



Warrigal Road State School Curriculum Overview for Year 6, Term 1 2026

ENGLISH:

Students will focus on:

Speaking and Listening:

Students share their response to the provided discussion question with their peers through the context of a structured book club scenario. When sharing their responses, students will focus on:

- speaking in full, correct sentences
- use tone, pitch, pace and volume to:
- state ideas effectively
- emphasise key points
- engage the audience
- use facial expressions, gestures or actions to communicate with your peers.
- how your response will be structured to ensure ideas are logically presented
- use of topic-specific and vivid vocabulary to describe your literary text
- ways to build cohesion
- the language to use with this audience (that is, levels of formality and language protocol).

Reading and Viewing (Monitoring):

- Reads, views and comprehends different texts created to inform audiences
- Recognise how authors often adapt text structures and language features
- Explain how imagery builds emotional connections and engagement with the story or theme
- Summarising a part of the text

Writing and Designing (Monitoring):

- Use text structures and vary paragraphs to organise, develop and link ideas and vary language features including sentence starters, topic-specific vocabulary and literary devices and/or multimodal features

ASSESSMENT:

Speaking and Listening

Students participate in a 'book club' to share, develop, explain and elaborate on ideas about a literary text in response to a discussion question.

MATHEMATICS:

Students will focus on:

- **Ordering common fractions, giving reasons and adding and subtracting fractions with related denominators**
 - Apply knowledge of equivalence to compare, order and represent common fractions including halves, thirds and quarters on the same number line and justify their order
 - Solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions
- **Using integers to represent points on a number line and in the Cartesian plane**
 - Use number lines to locate and represent integers in practical contexts, for example: financial contexts (profit and loss), temperature, markings on a football field, distance travelled in long jump
 - Find solutions to everyday problems involving locating and ordering integers around zero eg temperatures to store food items, calculating profit and loss locating an ordered pair in any one of the 4 quadrants on the Cartesian plane
 - Understand the features of a Cartesian plane and how it works
 - Recognise that coordinates on a Cartesian plane are written as ordered pairs (x, y)
- **Creating tessellating patterns using combinations of transformations**
 - Understand tessellations are created by the joining of geometric shapes with no gaps and no overlaps
 - Use transformations to create tessellations of shapes
 - Use combinations of transformations to create tessellations
- **Comparing distributions of data sets as part of their statistical investigations, using digital tools**
 - Describe similarities and differences between data displays
 - Construct graphical representations of numerical data using digital tools
 - Determine, compare, interpret and discuss different data sets including range, mode and shape
- **Critiquing arguments presented in the media based on statistics**
 - Evaluate different data representations, both useful and those that misrepresent information, mislead or are inaccurate
 - Analyse the way statistical information is presented in the media in both positive and negative ways
 - Explain how data displays can be misleading
 - Critique misleading messages and arguments conveyed by authors

ASSESSMENT:

Student observations
Student work samples
Post Tests

<p>HEALTH AND PHYSICAL EDUCATION (Specialist Teacher)</p>	<p>All Codes Football - Students will perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations. Students propose and combine movement concepts (space, effort, time and relationships) and offensive and defensive strategies to achieve outcomes in 'All Codes' Football.</p> <p>Let's all be active This semester students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p>	<p>ASSESSMENT:</p> <p>Observations Anecdotal Records Checklists</p> <p>Assignment/Project</p>
<p>MUSIC (Specialist Teacher)</p>	<p>Students will use repertoire to understand musical symbols and the language of music. Lessons will include short quiz questions to encourage students to analyse music both aurally and visually. Students will identify form and patterns in music and compose using treble clef lines and spaces, adding stems to notes. They will recognise rhythms and melodies, as well as major and minor keys. Students will sing intervals within the pentatonic repertoire and listen to a variety of repertoire throughout the semester.</p>	<p>ASSESSMENT:</p> <p>In Class Performance Class Participation Workbook Tasks</p>
<p>LOTE (Specialist Teacher)</p>	<p>YEAR 6 What is in a name? In this unit, students explore naming traditions in Chinese-speaking cultures and compare with their own experiences. Students use language to communicate ideas relating to names and personal identity in a culturally appropriate manner.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about personal identity. listen to people talk about personal and family names. identify meaning in names. analyse and reflect on naming conventions and cultural traditions. participate in intercultural experiences to notice how language is used in different cultural contexts. 	<p>ASSESSMENT:</p> <p>Speaking Listening Writing (Hanzi focus) Reflecting</p>