

Year 6 Overview



English

By the end of the unit on literary texts students will be able to:

- identify and use factual language (objective) and opinion or feeling language (subjective), depending on what they are writing or talking about.
- understand how carefully chosen words and phrases (like verbs, nouns, and adverbs) can make their ideas clearer and more interesting.
- pick and use words that show feelings, opinions, and different shades of meaning.
- adjust how formal their language is, to suit who they are communicating with (for example, writing differently for a teacher than for a friend).
- learn how authors use language and story structure to help readers imagine when and where a story happens.
- point out ways authors use special writing techniques (like similes or metaphors) to catch the reader's attention and influence how they think or feel.
- explore how different people—including First Nations Australians, other Australians, and authors worldwide—respond to characters and events in books, taking into account historical, social, and cultural backgrounds.
- practise editing and improving their own writing, as well as giving feedback to others, and explaining the choices they make.
- read, discuss, and understand the main ideas and themes in a range of excerpts from novels
- investigate the morphology and etymology of a range of words.

Students will develop the following dispositions in the above units of work:

Curious- students will ask thoughtful questions about language and texts, explore why authors make certain choices, and investigate new words, meanings, and contexts.

Empathetic- students will consider different perspectives in literature, including those of First Nations Australians and people from various cultural backgrounds, and respond to characters' feelings and experiences with understanding.

Reflective- students will think deeply about their own and others' writing, reviewing and editing their work, and considering how language choices affect meaning and response.

Resourceful- students will draw on a variety of strategies and resources (such as word origins, dictionaries, and peer feedback) to solve problems, enhance their writing, and better understand texts.



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By the end of the unit on history students will be able to:

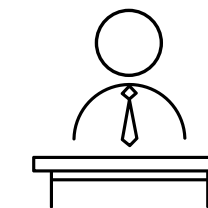
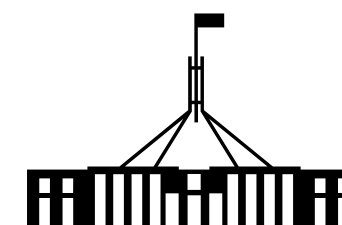
- understand that history is made up of many stories and is shaped by people's experiences and viewpoints.
- know and be able to use history-specific words and language when talking about sources related to Australia's Federation (when Australia became a nation).
- understand the reasons why Federation happened, and recognise that people had different opinions about what Federation and citizenship should mean.
- understand why people chose to migrate to Australia after Federation and during the 20th century, explore their stories, and learn how these migrants have shaped Australian society.
- research and learn about the important people, events, and ideas behind Australia's Federation, the creation of the Constitution, and our democratic government, and understand that not everyone benefited equally from these changes.
- understand and be able to describe what caused change in Australian society, and what effects these changes had on the way people lived.
- understand how the rights and citizenship of Aboriginal and Torres Strait Islander people have changed (and sometimes not changed) over the 20th century.
- understand how the rights and citizenship of women in Australia have changed throughout the 20th century.

Students will develop the following dispositions in the above unit of work:

Curious- students will be encouraged to ask questions, explore different stories, and seek to understand why events happened and how they connect to the present.

Empathetic- students will learn to see history from different perspectives, appreciating the experiences, feelings, and challenges faced by Aboriginal and Torres Strait Islander peoples, women, migrants, and other groups.

Responsible- students will contribute to and value people's rights, roles and responsibilities in a democratic society.



Maths Students will:

By the end of the unit on patterns and algebra students will be able to:

- create and follow clear step-by-step instructions (algorithms) to solve problems, make decisions using rules, and spot and explain number patterns that appear.

By the end of the unit on measurement students will:

- know how to change between different metric units (such as centimetres to metres, or grams to kilograms) and choose the best way to write measurements using decimals when solving real-world problems.
- learn and use the formula for finding the area of a rectangle, applying it to solve practical, everyday challenges.
- read and understand timetables and schedules (like bus or train timetables), using them to plan activities and work out how long events or journeys take.
- understand that certain pairs of angles have special links because of where or how big they are (for example, angles that add up to 180° or 90°).
- identify and use the relationships between angles in straight lines, around a point, and vertically opposite each other—using these relationships to find unknown angles and explain their solutions.

Students will develop the following dispositions in the above unit:

Reflective—students will think carefully about their mathematical strategies, check their working, and explain how they arrived at their answers.

Resourceful—students will use a variety of tools, methods, and approaches to solve different kinds of mathematical problems, such as reading timetables, working out measurement conversions, and finding unknown angles.

Resilient—students will persist and keep trying even when faced with challenging problems or new concepts, building confidence as they solve problems using different mathematical skills.



Science Students will:



By the end of the unit on chemical science students will be able to:

- compare changes that can be reversed (like melting and dissolving) with changes that cannot be reversed (like cooking and rusting), using everyday materials to discover the difference.
- build on their understanding of solids, liquids, and gases by observing and describing how materials behave and change in different situations.
- investigate how adding or removing heat affects materials, such as how solids melt into liquids or liquids freeze into solids.
- learn the difference between soluble and insoluble substances by testing which materials dissolve in water and which do not.
- understand how dissolving works and plan simple, fair experiments to test how quickly substances dissolve in water (such as temperature or stirring).
- explain why some changes, such as rusting metals or food decomposing, are irreversible and learn what causes them.
- use their understanding to design and carry out their own investigations about how and why materials change, sharing and explaining their results to others.

Students will develop the following dispositions in the above unit:

- Curious – students will ask questions, make predictions, and explore different ways materials can change to satisfy their curiosity.
- Open minded – students will listen to new ideas from others, consider different explanations, and learn from results that are unexpected or different from their predictions.
- Responsible – students will work safely and respectfully with materials and equipment, and thoughtfully share their results and ideas with the class.

Understanding Diversity

The beauty of the world lies in the diversity of its people. - Unknown



- **Novel study - Variety of texts from different authors**
- **Historical buildings of South Australia**
- **Immigration & diverse cultures of Australia**