



Year 6

Term 1 Overview

Welcome to a new school year in Year 6! We are excited to work with you and your child as we embark on a year of growth, learning, challenges and new opportunities. Together, we will support and encourage our students to achieve their best while preparing for the transition to high school.

English: Engaging with and responding to literature

Focus:

This term, students will read and explore a variety of literary texts that support and extend students as independent readers. They will learn how authors use different techniques—such as character development, imagery, and figurative language—to create meaning and engage the reader.

Students will also discuss the historical, social, and cultural influences on texts and how these shape characters, events, and ideas.

Assessment Task — Week 10

For their assessment, students will participate in a book club to share their thoughts on a chosen book, explaining how the author's writing techniques help to develop themes and meaning.

Students will:

- share, develop, explain and elaborate on ideas from topics or texts
- use and vary text structures to organise, develop and link ideas
- use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice

Assessment Tasks

Week 10 — Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.

Key Dates:

Assembly:

Friday's 9:00am

Clean up Australia Day

Friday 28th February

Interschool Sport Starts

Friday 14th March

Harmony Day- Free Dress Day

Friday 21st March

Cross country

Wednesday 26th March

End of Term 1

Thursday 4th April

Mathematics

Focus:

Number

- expand the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane
- build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers

Space

- use combinations of transformations to create tessellating patterns

Statistics

- conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.

Assessment Tasks:

- Number and space — **Week 4**
- Statistical investigation - **Week 9**



Buzz Fair
Week 9

Science: Making changes

Focus:

Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

Students will:

- compare and classify different types of observable changes to materials
- follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships
- identify variables to be changed and measured and describe potential safety risks when planning methods
- collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data
- construct multimodal texts to communicate ideas, methods and findings

HASS: Australia as citizens

Focus:

In term 4, students will conduct an inquiry to answer the following inquiry question: *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Students will:

- Explain the significance of an event/ development, an individual.
- Describe the causes and effects of change on society.
- Explain the importance of people, institutions and processes to Australia's democracy and legal system.
- Locate and collect useful data and information from primary and secondary sources.
- Sequence information about events, the lives of individuals in chronological order.
- Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others.
- Reflect on learning to propose personal and/or collective action in response to an issue, and predict the probable effects.
- Present ideas, viewpoints and conclusions that incorporate source materials, communication conventions and discipline-specific terms.

Assessment Task:

Australia in the past — **Week 9**

The Arts — Visual Arts

Focus:

Students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose.

Students will:

- explore and explain the work of designers who respond to culture, time and place, including Aboriginal, Torres Strait Islander and Asian designers, and use this in the development of their own artworks
- apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer
- plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience

Assessment Task:

Grand shelter designs — **Term 2 Week 9**

The Arts — Music

Focus:

This semester, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

Students will:

- Explain how elements of music are used to communicate meaning in the music they listen to, compose and perform
- Describe how their music making is influenced by music and performances from different cultures, times and places
- Use rhythm, pitch and form symbols and terminology to compose and perform music
- Sing and play music in different styles, demonstrating aural, technical and expressive skills by signing and playing instruments with accurate pitch, rhythm and expression in performances for audiences

Assessment Task:

* Going to the movies: Collection of work - **Week 9**

Health and Physical Education

Focus:

Movement:

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.

Assessment Task:

* Physical Education Assessment - **Week 9**

Homework Expectations

Homework is used as a teaching and learning tool for your child to gain independence, responsibility and to further reinforce their in-class learning. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

Important Information

- Please remember to ALWAYS bring a HAT to school. Please ensure that students have their hats labelled and at school everyday for sun safety.
- Remember to bring your water bottle every day; hydration is key!
- We love to have healthy bodies and minds at Brassall and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning fruit break.



Teacher Contact Details:

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