



EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 6

Term 2, 2025

English

Engaging with informative texts

Students engage with a variety of informative texts that may include technical information and content about topics being studied in HASS.

Students read, view and comprehend informative texts, using comprehension strategies to connect and compare content from a variety of sources. Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts. Students observe how information can be represented visually through tables, maps, graphs and diagrams.

Students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures to elaborate, extend and explain ideas.



The Arts: Visual Arts

Say it with Art (Continued from Term 1)

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



Mathematics

Students have opportunities to develop understandings of:

Number and Algebra

- solve arithmetic problems involving all four operations with natural numbers of any size.
- use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions.
- extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers.

Measurement

- use timetables to solve practical problems.



Science

Energy and electricity

Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely.

Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production.



Humanities and Social Science (HASS)

Australians as Citizens

In this unit, students:

- recognise the responsibilities of electors and representatives in Australia's democracy.
- consider the shared values, rights and responsibilities of Australian citizenship and obligations that people may have as global citizens.
- identify different points of view and solutions to an issue.
- generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others.
- examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children.
- investigate stories of groups of people who migrated to Australia since Federation.
- sequence information about events and represent time by creating timelines.
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.





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Other Learning Areas

Health and Physical Education (Health)

Who influences me?/Cyber safety

In this unit, students explore how important people in their lives and the media can influence health behaviour. They learn how to recognise, respond and report safety in online contexts. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.



Health and Physical Education (PE)

Faster, Stronger, Higher

In this unit students perform running, jumping and throwing sequences in authentic situations.

Students will:

- refine fundamental movement skills of running, throwing and jumping.
- combine fundamental movement skills to form Sequences.
- apply the elements of movement to refine sequences.
- apply sequences to perform athletic events.
- development of ball games skills – tunnel, captain, leader.
- participate in physical activities designed to enhance fitness.



Languages: Japanese

Welcome to Our School

In this unit, students explore the concept of spaces within their school environment and the target country.

Students will:

- engage with language in texts about the school environment.
- create texts to introduce their school environment and school activities.
- identify and write school place names with hiragana and katakana.



Digital Technologies: (Continued from Term 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.

Music

Ensemble

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:

- play and improvise on extended pentatonic phrases using tuned percussion and ukulele.
- compare and contrast listening repertoire of studied pieces.
- aurally identify and notate syncopa rhythm patterns.
- engage in body percussion exercises to develop djembe drumming musicianship.
- drill djembe drumming technique.
- perform in a djembe ensemble according to a rhythmic flow chart.

