

Grade Six OVERVIEW

Term 3 2026



St John Bosco's
School **Niddrie**

Religious Education

Topic: The Rite of Confirmation

In preparation for Confirmation students will focus on understanding the gestures in the Rite of Confirmation.

- Baptismal Promises
- Laying on of Hands
- Anointing with Chrism
- Sign of Peace

The children will then receive the Sacrament of Confirmation on Saturday 8th August.

Topic: Walk in the Light

Students will focus on:

Reflecting on what it means to be fully initiated members of the Catholic Church and how they can bring the light of Christ into the world through lives of faith, justice, service and peace.

The unit builds on previous learning about the Church, the Holy Spirit, the gifts of the Spirit and the fruits of the Spirit. Students explore how Confirmation strengthens them to live as disciples of Jesus and to share God's love with others.

Inquiry

Big Question: How can we use creativity, innovation and ethical decision-making to create positive change in our world?

Students will focus on:

- exploring how people identify problems in their communities and develop creative solutions to make a positive difference
- use the picture book One Plastic Bag as a provocation
- investigation environmental issues, particularly the impact of waste on people and the planet
- exploring how ethical choices and sustainable practices can contribute to a better future
- reflecting on our Catholic responsibility to care for creation and work for the common good

Students will participate in the Towards Zero Waste program at CERES.

Drawing on Design and Technologies and Economics and Business, students will investigate real-world issues, develop and evaluate design solutions, and learn how entrepreneurs turn ideas into products, services and businesses. As a culmination of their learning, students will participate in a Shark Tank-style challenge, where they will pitch an innovative solution to a problem they have identified and explain how their idea addresses social, environmental and economic needs.

Throughout the unit, students will develop and demonstrate skills in critical and creative thinking, collaboration, problem-solving, ethical decision-making, innovation, communication and presentation.

English

Reading and Viewing:

Students will focus on:

- knowing and understanding how authors use language and vocabulary for effect
- developing the skills to identify language choices and discuss the impact it has on them as a reader
- demonstrating their learning by reading, annotating and explaining language choices
- exploring poetry, short stories, picture story books,,

English

Writing to entertain

Students will focus on:

- knowing and understanding how to write for a purpose and a specific audience
- developing the skills to create relevant text structures depending on text type
- using relevant language features depending on text type

song lyrics, monologue Speaking and Listening: Students will focus on: - continuing to develop their questioning skills in order to clarify and interrogate ideas - presenting a 'Shark Tank' product they have made, exploring the effects of changing tone, volume, pitch and pace in this formal context	
<u>Mathematics</u> Topic: Measurement Students will focus on: - converting between common units of measurements in length, mass & capacity - using decimal representations of metric measurements relevant to the context of a problem - using a protractor to measure angles - determining unknown angles in a problem Topic: Probability Students will focus on: - describing probabilities using fractions, decimals & percentages - recognising that probabilities lie on numerical scales (e.g 0% - 100%) - using estimation to assign probabilities that events occur in given contexts Topic: Multiplication & Division Students will focus on: - applying their place value knowledge, to multiply and divide a decimal by powers of 10 - applying knowledge of place value and their proficiency with multiplication facts to multiply and divide decimals - using estimation and rounding to check the reasonableness of their answers to problems	<u>Digital Technologies</u> Topic: Using the resource Cyber Safe Classroom students will: - explore strategies for keeping personal information safe - practise identifying online red flags - understand how to communicate responsibly online - explore how to protect their digital reputation - explore the risks of deep fake technology - consider ethical and respectful ways to overcome online challenges - work on building emotional strength when navigating online experiences - identify digital challenges - recognise the power of being an 'upstander' online
<u>Social and Emotional Learning (SEL)</u> Focus: Expected Behaviours Students will unpack their rights and responsibilities connected to our school code of conduct. Students will act as the "Chief Designers of Culture and Trust." This term, they will critically examine how good intentions don't always equal good outcomes, practicing deep reflection and ethical decision-making during complex group innovations. For Bullying No Way! week, the Year 6s will take the lead by designing and pitching anti-bullying messages and workshops for the junior school. They will use the RRRR program to analyze complex peer relationships and look at the Victorian Child Safe Standards from a systemic	<u>Physical Education</u> Topic: Students will focus on: - Learning the skills of touch rugby; dodge, pass, catch and apply these skills in different game situations. - A golf unit where students will have the opportunity to use different golf clubs and practise different types of shots eg drive, chip, putt. - Participating positively with others and contributing to the group through effective communication during games and activities.

perspective, evaluating how they can leave a legacy of safety, inclusion, and trust at our school.	
<u>Italian</u> Topic: Al Ristorante Students will focus on: Focus language: <i>Revising HFW- greetings and exchanges; 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), <i>per favore</i> (please), <i>grazie</i> (thank you), <i>Prego</i> (you're welcome), <i>Vorrei</i> (I would like), Verbs: prendere and volere Ordering food at a restaurant Express their likes and dislikes Look at the types of restaurants in Italy and what a typical meal looks like Explore names of Italian restaurants in our city and their meanings Practise pronunciation and intonation Italian Day Celebrations: celebrate Italian culture with a fun day at school.	<u>Visual Arts</u> Topic: Students will focus on: • Working through the Design Process to create their own wooden construction • Using religious symbols to produce their felt artworks for the Confirmation celebrations • Extending their painting and drawing skills • Drawing from patterns in nature to enrich their artworks • Experimenting with a variety of printmaking techniques, including gelli plates and foam prints
<u>Performing Arts</u> Topic: Dance and music Students will focus on: • Using choreographic processes and the elements of dance to create dance performances that are presented in informal settings • Exploring dance across different cultures in particular to communicate ideas and perspectives. • Exploring ways that the elements of music are combined to compose a musical piece with intent and meaning • Using a variety of instruments to explore different sounds and how they can express different elements of music • Focusing on composing music to express a message related to the world today. • Using the elements of music through the instrument of voice to express the intent of a song • Investigating music as a tool of expression and storytelling in a variety of cultures in particular within the Aboriginal and Torres Strait Islander Peoples.	<u>Science</u> Topic: States of Matter Students will focus on: • Identifying and classifying materials as solids, liquids, or gases based on their observable properties. • Exploring properties of materials and relating them to their use or function. • Investigating whether properties of material change, and the cause of the change.