



YEAR 6 SEMESTER 2 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 We Express Ourselves

In How We Express Ourselves, Year 6 explored the central idea that different media allow us to reflect on, extend and enjoy our creativity. Taking inspiration from sustainable artists, learners investigated different forms of artistic expression and how artists evoke emotional responses through their choices of medium and technique. A key focus was the responsible use of materials, with learners selecting a form of expression that considered sustainability and environmental impact, culminating in an exhibition of original work designed to engage their audience.

Where We Are in Place and Time

Exploring the central idea that the past helps us understand the present and innovate for the future, Year 6 investigated significant events and inventions throughout history, examining how the challenges and opportunities of different eras shaped the way people live today. They developed research and notetaking skills, sourced information from trusted sources, and drew connections between past, present and future to consider what history tells us about the possibilities ahead.

Who We Are

Through their PYP Exhibition, Year 6 explored the central idea that engaging in the learning journey allows individuals to reflect and grow. Learners chose a topic they were passionate about, developing their own central idea and lines of inquiry. Through sustained research, reflection and exploration of multiple perspectives, they deepened their understanding of real-world issues, culminating in an exhibition where they shared their discoveries, insights and calls to action with parents and visitors.

Language Arts

In Language Arts, Year 6 learners deepened their reading, writing, and communication skills across three units. During *Where we are in place and time*, they inquired into different historical eras, drawing together information from multiple sources, and analysed non-chronological reports before constructing their own – organising ideas into cohesive paragraphs and revising independently in response to feedback. *How we express ourselves* brought a poetry focus, with learners interpreting and appreciating poems, exploring structure and meaning, and using creative writing to express an emotion or message. During *Who we are*, learners engaged with a range of texts to develop inferential thinking and prepared presentations for the Year 6 Exhibition, using voice, pace, and body language to engage and inform.

Mathematics

This term, learners developed their understanding of geometry by exploring the properties of 2D shapes, angles, and geometric patterns, applying angle rules to find unknowns and using coordinates, translations, reflections, and rotations to transform shapes on a grid. In number, they strengthened their work with fractions, decimals, and percentages – comparing, converting, and applying them in problem-solving. Learners also built their data handling skills by constructing and interpreting graphs, including pie charts and line graphs, and exploring mean as a measure of average. In probability, they conducted chance experiments, compared expected and observed outcomes, and described likelihood using fractions, decimals, and percentages.

Languages

Please refer to the section applicable for your child

English as an additional language

In Semester 2, Tier 2 learners integrated language acquisition with the Where We Are in Place and Time Unit of Inquiry, applying academic vocabulary about past inventions, present technology, and future innovations through reading, writing, presentations, and discussions. Tier 3 learners focused on building stronger foundational literacy, mastering parts of speech to construct extended sentences, elevate word choice, and compose across various genres. Scaffolded read-aloud sessions further supported this group by reinforcing reading 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 explored hobbies, time expressions, and expressing opinions with reasons. As part of the Unit of Inquiry (UOI) Where We Are in Place and Time, learners discovered schools of the past and schools in different French-speaking countries while developing their understanding of the past tense. They also explored French food and culture, learning how to order from a menu and express food preferences. In the holidays unit, learners used the near future tense to describe holiday plans and write a postcard from a French-speaking country. By semester's end, learners showed growing confidence, grammatical understanding, and creativity.

Chinese

In Semester 2, Year 6 learners focused on global travel and personal reflection as they prepared to graduate. They started with a unit on travelling, where they studied major global cities, local foods, historical sites, and art forms. This language helped them give presentations and plan trips by discussing destinations, weather, and activities. In the latter part of the semester, learners completed a reflective unit called 'My Growth Story.' Connected to their PYP Exhibition, they reviewed past topics and created a project to document their personal milestones and growth.

Specialist Learning Areas

Music

In Semester 2, learners use GarageBand to explore songwriting and scoring across three progressive units. They begin by composing traditional **Chinese music** using pentatonic scales and drumming rhythms, transition to structuring a modern **4-chord pop song**, and conclude by scoring **visual media** like advertisements and short films. Through these projects, learners develop the technical and organizational skills required to precisely sync music and soundscapes to on-screen action.

Visual Arts

In Semester 2, Year 6 learners explored the Pop Art movement, drawing inspiration from artists such as Britto, Walala, and Lichtenstein. Using a variety of materials including paper, canvas, and cardboard, learners created artworks in their chosen medium, experimenting with bright colours, bold outlines, and expressive patterns. Their final outcomes included 3D sculptures, paintings, drawings, and layered collages inspired by everyday objects, food items, names, and exclamation words that were meaningful to them. Finally, learners explored acrylic landscape painting inspired by traditional Impressionist artists such as Monet, Manet, and Renoir. Through this project, they experimented with loose brushstrokes and learned how to create movement and atmosphere while exploring colour theory in action by layering and placing colours side by side rather than blending them directly.

PHE

In Year 6 PHE, learners developed their physical skills in Movement Composition by applying gymnastics principles like body tension and center of gravity to perform complex sports acrobatics routines. They further progressed through the Adventure Challenge unit, which focused on collaborative problem-solving, strategic communication, and shared leadership to successfully navigate group tasks. Their final unit has been Games, where they developed team strategies through both field hockey and basketball.

Aquatics

In Semester 2, learners have been refining their front crawl, backstroke, and breaststroke techniques, with an emphasis on improving stroke efficiency and endurance. They were also introduced to the butterfly kick, focusing on the undulating body and kicking action. Through peer teaching activities, learners developed their ability to observe, analyse, and provide constructive feedback to support each other's progress. Learners have also continued to build confidence in self-reflection by evaluating their own performance and identifying areas for improvement. Currently, they are developing their diving skills from the starting blocks, with a focus on body position, confidence, and safe entry into the water.