

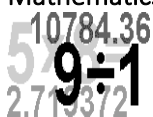





Year Six Curriculum Overview – Term 2, 2025

Below is a summary of the content to be covered in each Learning Area in Term 2.

<div>Religious Education</div> <div></div>	<p>Love others as I have loved you.</p> <p>Students will explore the meaning of Christian discipleship and how they are called to live a Christian life. Students will study the Beatitudes as our way to live a Christian and moral life. Made in the image and likeness of God, we are called to respect the dignity of all humanity. Students will investigate judgements and behaviours that prevent people from preserving the human dignity of all. Students will explore Scripture, Church Tradition, and the actions of Jesus to deepen their understanding on how to live and act justly.</p> <p>Outcomes – Knowledge, understanding and skills</p> <p><i>A student will:</i></p> <ul style="list-style-type: none">- explains how the Beatitudes and the words and actions of Jesus guide the Christian response to others- investigates the traditions, beliefs, Scripture and events associated with the Liturgical Year- demonstrate how the principles of Christian living challenge us to live and act justly- examines the birth, life, death, Resurrection and Ascension of Jesus Christ.												
<div>English</div> <div></div>	<p>Reading Comprehension Focus: Students will be provided with a guided reader from the school library. Each week, students meet with their teacher in small groups to discuss their comprehension and reading progression of their novel. The students will receive an individual reading goal to work towards for term 2. During the reading component of the English morning session, activities will include the following: spelling, writing, listening, speaking, and reading activities. Students will be involved in literacy groups covering areas such as writing, grammar, reading comprehension and spelling tasks.</p> <p>Author Study: During Term 2, students will be exploring a selection of novels that have been illustrated by Shaun Tan. He is best known for illustrated books that highlight social and historical subjects through dream-like imagery, widely translated throughout the world. This work will align with our historical unit of how Australia developed as a nation to consolidate knowledge from Term 1 and keep historical information relevant before the students journey to Canberra.</p> <p>Writing Focus: During Term 2, students will focus on creating written text for informative purposes. The texts for this term will be centered around demonstrating the implementation of literacy features to engage their specified audience. Students will be focusing on generating ideas to create informative texts, planning, monitoring and revising their writing with consideration given to text features for multiple purposes, word-level language, sentence-level grammar and punctuation.</p>												
<div>Mathematics</div> <div></div>	<p>Year 6 will be exploring the following concepts over the course of Term 2. Whilst studying this content, the focus will be consolidating problem solving skills, reasoning and the ability to describe and represent mathematical situations in a variety of ways.</p> <table><tr><th>Weeks</th><th>Big Idea</th><th>Content</th></tr><tr><td>Weeks 1 – 2 Unit 1</td><td>What needs to be measured determines the unit of measurement</td><td>Compare 12- and 24-hour time systems and convert between them Solve problems involving duration, using 12- and 24-hour time Choose and use efficient strategies to solve addition and subtraction problems</td></tr><tr><td>Weeks 3-5 Unit 2</td><td>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.</td><td>Select and apply strategies to solve problems involving multiplication and division with whole numbers Multiply and divide decimals by powers of 10 Use equivalent number sentences involving multiplication and division to find unknown quantities Explore the use of brackets and the order of operations to write number sentences</td></tr><tr><td>Weeks 6-8</td><td>What needs to be measured determines</td><td>Connect decimal representations to the metric system Convert between common metric units of length</td></tr></table>	Weeks	Big Idea	Content	Weeks 1 – 2 Unit 1	What needs to be measured determines the unit of measurement	Compare 12- and 24-hour time systems and convert between them Solve problems involving duration, using 12- and 24-hour time Choose and use efficient strategies to solve addition and subtraction problems	Weeks 3-5 Unit 2	Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.	Select and apply strategies to solve problems involving multiplication and division with whole numbers Multiply and divide decimals by powers of 10 Use equivalent number sentences involving multiplication and division to find unknown quantities Explore the use of brackets and the order of operations to write number sentences	Weeks 6-8	What needs to be measured determines	Connect decimal representations to the metric system Convert between common metric units of length
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<div>Inquiry</div> <div></div>	<p><i>Our inquiry big question for the start of this term is:</i> How do the structural and behavioural features of living things support survival?</p> <p>In this biological science unit, students will investigate how the physical conditions of the environment affect the survival of living things. They will investigate organisms that live in extreme environments and learn that changes in physical conditions will affect the behaviour and survival of living things. This unit will help develop students' critical thinking and literacy skills by giving them opportunities to accurately describe and explain observations and to use scientific language correctly. Students will employ the scientific skills of predicting, observing and explaining observations. They will apply knowledge to new contexts and develop basic laboratory skills. Students will also design and conduct an experiment by controlling variables, recording results, forming conclusions and evaluating methods.</p> <p><i>Other essential focus questions:</i></p> <ul style="list-style-type: none">❖ How do the structural and behavioral features of living things support survival?❖ Why is it important for food and/or fibre to be produced sustainably?																								
<div>PDHPE</div> <div></div>	<p>Personal Development and Health – Second Step (Social and Emotional Learning Program)</p> <p>St Cecilia’s is implementing a Second Step, a coordinated classroom, family and community program, designed teach children how to understand and manage their emotions, control their reactions, be aware of others’ feelings and have the skills to problem-solve and make responsible decisions.</p> <table><tr><th>Week</th><th>Lesson</th><th>Objective</th></tr><tr><td>2</td><td>Lesson 6 – Recognising Bullying</td><td>Recognise and define bullying Understand how bullying can affect them and their peers Empathise with individuals who are bullied Understand what they can do if they or someone they know is bullied</td></tr><tr><td>3</td><td>Lesson 7 - Bystanders</td><td>Recognise and define the role of a bystander in bullying Understand how a bystander can be a part of the problem or part of the solution Apply empathic concern and perspective taking Identify ways to be part of the solution to bullying</td></tr><tr><td>4</td><td>Lesson 8 – Emotions: Brain and Body</td><td>Understand what happens to their brains and bodies when they experience strong emotions Identify the first three Steps for Staying in Control Understand why using self-talk is a key to managing emotions Apply self-talk strategies</td></tr><tr><td>5</td><td>Lesson 9 - Calming Down Strategies</td><td>Apply centered breathing techniques correctly Recognize self-talk that intensifies or calms down strong feelings Use self-talk to manage emotions Identify calming-down strategies that work best for them</td></tr><tr><td>6</td><td colspan="2">Canberra Excursion</td></tr><tr><td>7</td><td>Lesson 10 - Using the Action Steps</td><td>Analyse a problem by stating what the problem is and identifying the perspectives of those involved Generate multiple options for solving a problem Understand how to consider each option and decide on the best one Apply the first four Action Steps</td></tr><tr><td>8</td><td>Lesson 11 - Making a Plan</td><td>Generate a plan for carrying out an option</td></tr></table>	Week	Lesson	Objective	2	Lesson 6 – Recognising Bullying	Recognise and define bullying Understand how bullying can affect them and their peers Empathise with individuals who are bullied Understand what they can do if they or someone they know is bullied	3	Lesson 7 - Bystanders	Recognise and define the role of a bystander in bullying Understand how a bystander can be a part of the problem or part of the solution Apply empathic concern and perspective taking Identify ways to be part of the solution to bullying	4	Lesson 8 – Emotions: Brain and Body	Understand what happens to their brains and bodies when they experience strong emotions Identify the first three Steps for Staying in Control Understand why using self-talk is a key to managing emotions Apply self-talk strategies	5	Lesson 9 - Calming Down Strategies	Apply centered breathing techniques correctly Recognize self-talk that intensifies or calms down strong feelings Use self-talk to manage emotions Identify calming-down strategies that work best for them	6	Canberra Excursion		7	Lesson 10 - Using the Action Steps	Analyse a problem by stating what the problem is and identifying the perspectives of those involved Generate multiple options for solving a problem Understand how to consider each option and decide on the best one Apply the first four Action Steps	8	Lesson 11 - Making a Plan	Generate a plan for carrying out an option
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		Apply the Action Steps Understand how to make amends
	9 -10	Assessment Bullying Prevention and Emotion Management
	<p>Physical Education <i>Essential Content:</i> Refines and applies movement skills creatively to a variety of challenging situations Shows how to maintain and improve the quality of an active lifestyle Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.</p> <p>Netball: During this unit student will focus on fundamental movement skills, individual, group and team physical activities. They will be encouraged to discuss the health benefits of physical activity. They will practice the skills of over arm throw, catch, dodge, side gallop, skip and sprint run.</p> <p>Gymnastics and Yoga: During this unit student will focus on fundamental movement skills, rhythmic and expressive movement, individual physical activities. They will practice the skills of static balance, leap, vertical jump, skip, hop and side gallop.</p>	
Creative Arts 	<p>Portraiture Throughout this unit students will learn the techniques needed to create portraits. Students will be introduced to realism, abstract/caricature and sculpture as a form of creating self-portraits. The artists studied for this unit will be Munch, Van Gogh, Pablo Picasso and Andy Warhol. Activities based upon their artistic style are incorporated into this unit.</p>	

2025 Specialist classes

<u>Specialist Teacher</u>	Mrs. (Jaclyn) Sheppard & Mrs. (Chloe) Harrison	Mrs. (Anastasia) Cattabriga	Mrs. (Virginia) Cumming	Mrs (Chelsey) Shaw	AFL and Soccer Clinics Term 2
<u>Specialist Area</u>	<u>Coaching</u>	<u>Creative and Performing Arts</u>	<u>Library</u> <i>Students bring library bag</i>	<u>Physical Education</u> <i>Students wear sports uniform</i>	<u>Sport</u> <i>Students wear sports uniform</i>
<u>6 Blue</u>	Tuesday 11:25 am – 12:25 pm	Tuesday 8:45 – 9:25 am	Tuesday 9:25 – 10:05 am	Wednesday 8:45 – 9:25 am	Monday Both Classes
<u>6 Gold</u>		Tuesday 9:25 – 10:05 am	Tuesday 8:45 – 9:25 am	Thursday 8:45 am – 9:25 am	

Communication with teacher

Communication is key to a successful partnership in Year 6's final year of primary school. Whilst the day is filled with many learning experiences, we do prefer that communication is via email through the school office (scw@dbb.catholic.edu.au) with the subject **ATTN: Teacher name & Child's Class**. We are also available to attend face-to-face or phone meetings before and after school, but these **must** be booked in advance due to other commitments. To book these meetings with us, please email or phone the office with your preferred day and time and we can determine a meeting time from there.

We will communicate important messages to you via Compass, so please ensure that you have Compass notifications turned on. If you are unsure of how to do this, please don't hesitate to contact the office for assistance.

Homework

SECOND STEP: Social and Emotional Learning Program

- ❖ *Weekly learning activities* are sent home to reflect and consolidate the content being covered in class. This program is most effective if the messaging between home and school aligns. Therefore, please ensure you review this homework.

ENGLISH

- ❖ Read a 'Good Fit' book (that the students can loan from the school library) each day to assist in the development of reading fluency, accuracy, comprehension and vocabulary exploration. We recommend for this age group students should read for 20 - 30 minutes.

MATHEMATICS

- ❖ *Weekly Revision Sets* that allow the students to complete a mixture of questions based on Year 6 content that is being taught in class

PBL FOCUS – Positive Behaviour for Learning

<u>Term 1</u>	<u>Focus</u>	<u>Skill</u>
Week 1 and 2	Cooperate	Own Our Behaviour
Week 3 and 4	Safe	Care for Ourselves and Our Environment
Week 5 - 7	Respectful	Use a Growth Mindset
Week 8 - 10	Safe	Problem Solve

IMPORTANT DATES

Week 1

Monday 28th April – Curriculum Reform Day (Day 1)

Tuesday 29th April – Curriculum Reform Day (Day 2)

Week 2

Monday 5th May – Year 6 Parish Mass at St Cecilia's Church at 9:15 am

Wednesday 7th May – Historical Home Learning Task Due

Thursday 8th May – Mother Day Breakfast and Liturgy from 7:45

Friday 9th May – Whole School Awards at 8:45 am

Sunday 11th May – Mother's Day

Week 3

Wednesday 14th May – Historical Showcase. Parent Welcome at 2:30 pm. Location TBC via compass communication.

Week 4

Wednesday 21st May - Paul Kelly Cup

Friday 23rd May - Whole school awards at 8:45am

Week 5

Friday 29th May – Ascension Feast Day

Week 6

Friday 6th June - Whole school awards at 8:45am and Colour Run

Sunday 8th June - Pentecost

Week 7

Monday 9th June – Monarch's Birthday (Public Holiday)

Wednesday 11th June – Friday 13th June Year 6 Canberra Excursion

Week 8 (Wellbeing Week)

Wednesday 18th June – Year 6 (Blue) Father Raul Classroom Visit at 12:55 – 1:25 pm

Friday 20th June – Whole School Awards and Light of Learning Award

Week 9

Wednesday 25th June – Year 6 (Gold) Father Raul Classroom Visit at 12:55 – 1:25 pm

Week 10

Wednesday 2nd July – Reports open on Compass

Thursday 3rd July – Last day of Term 2

Friday 4th July – System Wide Staff Development Day (No School)

We look forward to another wonderful term together.

Molly Clancy, Stephanie Alchin and Karla Williams

