

# Grade Six OVERVIEW

Term 2 2026



**St John Bosco's**  
**School *Niddrie***

## Religious Education

### **Topic: Jesus Reveals that God is Trinity**

Students will focus on:

- analysing the mystery of the Trinity using texts from the Gospel of John
- explaining how the Trinity is One God in three Persons

### **Topic: Anointed in the Spirit**

Students will focus on:

- exploring Baptism in the Early Church
- understanding the historical reasons for the creation of Confirmation as a separate sacrament from Baptism
- explaining the connection between the Sacraments of Baptism & Confirmation
- examining Old and New Testament scripture to develop a sense of the presence and role of the Holy Spirit
- analysing the gift and power of the Holy Spirit

## Inquiry

### **Inquiry Throughline:**

**Big question: How do change and choices shape who we are and how we connect with others?**

Students will focus on:

This term in Health and Wellbeing, students will explore how their bodies grow and change, how to make safe and informed decisions, and how to build respectful relationships with others.

Students will investigate the physical and emotional changes of puberty, including how hormones affect the brain and body, and will learn how these changes prepare the body for reproduction through the Wonder of Living program. They will also explore strategies, products and resources that support personal hygiene and managing body changes, recognising that these choices are personal and may be influenced by cultural beliefs and practices.

Students will develop and practise assertive communication skills to respond to peer pressure situations, such as smoking or vaping, through the incursion run by Life Education Victoria, and will explore ways to create safe, respectful, and positive relationships both online and in person.

They will also undertake a personal inquiry, using the inquiry process to explore a topic of interest, with their question approved by teachers before beginning their investigation.

## English

### **Reading and Viewing: Book Club & Novel Study**

Students will focus on:

- identifying examples of author's craft in a range of texts such as; metaphors, similes, personification, idioms, imagery and hyperbole
- critiquing and analysing class novel and own book club text
- explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features
- use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meanings

## English

### **Writing Genre: Explanation**

Students will focus on:

- identifying the features of explanation texts
- creating written texts for specific purposes and audiences
- exploring ideas and experimenting with textual details and including appropriate multimodal elements
- editing their texts using an agreed set of criteria and explore editing choices
- using text structures, including repetition, to create sequence and cohesion, sentence structure to expand ideas, and punctuation to create clarity.
- writing legibly and fluently for sustained periods
- spelling new and technical words using phonic, morphemic and grammatical knowledge

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| <p><b>Speaking and Listening:</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● developing arguments and supporting evidence on a specific topic when presenting an opinion</li> <li>● developing their questioning skills in order to clarify and interrogate ideas</li> <li>● sharing and evaluating information</li> </ul>   | <p><b>Writing Genre: Persuasive</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● identifying the features of persuasive texts</li> <li>● using vivid, emotive vocabulary and experiment with language features and literary devices</li> <li>● planning, writing, publishing and delivering own persuasive arguments</li> </ul>  |
| <p><b>Mathematics</b></p> <p><b>Topic: Data</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● exploring what mode, median and range are</li> <li>● using concrete materials and data to calculate each</li> </ul> <p><b>Topic: Fractions</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● comparing fractions, locate and represent on number lines</li> <li>● adding and subtracting fractions with same or related fractions</li> <li>● finding a simple fraction of a quantity</li> <li>● making connections between equivalent fractions, decimals and percentages</li> </ul> <p><b>Topic: Shape</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● comparing the parallel cross sections of 3D objects</li> <li>● creating tessellations and other geometric patterns</li> </ul> <p><b>Topic: Addition</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● using efficient strategies to add and subtract decimals</li> <li>● estimating &amp; rounding to check the reasonableness of answers</li> <li>● applying these skills to worded problems</li> </ul> | <p><b>Digital Technologies</b><br/><b>Topic:</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● creating content that respects copyright</li> <li>● evaluating credibility using multiple criteria</li> <li>● applying refusal and help seeking strategies</li> <li>● explaining how technology shapes careers</li> <li>● reflecting on identity, risks and goals</li> <li>● applying skills appropriately to complex scenarios</li> </ul>   |
| <p><b>Social and Emotional Learning (SEL)</b><br/><b>Focus: Positive Coping &amp; Help-Seeking</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● Engaging with RRRR Topic 6: Help-Seeking, moving toward "Advocacy and Community." We will challenge the barriers that often prevent seniors from reaching out—such as shame or the fear of "snitching"—and identify vital community resources.</li> <li>● Child Safe Standard 3, students will take the lead in reviewing and creating "child-friendly" versions of our school's code of conduct, ensuring their voices shape our community.</li> <li>● investigating how emotional responses vary in depth and strength</li> <li>● identifying and describing strategies for managing when we feel strong emotions</li> <li>● learning and practising self-calming techniques</li> </ul>  | <p><b>Physical Education</b><br/><b>Topic:</b><br/>Students will focus on:</p> <ul style="list-style-type: none"> <li>● Working in groups to train for Interschool sport, playing modified games and practising skills of netball, AFL and volleyball.</li> <li>● A golf unit where students will have the opportunity to use different golf clubs and practise different types of shots eg drive, chip, putt.</li> <li>● Participating in a range of games and sports where they will be required to work positively with other students, encouraging others and negotiating responsibilities.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• understanding the meaning of a meaningful apology</li> <li>• identifying communication skills that enhance peer support and help-seeking</li> <li>• identifying and explaining a range of help-seeking strategies to negotiate positive outcomes to problems</li> <li>• understanding the concept of peer support and when to adopt this role</li> </ul>  |  |
| <p><b>Italian</b><br/> <b>Topic: Italian Migration Dove abiti? (Where do you live?) Da dove viene? (Where do you come from?)</b><br/> Students will focus on:<br/> <b>Intentional Gesture teaching-</b> Revising HFW- <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well)<br/> <i>Focus language:</i> <i>Dove abiti? (Where do you live) Da dove viene? (Where do you come from?) Abito a... Abito in... (I live in...)</i> <i>Vengo da (I come from...)</i> <i>Family members</i><br/> <b>Italian Migration:</b> Explore the impact that Italian migration had on Australian society. Discover our own family's migration stories from around the world.<br/> <b>Cities and Countries in Italian:</b> Learn how to name cities and countries in Italian and use phrases to express where they live and where they come from. Dove abiti? Abito a... Abito in... etc</p> | <p><b>Visual Arts</b><br/> <b>Topic:</b><br/> Students will focus on:</p> <ul style="list-style-type: none"> <li>• Exploring the techniques of still life art through the work of Paul Cezanne</li> <li>• Extending their painting skills, blending tints and tones in their artwork</li> <li>• Creating calming mandala artworks on objects found in nature</li> <li>• Experimenting with printmaking techniques incorporating a variety of surfaces: man made and natural items</li> </ul> |
| <p><b>Performing Arts</b><br/> <b>Topic: Drama, media and dance</b><br/> Students will focus on:</p> <ul style="list-style-type: none"> <li>• Further developing their understanding of slapstick comedy to create their own Silent Film using the basic characteristics of this genre</li> <li>• Using media and applications to record, edit and create their silent film</li> <li>• Explore dance through understanding the cultural importance of dance and performance</li> <li>• learning about the expression of different cultures and identity through their traditional dance</li> <li>• learning and practising a dance performance that showcases dance styles of a particular culture.</li> <li>• identifying how the elements of dance and production elements are used to express ideas in dance they make, perform and view</li> </ul>   | <p><b>Science</b><br/> <b>Topic:</b><br/> Students will focus on:</p> <ul style="list-style-type: none"> <li>• Exploring the properties of light and how it enables us to see</li> <li>• Investigating how light from a source forms shadows</li> <li>• Explaining how objects reflect, absorb and refract light through hands-on investigations.</li> <li>• Understanding how we can use light to meet our needs.</li> </ul>  |