

Grade Six OVERVIEW

Term 4 2026



St John Bosco's
School *Niddrie*

Religious Education

Topic: Mission Month - Socktober

Students will focus on taking part in Socktober, an initiative of Catholic Mission that encourages young people to learn about global poverty, injustice and the lives of children around the world. Socktober helps our students develop compassion, gratitude and a commitment to social justice, while supporting Catholic Mission projects that provide education, healthcare, food and opportunities for children and communities in need. We look forward to seeing our students put their faith into action and work together to build a more just and hopeful world.

Topic: O Come Emmanuel

In this unit, students will learn about the beautiful Advent *O Antiphons* that are prayed in the Church from December 17th to December 23rd.

Students will:

- define the term antiphon as used in the liturgy
- demonstrate an understanding of the use of the O Antiphons in the Church during Advent
- analyse the expression of the first two antiphons as waiting, hope and prayer
- review some biblical stories about King David
- demonstrate understanding of the story of the annunciation and birth of John the Baptist and its connection with the fifth antiphon
- demonstrate an understanding of Christ as Messiah for all, and as the keystone of the Church

Inquiry

Inquiry Throughline: *Our Earth, Our Responsibility*
What does it mean to live in a democratic country?

In this unit, students explore how citizens and government decisions can impact places and communities. They investigate how active citizens can influence change and how government decisions and policies can affect people, places and the environment.

Students identify stakeholders in community issues, with a particular focus on the perspectives and experiences of Aboriginal and Torres Strait Islander peoples. They develop an understanding that different people can have different perspectives based on their personal experiences, values and knowledge.

Students learn about the Australian Government system, including the three levels of government and their roles and responsibilities. They explore how government decisions and policies support a fair and equitable society and investigate how citizens can participate in democracy and influence decision-making.

Throughout the unit, students develop the knowledge and skills to form informed opinions. They ask probing questions, consider different perspectives and use evidence to support their thinking. Students are encouraged to see themselves as active participants in Australian society who can respectfully communicate their ideas and contribute to their communities.

Home School Connection

Talk to your children about real world events and current affairs.

Ask probing questions such as:

- What level of government is responsible for this issue?
- Whose perspective has been taken into account when making this decision?
- Whose perspective might be missing?
- How might this decision affect different people or places?
- What could citizens do if they wanted to influence this decision?

You could also play the Three Levels of Government Game

	<p>together to support understanding of the different roles and responsibilities of each level of government.</p> <p>https://peo.gov.au/sub-site/three-levels-of-government-game/index.html</p>
<p><u>English</u> Reading and Viewing:</p> <ul style="list-style-type: none"> • Exploring how authors use language, sound, imagery and perspective to create meaning and engage readers. • Identifying and discussing bias, values and different perspectives in texts. • Developing reading fluency, comprehension and vocabulary through a range of texts, including prose, poetry and speeches. • Exploring how language choices can influence an audience and communicate different viewpoints. <p>Speaking and Listening: Students will focus on:</p> <ul style="list-style-type: none"> • Developing confidence and effectiveness when speaking to an audience. • Exploring how voice, tone, pace and expression can influence the impact of a spoken text. • Planning and delivering persuasive speeches, using key ideas and supporting information. • Listening to and responding respectfully to different viewpoints and perspectives. 	<p><u>English</u> Writing Genre: Persuasive Students will focus on:</p> <ul style="list-style-type: none"> • Exploring the purpose, structure and features of persuasive texts, including speeches, emails and persuasive arguments. • Developing and supporting a clear position or point of view using reasons, evidence and persuasive language. • Learning how to consider audience, purpose and perspective when making language choices. • Strengthening sentence-level writing through the use of simple, compound and complex sentences to create variety and impact. • Exploring how phrases and clauses, sentence types and punctuation can be used to communicate ideas effectively. • Applying persuasive writing skills across different contexts, including writing a bill and formal emails.
<p><u>Mathematics</u></p> <p>Topic: Division Students will focus on:</p> <ul style="list-style-type: none"> • using long division to solve problems • using known multiplication to solve division problems where there is equal sharing and grouping • understanding how remainders when dividing can be represented as decimals or fractions <p>Topic: Measurement - Area Students will focus on:</p> <ul style="list-style-type: none"> • Applying a formula for the area of a rectangle to solve practical measurement problems <p>Topic: BODMAS (order of operations) Students will focus on:</p> <ul style="list-style-type: none"> • Applying the order of operations including brackets to find unknown values in equations and solve numerical expressions <p>Topic: Space - Location & Transformation Students will focus on:</p> <ul style="list-style-type: none"> • Locating, plotting and moving points in all 4 quadrants of a cartesian plane • Using positive & negative numbers to represent a position 	<p><u>Digital Technologies</u> Topic: Using the resource Cyber Safe Classroom students will:</p> <ul style="list-style-type: none"> • 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

<p><u>Social and Emotional Learning (SEL)</u> Focus: Students will:</p> <ul style="list-style-type: none"> ● Reflect on themselves as learners ● Set goals for the term - a range of academic, work habits, relationship and behaviour goals ● Examine Child Safe Standard No.9 - identifying how both online and physical environments can be safe for them ● Explore their personal strengths ● Use visual decision maps to navigate everyday scenarios and peer dynamics ● Learn strategies to assist in their transition to high school 	<p><u>Physical Education</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Learning the skills of cricket, fielding and batting using the correct technique and use those skills to play modified cricket 'Kanga cricket' ● The basic elements of Ultimate Frisbee: quick turns, one and two handed throws, pivots and jumps and use these in the self-umpired game of 'Ultimate Frisbee' ● Playing a game of tennis using the 'Hot Shots' program. Students will perform forehand and backhand strokes and apply strategies such as hitting the ball down the line and cross court. ● An intensive swimming program run by East Keilor Leisure Center.
<p><u>Italian</u> Topic: La Casa Students will focus on: La Casa: <i>la casa</i> (the home)</p> <ul style="list-style-type: none"> ● use language to showcase and sell a home ● Practise pronunciation and intonation <p>In this unit, we will be learning the vocabulary of the rooms in a house. We will be looking at phrases that will be used to write a description about a house for sale/rent.</p> <ul style="list-style-type: none"> ● Draw a floorplan of our dream for sale/rent. ● Using our sentences that we have learnt, create a real estate poster to showcase the home for sale/rent. ● Natale: Italian Christmas traditions 	<p><u>Visual Arts</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Sketching of radial symmetrical patterns in nature to enrich their artworks ● Experimenting with a variety of printmaking techniques, including gelli plates and foam prints ● Exploring the unique style of pop art to create their own portrait ● Experimenting with the ancient technique of Mexican tin art to produce a Christmas ornament
<p><u>Performing Arts</u> Topic: Let's perform Students will focus on:</p> <ul style="list-style-type: none"> ● Creating a song by writing lyrics to background music with the intention to present a message through music. ● Planning and producing a music video using media devices to emphasis and promote the intended message in their created song ● Combining the areas of drama, dance and music to prepare for the end of year christmas carol night ● Focusing on performance presentation skills such as Voice Projection, Stage Presence and Storytelling to utilise when performing at the end of year carols 	<p><u>Science</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> - Exploring how and why things change in the natural and built world, including changes that happen quickly, slowly naturally, or through human activity. - Investigating changes to materials, including reversible and irreversible changes and changes between solids, liquids and gases. - Investigating energy and physical changes, exploring how energy can be transferred and transformed, and how scientists use observations, evidence and investigations to explain and predict change.