



Year Six Curriculum Overview – Term 3, 2026

Religious Education 	Mary, Woman of Faith and Other Disciples This unit focuses on Mary as a faithful disciple and a model for the Church. Students will explore the lives of women in Scripture and female saints who demonstrated faith, courage, and trust in God through their words and actions. They will deepen their understanding of Mary's unique role in God's plan of salvation and examine the ways the Church honours her through significant Marian feast days and devotional practices. Students will also investigate how Mary is portrayed as the model of faithful discipleship through a variety of artistic and musical expressions. By engaging with Scripture, tradition, art, and music, students will reflect on how the example of Mary and other women of faith continues to inspire Christians to live as faithful disciples today. Inquiry Questions - How do women in Scripture and the Church demonstrate faith, courage, and trust in God as faithful disciples? - How does the Church honour Mary, Mother of God, as the model of faithful discipleship?												
English 	Reading Focus: This term, students will continue their novel studies. Each student will be provided with a novel from the school library and will engage in weekly reflection and comprehension tasks. During the reading component of the English morning session, students will participate in a range of literacy activities, including spelling, writing, listening, speaking, and small group reading instruction. They will also take part in literacy groups that focus on key areas such as writing, grammar, reading comprehension, and spelling. Writing Focus: During Term 3, students will focus on creating persuasive texts. They will learn to use a range of literacy features to effectively engage their intended audience. Students will develop skills in generating ideas, planning, drafting, and revising their writing. Throughout the term, they will consider how to use appropriate text structures, word-level language choices, and sentence-level grammar and punctuation to suit different purposes and audiences. Public Speaking Focus: This year St Cecilia's will be participating in a whole school Public Speaking Competition which is an annual event at the school. In addition, two Year 6 children will be selected to compete in the Diocesan Catholic Schools Public Speaking Competition. The students will be developing their ability to communicate effectively, using language considered to entertain, inform, and persuade audiences for an increasing range of purposes.												
Mathematics 	Year 6 will be exploring the following concepts over the course of Term 3. 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. <table><tr><th>Weeks</th><th>Big Idea</th><th>Outcomes</th></tr><tr><td>Weeks 1 - 2 Unit 1</td><td>What needs to be measured determines the unit of measurement</td><td>Working Mathematically -Non-Spatial Measure - Time</td></tr><tr><td>Weeks 3 -7 Unit 2</td><td>Fractions represent multiple ideas and can be represented in different ways</td><td>Working Mathematically - Number and Algebra</td></tr><tr><td>Weeks 8-10 Unit 3</td><td>Angles are the primary structural component of many shapes</td><td>Working Mathematically - Measurement and Geometry - Angles - Two Dimensional Shapes</td></tr></table>	Weeks	Big Idea	Outcomes	Weeks 1 - 2 Unit 1	What needs to be measured determines the unit of measurement	Working Mathematically -Non-Spatial Measure - Time	Weeks 3 -7 Unit 2	Fractions represent multiple ideas and can be represented in different ways	Working Mathematically - Number and Algebra	Weeks 8-10 Unit 3	Angles are the primary structural component of many shapes	Working Mathematically - Measurement and Geometry - Angles - Two Dimensional Shapes
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Inquiry – Geography

The Inquiry Learning Cycle



Science and Technology: It's Electrifying!

Key inquiry question: How can energy, forces and electricity change and transform in our world?

Sub inquiry questions:

1. *How can we make a force stronger or weaker?*
2. *What types of energy transformations can be observed?*
3. *How can electricity be used in a product or system?*

Unit Overview: In this Physical Sciences unit, students will investigate the concepts of forces, energy, and electricity, with a focus on how energy can be generated, transferred, transformed, and used in everyday life. Through hands-on investigations, students will develop an understanding of electrical circuits and explore how electricity powers products and systems that support modern living. Students will use scientific inquiry skills to plan and conduct investigations, test hypotheses, collect and analyse data, and communicate evidence-based conclusions. They will explore how forces can be increased or decreased and observe different forms of energy transformation in a range of real-world contexts. The unit also develops students' intercultural understanding by encouraging them to reflect on the role of electricity in their own lives and compare their experiences with those of people living in communities with different levels of access to electricity. Students will strengthen their personal and social capability and ethical understanding as they investigate how electricity has transformed homes and communities and evaluate the environmental impacts of renewable and non-renewable energy sources. Through these learning experiences, students will consider how scientific knowledge and technological advances can contribute to a more sustainable future.

PDHPE



Personal Development and Health

In Term 3, St Cecilia's will be beginning the UR Strong Friendology 101 – Skills Based Curriculum in PDH. URSTRONG's whole-school friendship strategy has improved the social climate in schools around the world, connecting over a million kids, parents, and teachers with a common language of friendship. We are proud to be a URSTRONG School and are committed to empowering your children with friendship skills.

Additionally, you are invited to take advantage of a [FREE Parent Membership](#) to access hundreds of resources – including an 8 session video series. This will allow you to learn the same language & strategies being taught in the classroom through the Friendology 101 curriculum. We hope that, as a URSTRONG Family, you will reinforce the important messages of empowerment, self-compassion, & kindness at home.

Year 6

Term 3	Lesson Title	Lesson Objective
Week 1-2	Inner Ninja	This session is focused on self-compassion, teaching students self-care strategies including character strengths, squashing ANTs, breathing techniques, and focusing on 'controllables.'
Week 3-4	Friendship Facts	This session anchors students in the 'truths' of friendship so they have realistic expectations. Students reflect on their own friendships & practise asking open-ended questions.
Week 5	Friend – O – Meter	This session helps students think deeply about how they feel in their friendships & friendship groups. Students identify Must-Haves and Deal-Breakers, reflecting on the overall health of their friendships.
Week 6	Friendship Fires	This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to handle a friend's negative reaction and what to do if the conflict is online.
Week 7	Mean on Purpose	This session teaches students how to respond to intentionally cruel, rude, or mean behaviour. They reflect on the difference between low-level friendship issues and mean-on-purpose behaviour.
Week 8	Tricky Situations	This session highlights hot topics for this age group including: Peer Pressure, Drama Between Friends, Rumours, Group Chats Online.
Week 9	Friendship Groups	This session focuses on navigating challenging friendship groups, helping students get strategic. Students reflect on jealousy, FOMO (fear of missing out), and Fork-in-the-Road moments.
Week 10	Kind and Strong	This final session ties it all together, reviewing the key concepts, and students share their culminating project, Friendship Footprints, designed to strengthen gratitude.

Physical Education

Netball: During this unit, students will focus on developing fundamental movement skills, strategies, and teamwork through participation in netball activities. They will develop their ability to perform and refine skills including passing,

	catching, footwork, shooting, defending, and positioning. Students will explore the importance of communication, cooperation, fair play, and decision-making when participating in individual, group and team physical activities. They will also discuss the health benefits of regular physical activity and the importance of active lifestyles. Dance: During this unit, students will explore movement, rhythm, and expression through a range of dance activities. They will develop their ability to create, perform, and respond to movement sequences while exploring different styles, techniques, and cultural influences. Students will work collaboratively to compose and perform dances, developing confidence, creativity, coordination, and an understanding of how movement can communicate ideas and emotions. <i>If your child is unable to participate in Physical Education due to an injury, please communicate this with your child's teacher via email or letter.</i>
Visual Arts 	Soft and Hard Sculptures Throughout this unit students will learn the techniques needed to create sculptures directly linking to our Science and Technology inquiry unit. Students will be introduced to several toys from the Lilypad tech site to provide ideas in following the Design Process. Students will be encouraged to complete a simple circuit that lights up their toy and incorporates a switch. This process will be repeated in a recycled materials sculpture as part of an exhibition. This term in CAPA, students will rehearse and refine their performance skills both individually and in small musical groups. They will compose their own music using instruments and digital technologies. Students will develop an understanding and appreciation of music as both a creative outlet for expressing feelings through composition and a powerful medium for influencing emotions through listening.

2026 Specialist Classes

<u>Specialist Teacher</u>	Mrs. (Sylvana) Jordan & Mrs. (Rebecca) Tobin	Mrs. (Anastasia) Cattabriga	Mrs. (Virginia) Cumming	Mrs. (Chelsey) Shaw	Mrs. (Chelsea) Shelley & Mrs. (Danille) Drewitt Smith
<u>Specialist Area</u>	<u>Visual Arts</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>Fitness</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 2:05 – 2:45 am	Friday 2:30 – 3:00 pm
<u>6 Gold</u>		Tuesday 9:25 – 10:05 am	Tuesday 8:45 – 9:25 am	Thursday 11:25 am – 12:05 am	Friday 8:45 am -9:15 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 tasks, 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

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 30 minutes daily.
- ❖ Writing piece: Persuasive Text and Letter to Future Self, aligned to memory book project (details to be confirmed later in term).

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, posted on Study Ladder.

Assignments

- ❖ Public Speaking Competition.
Assigned last term and due Week 2.
- ❖ Science: The Rube Goldberg Assignment.
Coming later in the term.

PBL FOCUS – Positive Behaviour for Learning

<u>Term 1</u>	<u>Focus</u>	<u>Skill</u>
Week 1 and 2	Cooperative Learners	Learn and let others learn
Week 3 and 4	Safe Learners	Be in the right place at the right time
Week 5 - 6	Respectful Learners	Do your personal best
Week 7- 8	Safe Learners	Problem Solve
Week 9- 10	Cooperative Learners	Take turns and include others

TERM 3 IMPORTANT DATES

Week 2

- Monday 27th July: Public Speaking - Class level (Round 1)
Year 6 Parish Mass, families welcome to attend 9:15am
- Friday 31st August: Whole school awards assembly

Week 3

- 3rd - 7th August: Public Speaking - Grade level Year 6 (Round 2)
- Friday 7th August: Mary MacKillop Liturgy Hall 8:45

Week 4

- Friday 14th August: Whole school awards assembly
- Friday 14th August: Whole school Assumption Liturgy in the school hall at 8:45 am

Week 5

- Monday 17th August: Staff Development Day (No school for students)
- 17th –28th August: Diocesan Public Speaking Cluster Finals, Day TBC: St Brendan's Lake Munmorah.

Week 6

- Friday 28th August: Whole school awards assembly

Week 7

- Thursday 3rd September: Stage 3 Father's Day Liturgy Breakfast (7:45am) and Book Week Parade

Week 8 – Wellbeing Week

- 7th -11th September Day TBC: *Public Speaking* - Stage level (Round 3) Parents Welcome
- 8th September = Tracksuit Tuesday
- Friday 11th August: Whole school awards assembly and Light of Learning

Week 9

- 14th - 18th September Day TBC: Public Speaking Showcase of top three from each grade. Parents Welcome

Week 10

- Friday 25th September: Whole school awards assembly and last day of Term 3.

We look forward to another wonderful term together.

Chelsea Shelley, Stephanie Alchin and Danielle Drewitt Smith