

Grade Six OVERVIEW

Term 1 2026



St John Bosco's
School **Niddrie**

Religious Education

Topic:

Students will focus on: **Prayer**

Focus: Prayer

Students will:

- unpack our whole school theme - 'Christ beside me: Building a world of hope and joy.'
- develop a class prayer that reflects the qualities of Saint John Bosco
- create a class prayer symbol and establish a daily prayer routine

Topic: Lent and Holy Week

Students will:

- recall the meaning of Lent
- grow in Social Justice Awareness in Lent
- learn about children's rights
- learn about the meaning of Catholic Social Teaching on Preferential Option for the Poor and the work of Caritas
- Investigate role models who work to lift up the poor
- reflect on how they can contribute to a just world during Lent
- reflect on the ultimate sacrifice, love, and redemption shown through the final days of Jesus' life on earth

Inquiry

Inquiry Throughline: Being Our Best

Big Question: What are emotions, how do we experience them, and how can understanding them help us look after ourselves, others, and our community now and in the future?

This term, Grade 6 students will delve into emotions and the brain by investigating how different parts of the brain influence emotional responses, decision-making, and behaviour. Building on prior learning, students will inquire into the balance between the brain's automatic emotional reactions and the control we still have over our actions and choices. Using the book 'Your Fantastic Elastic Brain', they will explore how the brain develops over time, why emotions can vary in intensity, and why people may respond differently to the same situation.

As their inquiry develops, students will investigate how strategies such as mindfulness and self-regulation can strengthen the brain through regular practice, particularly the prefrontal cortex. They will reflect on real-life situations to analyse emotional responses, identify which part of the brain is involved, and evaluate which strategies are most effective for them.

Through this process, students will develop greater independence in managing emotions, a stronger sense of personal responsibility for their actions, and a deeper understanding of how emotional awareness supports positive relationships and contributes to a healthy, connected community.

English

Reading and Viewing:

Students will focus on: **Apply appropriate reading strategies when investigating different types of texts**

The students will:

- choose appropriate reading material
- build stamina for reading silently for a sustained period of time
- listen to, read, view and interpret written and multimodal texts, and analyse information and ideas
- record thinking notes when reading independently and taking part in the novel study of 'Out of My Mind'
- respond to texts read to demonstrate thinking, knowledge and understandings

English

Writing Genre: Persuasive Speech Writing & Narrative

The students will:

- generate ideas through writers notebook in order to compose texts
- consolidate their understanding of the writing process - planning, composing, revising and editing and publishing
- write to entertain with imaginative texts
- explore figurative language and how it can enhance the meaning of words
- Investigate how vocabulary choices, including figurative language can express shades of meaning and feelings
- revise the parts of speech such as nouns, pronouns,

<ul style="list-style-type: none"> ● explore a range of comprehension strategies after reading <p>Speaking and Listening</p> <p>The students will:</p> <ul style="list-style-type: none"> ● listen to discussions, clarify the content and respectfully challenge others' ideas ● prepare and deliver Sports captain speeches to House Teams ● adjust and adapt their speaking skills for different situations 	<p>adjectives, determiners, verbs, adverbs, prepositions and conjunctions</p> <ul style="list-style-type: none"> ● use a range of persuasive devices to convince an audience <p>Spelling</p> <p>Smart spelling</p> <p>Reintroduce the SMART spelling approach and establish spelling routines within the classroom and homework expectations.</p> <p>We will examine how words work and the common spelling rules. Focus will also be on the vocabulary encountered in our class texts during Reading and Inquiry.</p>
<p><u>Mathematics</u></p> <p>Data:</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Construct, interpret and compare a range of data displays, including side by side column graphs for two categorical variables ● Interpret data presentence in digital media <p>Topic: Place Value</p> <p>The students will:</p> <ul style="list-style-type: none"> ● revise and extend their knowledge of whole number, fractions and decimals ● identify and describe number properties of prime, composite, square and triangular numbers ● locate and represent whole numbers, fractions and decimals on a number line ● continue and create sequences involving whole numbers, fractions and decimals and describe the rule used to create the sequence 	<p><u>Digital Technologies</u></p> <p>Topic: Digital Technologies</p> <p>Focus: Responsible Digital Citizenship</p> <p>The students will:</p> <ul style="list-style-type: none"> ● reflect on what it means to be a responsible digital citizen ● reflect on and realise all the positive benefits of being part of online communities ● identify how social media can represent unrealistic images or lives ● explain how online actions impact future reputation ● respond safely and responsibly in group chat situations. ● create content while respecting copyright and ownership. ● use online tools and AI safely, responsibly and ethically. ● evaluate the reliability of online sources. ● identify how they manage peer pressure and make safe online choices. ● explore how digital technologies shape careers and society. ● reflect on their online identity and future goals. ● apply their digital citizenship skills to real-world scenarios.
<p><u>Social and Emotional Learning (SEL)</u></p> <p>Focus:</p> <p>Students will focus on: Emotional Literacy and Personal Strengths</p> <p>The students will:</p> <ul style="list-style-type: none"> ●unpack our SJB Expected Behaviours in order to ensure a safe and inclusive classroom for everyone ● revise our school dispositions and how we can use these habits to be successful life-long learners - problem solver, inquisitive, collaborative, reflective, resilient, self manager. ● identify personal strengths and qualities that make a good leader and elect their peers to leadership roles (e.g. House Captains) ● explain the influence of emotions on behaviour, learning and relationships and analyse factors that influence their ability to regulate emotions 	<p><u>Physical Education</u></p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Practicing and consolidating the skills required to play basketball, T-ball and tennis for interschool sport ● Consolidating skills for track and field events including throwing a discus, long jump, high jump and running. ● Using the school dispositions when practising team work activities and tabloid events for the athletics carnival
<p><u>Italian</u></p> <p>Focus: Mi presento!</p>	<p><u>Visual Arts</u></p> <p>Topic:</p>

<p>Students will focus on:</p> <ul style="list-style-type: none"> ● Core: Italian <i>alphabet</i> and <i>ordinal numbers</i> ● primo, secondo, terzo, quarto, quinto, sesto, settimo, ottavo, nono, decimo. <p><i>Mi Presento!</i></p> <ul style="list-style-type: none"> ● mi chiamo, ho ... anni, faccio la (ordinal), abito a, sono (adjectives/contrari to describe oneself (masc, fem)) ● la famiglia, mi piace <p>Le mie vacanze conversazione- My holidays conversations</p> <ul style="list-style-type: none"> ● Using prior knowledge of greetings and phrases to have a conversation with a partner. Using new phrases to describe what we have done on our holidays and what we would like to do. Inviting a person to catch up on the holidays. Looking at these phrases and introducing how we can change a statement into a question using punctuation and different tone of voice. <p>Pasqua- Exploring Easter traditions in Italy.</p>	<p>Students will focus on:</p> <ul style="list-style-type: none"> ● Working collaboratively to create a whole school art display ● Continuing to develop their sketching skills and observation skills ● Exploring the famous artist Gaudi and others who use mosaics to create art ● Creating an artistic response after their camp
<p><u>Performing Arts</u></p> <p>Topic: Drama</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● making and responding to drama in the genre of slapstick comedy through silent films and sitcoms, ● exploring slapstick comedy through the art of mime This form of performance will enable children to develop the elements of drama such as character, movement focus, tension, space and time ● understanding characteristics of Slapstick to shape and perform dramatic action using narrative structures and tension in devised and scripted drama. ● Investigating the characteristic of slap stick comedy and silent films by the watching and critiquing various silent films and comedic sitcoms ● Using their understandings developed through exploring slapstick to create their own plot, character wheel and storyboard to produce a group Silent Film ● Use music apps such as chrome lab to create music that will accompany their silent film presentation 	<p><u>Science</u></p> <p>Topic: Physical Sciences</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Exploring the properties of light and how it enables us to see ● Investigating how light from a source forms shadows ● Exploring how light can be absorbed, transmitted, reflected, or refracted by objects ● Understanding how we can use light to meet our daily needs