

## Curriculum Information for Term 2 2026 for Year 6

Dear Parents,

Welcome back to Term 2. I hope you all managed to have a relaxing break and got to get away and enjoy some time with your families. In the interests of parent engagement, and the hopes that you will ask your child about their learning, this is a quick and simple guide to what your child is focusing on this term in Year 6.

Our **Religious Education** unit this term is **Love Others as I Have Loved You**. 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.

In **English** this term, our mentor text is *Rabbit, Soldier, Angel, Thief* by Katrina Nannestad and our supporting text is *The Feather* by Margaret Wild. In this unit, students will gain a deeper understanding of the textual concepts of 'characterisation' and 'narrative'. Students will explore the development of characters as depicted through their appearance, words, thoughts and actions. They will explore the models of behaviour presented and how the relationship between characters enhances a reader's engagement with the text. Students will create imaginative and informative texts, drawing on their knowledge of characterisation as well as historical knowledge gained. Students will also explore the textual concepts of 'imagery, symbol and connotation' with the supporting concept of 'genre' and will discover that literature does not always follow the form and function of a single genre, and that symbols are used within both written texts and illustrations. Students will apply their knowledge of symbol, imagery and genre in the creation of a narrative picture book with poetic elements.

In **Mathematics**, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

We will often do a pretest at the beginning of a learning cycle, to see where the students need explicit instruction, and a post test at the end of the cycle so they can see their growth and achievement. We utilise a range of settings including whole class, small group, partnered and independent learning across all areas of Mathematics. Explicit teaching of skills and content is always the initial focus, and then open-ended tasks challenge students' thinking at various points of need.

**Science:** Our unit is titled *Material World, (NRMA Future of Transport Challenge)*. Students will identify a problem to do with transport and pose a solution to the problem. Students will work in teams and have an end of term STEM parent engagement session, where each team will show and describe their solution and teachers/leadership will pick the winning teams to be entered into the NRMA Challenge. Students investigate how different properties of materials affect their suitability for products. They will develop their knowledge and understanding of the properties and performance of materials through observation and manipulation. They have the opportunity to design and make a solution to the transport problem.

**History:** Our unit is titled *Spread of European Empires*. This unit explores the expansion of European empires between the 18th and 20th centuries and their global consequences. Students will investigate the motivations behind empire-building - including economic ambitions, religious and cultural influences, and national prestige - while analysing how these shaped colonisation and conflict. Through case studies of Britain, France, Spain, Portugal, and Germany, students will examine the ways empires expanded, the methods of domination they employed, and the resistance they faced from colonised peoples, including First Nations peoples in Australia. By engaging with maps, timelines, and historical sources, students will develop the skills to identify perspectives, evaluate evidence, and construct historical interpretations about continuity, change, and the contested nature of empire.

**Creative Arts:** This term in *visual arts* we will focus on photography and digital forms. Our artists in focus are Ansel Adams and Annie Liebovitz. Creative Arts lessons will continue with Mrs Brenda Paul with a focus on *drama*.

**PDHPE:** This term our unit is Being Healthy. Students will acknowledge the impact of their choices and decisions on their own and others health and wellbeing. They will investigate and adopt practices resulting in a positive impact on a range of health areas to reduce the chance of lifestyle diseases. We will also continue to focus on the UR Strong program, throughout the term.

### Home Learning

Current research on Home Learning is that it can be beneficial for students in Stage 3 to establish simple Home Learning routines to help build positive study habits ahead of secondary school. It is also helpful for students to revise what they are learning in class to facilitate the transfer of skills and content to their long-term memory. In Year 6, students receive Home Learning on a Monday (on Google Classroom) and it is returned by Friday. Most of the set work is digital.

Each week, students will need to be prepared for the following routine activities:

**Monday** – Class Sport, Home learning is set on Google Classroom

**Thursday** – Creative Arts and Library, Assembly (even weeks)

**Friday** - PE with Mrs Frost, Home learning is collected on a Friday (or Monday at the latest)

### **Uniform**

Last term, our students in Year 6 set a very high standard for wearing their uniform. It is vital for our senior students to continue to model this high standard - thank you in anticipation of your support.

### **Communication**

My door is always open and I **love** to talk with you about your children.

**To communicate with me or set up a meeting:**

Phone - 7256 2134

Email: [lissette.calleja@dbb.catholic.edu.au](mailto:lissette.calleja@dbb.catholic.edu.au) (\*I will respond within 48 hours)

**I will communicate with you in the following ways:**

- All school based communication through Compass
- Email through our class parents or specific class notifications on Compass

**Thank you for your support. I look forward to working in partnership with you throughout 2024!**

Kind regards

Lisette Calleja