Year 6 Semester 2 2026 – Unit and Assessment Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

VERSION 9 ENGLISH

Term 3	Term 4
***Learning:* Persuade Me** • Students plan, create and edit a written text to persuade an identified audience, developing and elaborating on ideas.	***Learning:* Completing a novel study** • Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings.
Assessment: • Students create a written text to persuade an audience, developing and elaborating on ideas. • Speaking and Listening: Students present an opinion with supporting arguments to an audience.	***Assessment:*** • Students create a written narrative • Students read, view and comprehend imaginative texts.

VERSION 9 MATHS

Learning: • Measurement • Angles • Fractions • Solve financial problems	***Learning:*** • *Solve problems involving fractions and decimals* • Patterns and algebra • Chance • Observed and expected frequencies
Assessment: • *Number* • *Mathematical modelling*	***Assessment:*** • Using pattern rules and solving problems using fractions, decimals and percentages • Conducting simulations and comparing frequencies

SCIENCE

Learning: ***Life on Earth*** • Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.	***Learning:*** ***Our Changing World*** • Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.
Assessment: **Investigating mouldy bread** • *Experimental investigation*	***Assessment:*** **Explaining natural events and change** *Exam*

• Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.	Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: *Australia in a Diverse World (Geography)* Inquiry question: How do places, people and cultures differ across the world? In this unit, students: • examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia • investigate differences in the economic, demographic and social characteristics of countries across the world • consider the world's cultural diversity, including that of its indigenous peoples • identify Australia's connections with other countries • organise and represent data in large- and small-scale maps using appropriate conventions • interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	***Learning:*** *Making Decisions that Benefit the Community (Economics)* Inquiry question: How can resources be used to benefit individuals, the community and the environment? In this unit, students: • investigate a familiar community or regional economics or business issue that may affect the individual or the local community • examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs • identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment • recognise the reasons businesses exist and the different ways they provide goods and services
Assessment*:* • To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.	**Assessment:** • To explain ways that resources can be used to benefit individuals, the community and the environment.

DESIGN TECHNOLOGY

Learning: *Design for Nature* • Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.
Assessment: • Students design and make a product that supports wildlife to coexist with humans in the school environment.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Health – Transitioning to High School • In this unit, students explore the concept of transitioning to high school, the challenges, the feelings, the issues that are typically encountered and how the transition can be smoothly facilitated.	
Assessment: Health *Research* • Students will complete a reflective journal. They will reflect on how they have kept safe throughout their schools' years and formulate strategies to continue to stay safe and active in secondary school.	
Refining and modifying movement concepts **Soccer**	**Swimming** *Water safety knowledge competencies: Junior Lifesaver*

Students refine and modify movement skills across different movement contexts, such as net/court; invasion; and striking and fielding games and activities. They experiment with different techniques and transfer strategies to enhance their performance and develop ways they can support fair play and inclusion. Through individual and collaborative activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes. .	Students explain how communication skills, protective behaviours and help-seeking strategies help keep themselves and others safe in, on and around purpose-built and naturally occurring water locations. Students demonstrate understanding of: • risk assessments (hazards, safety signage, and precautions/protective behaviours) when around purpose-built, coastal and inland bodies of water proactive communication • self-preservation in survival and rescue situations non-swimming rescues and CPR awareness
Assessment: **Practical:** • Students perform the specialised movement skills within the context of soccer. To propose and combine soccer movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. To demonstrate fair play and skills to work collaboratively during soccer activities and games.	***Assessment:*** **Practical:** • Students perform freestyle, backstroke, breaststroke and survival backstroke with fluency and control. To combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.

THE ARTS – Media Arts

Media Arts **Music Video** Students explore music video styling, concepts and production processes from ideation to creation. Students will: • explore representations and characterisations of people in music videos and how point of view is controlled by creators of music videos through story principles and genre conventions • experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies • compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.
Assessment: Students explore the purpose of music videos and work collaboratively to create a music video.

THE ARTS – MUSIC

Learning: • Students rehearse and perform music in different styles (Calypso and Blues Music). Students describe how their music making is influenced by music and performances from different cultures, times and places. They compose music using technology to source, arrange and make decisions to engage an audience.
Assessment: • Students perform and compare music of contrasting styles. They compose an arrangement to a unit song using a multitrack audio editing software application called 'Garage Band'.

JAPANESE

What is Personal Space?

Learning:

Students will use language to explore the concept of personal space within their local and home environment and Japan.

Assessment:

- Students create connected texts to describe their favourite personal space in Japanese. (written, oral)

GENERAL CAPABILITY DIGITAL LITERACY

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve and protect the safety of themselves and others in digital environments.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating.

Yours Sincerely

Year 6 Teachers

Yours Sincerely



Karryn Brunetto

Principal