

# Year 6 Curriculum Map

## Term 1, 2026

### Information for Parents & Carers



#### English

##### Writing and creating informative texts

**Teaching and Learning:** Students engage with a variety of biographies including Australian migrants and First Nations Australians. They identify text structures and features including headings, timelines and images and how these inform the reader and improve access to the information in texts.

**Assessment:**

**Writing:** Students create a biography and use multimodal elements to present to an audience.

**Reading Comprehension:** To read, view and comprehend informative texts.

#### Maths

**Teaching and Learning:** Students will learn about the following number concepts:

- Expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane.
- Build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers.
- Use combinations of transformations to create tessellating patterns.
- Conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.

**Assessment:**

**Number and Space:** To locate and represent ordered pairs on the Cartesian plane and create tessellating patterns using combinations of transformations.

**Statistical investigation:** To compare distributions of data. To critique arguments presented in advertisements based on statistics.

#### Science

##### Biological Sciences

**Teaching and Learning:**

Students investigate interdependencies in biological systems using research, experiments and field observations. They plan and conduct safe investigations, control variables and use accurate measurements to analyse how changes in physical conditions affect organisms. Students use graphs and digital tools to identify patterns and trends, make predictions, and draw reasoned scientific conclusions.

**Assessment:** Students will investigate how organisms are affected by changes in a physical habitat condition.

#### LOTE

##### My House

**Teaching and Learning:** Students use language to explore the concept of housing in Japan and make connections with the student's own personal spaces. They will describe various household items and identify both similarities and differences between Australian and Japanese spaces.

**Assessment: Collection of work**

Students design their own special place using elements from class and write about it in Japanese and English.

#### Design Technology

##### Harvesting good health

**Teaching and Learning:** Students explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product. Students apply processing and production skills such as investigating, generating designs, criteria for success, production, evaluating and collaborating.

**Assessment:** Students will design a service that provides an edible plant that can be used to create a healthy food product.

#### Humanities and Social Sciences (HASS)

##### Australia in a Diverse World

**Teaching and Learning:** In this unit students will investigate the following key inquiry question, 'How do places, people and cultures differ across the world? Students explore the geographical and cultural diversity of Asia and the world, including Australia's connections with other countries. They interpret and represent data using maps to identify patterns and trends and communicate findings using appropriate conventions and discipline-specific language.

**Assessment:** Students will organise and represent data using tables and maps at different scales, interpret data to identify patterns, trends and relationships, and draw evidence-based conclusions. They will describe, compare and explain the diverse characteristics of places from local to global scales, including the diversity of people, communities and environments.

#### The Arts

##### Music: Rhythmic Riot

**Teaching and Learning:** In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

**Assessment:** Students will describe and perform two songs with rhythmic accompaniment and compose a musical piece using ostinato, melody and accompaniment.

#### Health & Physical Education

##### Health: What am I drinking?

**Teaching, Learning & Assessment:** Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students describe their own and others' contribution to health and wellbeing. They access and interpret health information and apply decision-making skills to enhance their own and others' health and wellbeing.

##### PE: Athletics

**Teaching, Learning & Assessment:** Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges.