



Fernbrooke  
STATE SCHOOL  
*Exceeding Expectations*



# Year 6 Term 1 Overview

Year 6 this year is going to be a very busy in the curriculum department. Year 6 students will be participating in some integrated units. Integrated units are areas of curriculum that have been woven together because their content is complimentary. This approach has previously been found to engage students in their learning more thoroughly, as it allows teachers to choose topics the students have an interest in. If you have any questions about your child's learning, please see your child's class teacher for more information.

## English: Engaging with and responding to literature

### Focus:

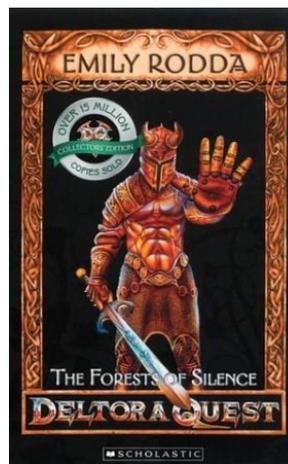
This term, students read and enjoy a wide range of stories and texts that help them grow as confident, independent readers. These include novels, short stories and performances.

As they read and view texts, students learn how authors use storytelling techniques such as characters, settings, images and descriptive language to make stories interesting and meaningful. They explore how these choices help readers understand the story and feel connected to it.

Students also talk about when and why a text was created and how an author's experiences or the time and place of the story can influence characters, events and ideas. They share their thoughts and opinions using clear speaking skills and appropriate language, and they respond to texts through discussion and writing. Students use what they learn from these texts as inspiration to create their own written work.

### Assessments:

- **English Assessment Task:**  
Completed Term 1 Week 8-9



## Term 1

### Key Dates:

- **Assembly:** Monday 8:45am
- **Yr 6 Camp:** 9th–11th February
- **Leadership Ceremony:** 16th February
- **Parent Teacher Interviews:** 16th March
- **Swimming:** 11th–27th March
- **Senior Cross Country:** 25th March
- **Harmony Day:** 25th March
- **Celebration of Learning:** 1st April

## Mathematics

### Focus:

In Term 1, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

- use integers to represent points on a number line and in the Cartesian plane
- solve problems using the properties of prime, composite and square numbers
- find unknown values in numerical equations involving combinations of arithmetic

operations

- identify and explain rules used to create growing patterns
- create and use algorithms to generate sets of numbers, using a rule
- use the formula for the area of a rectangle and angle properties to solve problems
- create tessellating patterns using combinations of transformations

### Assessments:

- **Number Assessment Task:**  
Completed Term 1 Weeks 1-3
- **Algebra Assessment Task:**  
Completed Term 1 Weeks 7-8
- **Measurement Assessment Task:** Completed Term 1 Week 9
- **Space Assessment Task:**  
Completed Term 1 Week 10



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# Science: Biological Sciences

In Term 1, students learn how living things depend on each other and their environment by taking part in different types of investigations. These include researching, doing simple experiments and making observations outside the classroom.

They learn why fair testing is important by controlling variables and taking accurate measurements so investigations can be repeated and results can be trusted. Students plan and carry out investigations safely and explore how changing one factor can affect another.

Students use different types of graphs to show patterns and changes over time, such as growth and survival. They use this information to make predictions, explain what is happening and draw sensible conclusions.

Digital tools are used to help students explore how changes in conditions like temperature, light and rainfall can affect plants and animals. Students predict what might happen when these conditions change.

Students also learn how scientists work together across different areas such as Science, Technology, Engineering and Mathematics to solve real-world problems. They explore how Aboriginal peoples' and Torres Strait Islander peoples' traditional knowledge of the land and environment helps inform caring for and restoring ecosystems today.

## Assessment:

- **Biological Sciences Assessment Task:**  
Completed Term 1 Week 10



# HASS: Migration

## Focus:

This term, Year 6 students will investigate migration.

Students will:

- Explain the significance of an event/development, an individual and/or group
- Identify and describe continuities and changes for different groups in the past and present
- Describe the cause and effect of change on society
- Develop appropriate questions to frame an investigation
- Locate and collect useful data and information from primary and secondary sources
- Sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timeline
- Organise and represent data in a range of formats, including

large and small scale maps, using appropriate conventions

- Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials

## Assessment:

- **HASS: Migration Assessment Task** Completed Term 1 Week 10



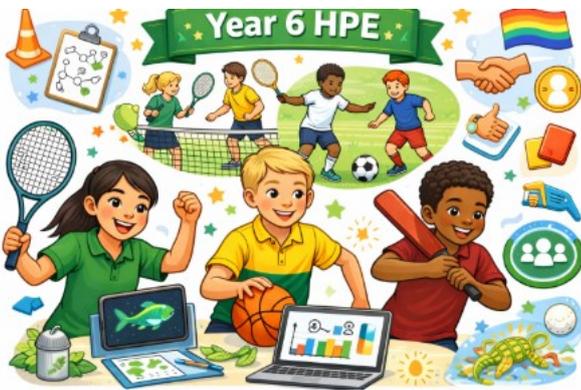
# Health & P.E

## Focus:

In Health, Students learn about what makes each person unique and how different experiences help shape who we are. They explore how roles and responsibilities can change over time and understand that people experience change and transitions in different ways. Students discuss positive strategies for managing change.

Through activities such as reflective journals and real-life scenarios, students explore how family, culture, society and the media can influence their values, beliefs and how they see themselves. They learn to recognise stereotypes and how these can affect thinking and behaviour. Students practise skills to manage emotions, stress and challenges in healthy ways.

Students also explore what it means to show respect, empathy and inclusion. They apply these ideas to real-world situations and practise making choices that support positive and respectful relationships with others.



In Physical Education (P.E) students continue to develop and improve their movement skills across a range of physical activities, including games played on courts, in teams, and in striking and fielding situations. They practise different techniques and strategies to help them perform better and learn how to play fairly and include others.

Through both team and individual activities, students explore more advanced movement skills and learn how to apply them in different situations. They practise adjusting their movements to suit the activity, helping them become more confident, coordinated and capable movers.

Students also learn the importance of teamwork, respect and inclusion in physical activity, building skills that support positive participation and enjoyment for everyone.

## Assessments:

- **Health Assessment Task:**  
Completed Term 2 Week 6
- **P.E Assessment Task:**  
Completed Term 2 Week 6

# Music

## Focus:

In Music, students will explore music from different cultures around the world. They are learning how music can tell stories, express feelings and communicate meaning in different ways depending on culture and tradition.

Students will listen to and perform music from other cultures, learning about rhythm, melody and instruments used in different parts of the world. They will also create their own music by using and adapting short excerpts from well-known pieces of world music.

Throughout the unit, students will talk about how music communicates ideas and emotions, both in their own compositions and in music from other cultures. This helps students develop a deeper appreciation of cultural diversity and the role music plays in sharing stories and meaning.

## Assessment:

- **Music Assessment Task**  
Completed Term 2 Week 5



# Art and Design Technologies

## Focus:

This Semester, on Design and Technologies and Visual Arts unit, students design an idea for a new senior playground at Fernbrooke State School. They explore what makes a playground safe, fun and environmentally responsible, look at real playground examples, and learn how designers use ideas, materials and drawings to communicate their thinking.

Students practise sketching and experimenting with different techniques as they develop their own playground design. They analyse how designers are influenced by purpose, audience and environment, and use clear design criteria to guide and improve their ideas.

By the end of the unit, students create a detailed playground drawing and a written designer statement explaining their design choices, influences and key features. They share feedback with classmates, reflect on their work, and explain how their playground design meets the needs of older students at the

school. support positive participation and enjoyment for everyone.

## Assessments:

- **Arts and Technologies Assessment Task:**  
Completed Term 2 Week



# LOTE: Japanese

## Focus:

This Semester, students will explore the concept of school life in Japan and make connections with own school experiences.

Students will locate specific information from a written text, translate a familiar text and identify behaviours, values and language associated with Japanese society.

## Assessment:

- **LOTE Assessment Task:**  
Completed Term 2 Week 6

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