meaning changes when a scene is filmed</p>

	from various viewpoints, gaining insight into how video can be used to frame, enhance and transform dramatic storytelling.
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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**

	Purpose and Contrasting and Finding Main Idea 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
<p>Creative Arts</p>	<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: Christmas Concert Preparations & Music Technology using Chrome Music Maker</p> <p>Students will develop their creative music-making skills through a digital composition unit using Chrome Song Maker. They will learn to improvise, experiment with sound, and select, combine and organise musical ideas to create their own individual compositions. As they work, students will apply a range of musical concepts such as pitch, rhythm, tone colour and structure to shape and refine their pieces.</p> <p>In addition to their digital composition work, students will also learn to sing a selection of songs in preparation for our whole-school end-of-year Carols by Candlelight Concert. This provides an opportunity for students to develop ensemble skills, build confidence, and participate in a special celebration of music within the school community.</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 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 lessons, along with a variety of thinking routines.

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

Information Processing Skills in Year 6

Question

Construct and analyse a research question.

Plan

Construct a plan for inquiry, including a timeline, in a suitable format eg Mind mapping, brainstorming, graphic organisers

Locate

Locate a range of information sources

- Keyword searching online
- Browsers/internet
- Emailing
- Use Catalogues to locate a resource – online (regional libraries) and in-school (OLIVER)
- Shelving styles e.g. Dewey, genre

Identify and use

- Contents Page
- Index
- Glossary
- Online menus

- Hyperlinks and shortcuts
- Headings & Sub-headings

Identify a resource as

- Imaginative
- Informative
- Persuasive

Judge the credibility of a resource taking into consideration.

- Author expertise
- Currency
- Perspective
- Bias
- url
- cross-referencing

Comprehend

Scan resources to determine their relevance for the given task. Comprehend information presented in a variety of formats including text, images, audio and objects.

Record

Record facts in an appropriate format, summarise information gathered and cite sources of information

Share Findings

Present information in a given format, considering audience, and identify ways to share work. Students are learning to respect copyright and state sources of information

Offer feedback

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

Physical Education in Year 6

Year 6 students apply movement skills with increasing sophistication. They refine balance, coordination and tactical control while participating in complex modified sports, making thoughtful movement choices to support team success.

Term 1	Moving Together with Precision (2) - advanced coordination
Term 2	Balancing Static/Dynamic (2) - strength-based balance
Term 3	Catch, Throw and Move (2) - tactical decision-making
Term 4	Kicking and Striking (2) - precision and timing