Aspley State School

2026 Term 3 Parent Term Overview: Year 6

Key Learning Areas	Overview of Learning	Assessment Items
English	Students engage with a variety of informative texts that may include technical information about a wide range of topics of interests or topics. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies. Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources. Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams. Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to explain ideas.	**Reading, viewing and comprehending informative texts** Student read, view and comprehend informative texts **Writing and creating informative texts** Students create a written and multimodal informative text for an audience.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • solve practical problems using addition and subtraction of fractions with related denominators • solve arithmetic problems involving all four operations with decimals • use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions • use physical materials to compare the parallel cross-sections of familiar objects including right prisms • apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle • convert between common metric units of length, mass and capacity (for example: metres and centimetres) • begin to formally use deductive reasoning in spatial contexts involving lines and angles.	**Number and Mathematical Modelling** Students using mathematical modelling to solve a practical problem involving percentages and rational numbers **Measurement** Students convert between common units of length, mass and capacity and use all 4 operations with decimals. To solve problems involving area of a rectangle and angle properties.
Science	Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	
Humanities and Social Sciences (HASS)	**Inquiry question:** How do places, people and cultures differ across the world? **In this unit, students:** • Examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia • Investigate differences in the economic, demographic and social characteristics of countries across the world • Consider the world's cultural diversity, including that of its indigenous peoples • Identify Australia's connections with other countries • Organise and represent data in large- and small-scale maps using appropriate conventions • Interpret data to identify, describe and compare distributions and trends • Present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	
Health and Physical Education (HPE)	**Health:** Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. **Physical Education:** Students perform specialised tennis skills. They combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They demonstrate fair play and skills to work collaboratively during tennis activities and games.	
The Arts: Media	Students create a documentary style film to tell the personal story of someone in the school community.	
Languages: Japanese	Students explore the concept of change and use language to describe feelings in situations involving change.	
The Arts: Music	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.	