



## YEAR 6 SEMESTER 1 CURRICULUM OVERVIEW

This overview supports the understanding of our Learning Summaries by providing a clear explanation of the semester's curriculum coverage.

### Unit of Inquiry

#### How the world works

Year 6 inquired into How the world works by exploring the central idea that energy can be transformed and used for human purposes. Learners refined their skills in questioning, predicting and analysing data, while considering how scientific inquiry supports understanding of the physical world. They investigated kinetic and potential energy through a series of experiments, testing independent and dependent variables and recording results. The unit culminated in an energy showcase, where learners presented their findings to Year 4 learners, building confidence in communicating complex concepts in accessible ways.

#### Sharing the planet

Under Sharing the planet, Year 6 examined how appreciation and empathy can lead to action, focusing on sustainability and the impact of human choices on the environment. Learners explored recycling, reusing and renewable resources, connecting these ideas to real-world issues of climate change and conservation. Through collaborative projects, they investigated how communities can work together to reduce waste and protect natural systems. The residential trip to Sea Gypsy, Malaysia, provided opportunities to apply this learning in authentic contexts, deepening their sense of responsibility for caring for the planet.

### Language Arts

In Language Arts, Year 6 learners developed their skills in both reading and writing by using the Writer's Toolbox to explore distinct sentence types, building these into structured paragraphs and extended texts. They applied these strategies across the curriculum, strengthening coherence, voice, and impact in their writing. Learners also examined how techniques used in texts they read could inform and inspire their own work, making strong links between reading and writing. During How we organise ourselves, learners created news reports, presenting stories clearly, and also experimented with writing and recording fake news articles. This cross-curricular approach supported critical thinking, audience awareness, and effective communication.

### Mathematics

This semester, learners deepened their understanding across number and strand mathematics through inquiry-based activities and real-life contexts. In number, they developed fluency with addition and subtraction using whole numbers and decimals, applied rounding and estimation strategies, and investigated factors, multiples, and prime numbers. They practised written multiplication methods and applied mental strategies such as rounding, doubling, and compensating. In measurement and data handling, they calculated perimeter and area, applying their knowledge of multiplication and addition to solve real-world problems, and inquired into how information from graphs can be used to analyse data in meaningful contexts. Learners further expanded their skills by exploring perimeter, area, and volume, applying formulae to a range of two- and three-dimensional shapes and solving practical measurement problems that linked directly to everyday contexts. They also developed the ability to convert between different units of measure, estimate accurately, and investigate squared and cubed numbers in a range of situations. Throughout, learners were encouraged to explain their reasoning, share strategies, and collaborate with others, developing confidence as risk-takers and communicators in mathematics.

## Languages

Please refer to the section applicable for your child

### English as an additional language

Tier 2 EAL learners connected their English language learning with their Unit of Inquiry, Energy. They explored language related to energy types, transfer and transformation, applying academic vocabulary through reading, writing, presentations and discussion. Tier 3 EAL learners focused on building literacy skills through work on nouns, analysing examples in texts and writing original sentences. Scaffolded reading aloud supported fluency, phonics and high-frequency word recognition.

### French

This semester, learners expanded their French skills in speaking, listening, reading, and writing through engaging texts and activities. They practised introducing themselves, daily routines, numbers to 70, house, rooms, furniture, colours, feelings, and time, using adjectives, prepositions, verbs, negation, and opinions. In habitats, they described landscapes, climates, vegetation, and animals, culminating in projects. By semester's end, learners showed growing confidence, grammatical understanding, and creativity.

### Chinese

In Semester 1, Year 6 learners explored personal health management through two units. In Healthy lifestyle, they learned vocabulary related to food and exercise, discussed healthy and unhealthy choices, and examined how diet and activity support well-being and learning. In Seeing the doctor, they identified common symptoms, practised key sentence patterns, and performed doctor–patient role-plays to apply their learning.

## Specialist Learning Areas

### Music

Students built ukulele fluency—secure strumming, chord changes and simple riffs—then integrated music with movement, visuals and film to compose for audience and purpose. They analysed repertoire to support collaborative goals and created media-linked pieces in GarageBand, refining motifs, texture and timing. Reflection and goal-setting supported transition readiness. Most learners read or graphically notated ideas, composed to a brief and performed with assurance.

### Visual Arts

Learners explored identity through printing and sewing, experimenting with shape, colour, and texture to symbolise personal significance. They have reflected on how their artistic voice fosters connection and perspective. They have also investigated the functional and artistic roles of ceramics, applying coil-building knowledge to create ceramic pieces. As an outcome, learners strengthened their skills in research and planning, demonstrating growth as inquirers and reflective artists.

### PHE

During Health Related Fitness, Year 6 learners gathered data on the components of fitness and used this to create a group fitness session through a chosen sport. In their Games unit, Year 6 learners improved their hand-eye coordination and increased their knowledge of tactics in field hockey and basketball. Through inquiry-based learning, teamwork in both attack and defence enhanced their overall performance.

### Aquatics

In Swimming, learners focused on refining their front crawl with bilateral breathing and maximising distance per stroke. They improved stroke efficiency and body position in backstroke, while reducing drag. Learners practised tumble and open turns with strong push-offs and streamlined positions, refined breaststroke techniques, and developing aquathlon transition skills. They also enhanced open water swimming and personal rescue strategies.