



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 6

Term 1, 2025

### English

#### “Once” Book Club and Analysis



Students read, view and comprehend past and contemporary literary texts, exploring how literary devices are used to enhance meaning and for effect.

Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events.

Students use interaction skills and features of voice to share opinions and evaluate information about texts.

They engage in writing to respond to literary texts and use features of these texts as models to create their own work.

Students read the novel “Once” as a class and share their opinions and ideas through discussions in a Book Club. They will also produce a written analysis of the book.

### Mathematics



#### Number

Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving all four operations.

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.

Compare fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions, and make connections between equivalent fractions, decimals and percentages.

#### Space

Develop a range of written and digital means for representing objects and three-dimensional spaces in 2 dimensions.

#### Statistics

Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.

Determine the mode and range and discuss the shape of distributions in their reports of findings from statistical investigations

### Humanities and Social Science (HASS)

#### Australia in the past



In this unit, students:

- Examine the key figures, events and ideas that led to Australia’s Federation and Constitution
- Recognise the contribution of individuals and groups to the development of Australian society since Federation
- Investigate the key institutions, people and processes of Australia’s democratic and legal system
- Locate, collect and interpret information from primary Sources
- Sequence information about events and the lives of individuals in chronological order
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

### Science

#### Making changes



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.

### Health and Physical Education (Health)

#### Let’s all be active

In this unit 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.



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

## YEAR 6

Term 1, 2025

### Other Learning Areas

#### Health and Physical Education: Physical Activity

##### Swimming

##### Can You Hack-et?

In this context, students will refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke. They will also examine the benefits of being fit and physically active and how they relate to swimming.

Students will:

- continue to develop/ stroke correction arm, leg and breathing movements to perform recognised swimming strokes
- understand how timing and effort affect movements and overall stroke performance
- refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge (clothed survival swimming)
- consolidate the understanding of the benefits of being fit and physically active and how they relate to swimming (distance swimming).



#### Technologies: Digital Technologies (Semester 1)

##### Data changing our world

In this unit students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:

- exploring how community organisations collect data and present information to meet community needs
- visualising data to create information that is easily understood
- creating a data-driven solution that processes user input to provide information about a reading challenge.



#### The Arts: Music

##### Compound Catastrophe



Students begin to explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Students explore rhythm, pitch, form symbols and terminology to compose and perform. They sing and play music in different styles, demonstrating aural, technical and expressive skills.

Within the context of Making and Responding, students will:

- Sing & clap syncopa and extended pentatonic songs
- Play xylophone ostinato & pillar tone accompaniments
- Identify, write and improvise on the pentatonic scale
- Consolidate 2,3, 4 metre; compound v. simple
- Compose in compound metre.
- Perform compound repertoire with ostinato in small group

#### The Arts: Visual Arts

##### Say it with Art



In this unit, students explore recontextualisation of objects and non-traditional art materials to communicate ideas.

#### Languages- Japanese

##### What is character?



In this unit students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.

Students will:

- use Japanese to discuss qualities of people they admire
- encounter authentic language in a range of spoken and written texts about a variety of imaginary characters
- respond to imaginative texts and identify qualities in imaginative characters
- understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters
- reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts.