



# Holland Park State School

## 2026 Year 6 Curriculum Overview



	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
<b>English</b>	<p><b>Unit 1: Exploring shifts in time - narrative</b> Students explore contexts in which texts were created and how ideas and events are represented by authors. They explore author style, use of text structures and language features and identify interpersonal relationships between characters. Students use texts as models to innovate on a narrative and participate in discussion.</p>	<p><b>Unit 2: Engaging with and responding to information texts</b> Students explore content about a wide range of topics of interest and topics being studied in HASS and science.</p> <p>They will identify text structures and features including headings, timelines and images and how these inform the reader and improve access to the information in texts.</p> <p>Students create a report to present to an audience.</p>	<p><b>Unit 3: Using language to persuade</b> Students engage with a variety of persuasive texts. Students examine spoken texts for persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias. Students create a spoken persuasive text for a particular purpose and audience.</p>	<p><b>Unit 4: Engaging with classic and contemporary literature</b> Students explore how literary devices including figurative language and visual features are used to create meaning and effect.</p> <p>Students create their own short written ballad, telling a story about their school years at Holland Park State School.</p>
<b>Mathematics</b>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Solve problems using the properties of prime, composite and square numbers.</li> <li>Order common fractions, giving reasons, and add and subtract fractions with related denominators.</li> <li>Find unknown values in numerical equations involving combinations of arithmetic operations.</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>Identify the parallel cross-section for right prisms.</li> </ul>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Use all 4 operations with decimals and connect decimal representations of measurements to the metric system.</li> <li>Create and use algorithms to generate sets of numbers, using a rule.</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>Convert between common units of length, mass and capacity.</li> </ul>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Use integers to represent points on a number line and in the Cartesian plane.</li> <li>Solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages</li> <li>Identify and explain rules used to create growing patterns.</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>Interpret and use timetables.</li> </ul>	<p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>Use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>Use the formula for the area of a rectangle and angle properties to solve problems.</li> <li>Create tessellating patterns using combinations of transformations.</li> </ul> <p><b>Statistics and Probability</b></p>

			<ul style="list-style-type: none"> <li>• Locate an ordered pair in any one of the 4 quadrants on the Cartesian plane.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>• Assign probabilities using common fractions, decimal and percentages.</li> <li>• Generate and record the outcomes from many trials of a chance experiment.</li> <li>• Compare observed frequencies to the expected frequencies of the outcomes of chance experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools.</li> <li>• Statistics in the media.</li> </ul>
<b>Science</b>	<p><b>Unit 1: Energy Physical Sciences</b> Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits and explore how energy from a variety of sources can be used to generate electricity and create energy production.</p>	<p><b>Unit 2: Change Detectives Chemical Sciences</b> Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible.</p>	<p><b>Unit 3: Surface of the Earth Earth and Space Sciences</b> Students model the relationship between the Sun and the planets of the solar system and explain how the relative positions of the Earth and Sun cause observable phenomena such as day, night, and seasons. They use visual programming in Scratch to create an interactive animation and branching quiz that demonstrate and test understanding of these scientific concepts.</p>	<p><b>Unit 4: Biological Science</b> Students explore the environmental conditions that affect the growth and survival of living things. Students explore how environmental conditions affect the growth and survival of living things. They investigate mould growth on bread and examine how changes in temperature, moisture, and light influence living organisms.</p>
<b>Humanities and Social Sciences (HASS)</b>	<p><b>Unit 1: Australia in a diverse world - Geography</b> Students continue to explore the diversity of places by representing, interpreting and describing data and information about the characteristics of places.</p>	<p><b>Unit 2: Becoming a nation The development of the Australian nation - History</b> Students will investigate: • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century?</p>	<p><b>Unit 3: Students will explore the roles and responsibilities of governments in Australia Civics and Citizenship</b> Students will explore the purpose of key institutions and levels of government.</p>	<p><b>Unit 4: Making decisions to benefit the community Business and Economics</b> Students will investigate a familiar community or regional economics or business issue that may affect the individual or the local community and explain ways that resources can be used to benefit individuals, the community and the environment.</p>
<b>Health</b>	<p><b>Unit 1: Valuing diversity</b> Students will challenge unfair stereotypes about minority groups to promote the wellbeing</p>	<p><b>Respectful Integrations - Conflict management</b> Students will explore how appropriate emotional responses and select</p>	<p><b>Unit 2: Transitioning</b> 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.</p>	

	of others and promote positive identities for minority groups to support wellbeing.	and practise appropriate strategies to diffuse and resolve conflict situations.		
<b>Physical Education</b>	Students adapt and modify movement skills and transfer familiar movement concepts and strategies in a variety of aquatic activities to improve movement outcomes. They develop lifelong water safety and survival skills, including survival strokes.	Students describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts. They transfer movement strategies between situations, including games such as End ball and Netball.	Students participate in a range of direct interceptive activities focusing on AFL skills including ball handling, kicking, basic offence and defence. Students explore the elements of space and time to solve movement challenges.	Students refine and further develop a range of fundamental movement skills in more complex aquatic based movement environments. They also apply their understanding of movement strategies within aquatic movement sequences and activities, prominently within Flippa Ball.
<b>Technologies</b>	<b>Unit 1: Design Technology</b> Students investigate how simple electrical circuits can be used to meet real community needs. They explore how technologies are designed for purpose, develop circuit skills, and apply the design process to create a practical solution that benefits a local context such as school safety, environmental awareness, or accessibility. Students work through the design cycle: investigate, generate ideas, plan, create, test, evaluate, and communicate.		<b>Unit 2: Digital Technology</b> <b>Connection to Design Technologies:</b> Students program a digital component that controls or enhances the circuit-based solution they designed in Design Technologies, creating a functional prototype that responds to inputs and produces outputs.	
<b>Languages - Japanese</b>	<b>Unit 1</b> Students will learn and revise Japanese language. They will practice using Japanese to talk about days, times, and locations of activities, while continuing to greet others, follow classroom instructions, and ask and answer questions in Japanese. Learning occurs through interactive tasks such as role plays, games, digital apps, and speaking, listening, and reading activities, with students demonstrating their learning by understanding texts and participating in conversations about their own routines.		<b>What are personal spaces?</b> Students will explore the concept of personal spaces within their home environment and the target country.	<b>How do we play?</b> Students will explore the concept of play and its universality across cultures.
<b>The Arts</b>				
<b>Music</b>	<b>Unit 1: Exploring Themes of Identity and Belonging in Music</b> Students explore music across cultures, including works by Aboriginal and Torres Strait Islander composers, to understand how the elements of music communicate ideas about identity and belonging. They examine how music is used to maintain and revitalise culture, such as preserving First Nations languages. Students develop listening, aural, and performance skills, practise using notation and digital technologies, and compose and perform music that expresses themes of identity and belonging.		<b>Unit 2: Exploring Music from the Screen</b> Students investigate songs and instrumental pieces from films, TV shows, and video games, reflecting on how the elements of music convey ideas and meaning. They explore how Aboriginal and Torres Strait Islander composers use music in animations to share cultural knowledge. Students refine listening, aural, and performance skills, practise using notation and digital tools, and compose and perform music inspired by screen media.	

<b>Dance</b>			Students participate in a dance program run by external dance instructors, Creative Dance Industries. Students perform a cultural dance, choreograph a dance for a small group and respond to dances they make, perform and view.	
<b>Drama</b>			<b>Unit 1: Call to Action</b> Students explore themes of climate change and sustainability inspired by Jackie French's picture books "Fire", "Flood", and "Drought", delving into various perspectives and the profound effects on the environment and society.	
<b>Media Arts</b>		Students will dive into the vibrant world of media arts, exploring various forms of creative expression through digital media, storytelling techniques and visual communication. This unit will foster creativity, critical thinking, and digital literacy skills while encouraging students to express themselves artistically in innovative ways.		
<b>Philosophy</b>	Students develop their thinking skills in the class community by asking relevant questions, giving reasons, providing counter examples, exploring disagreement, offering alternative points of view, drawing conclusions, and uncovering assumptions.			

\* Units are subject to change throughout the year

## 2026 Year 6 Excursions and Incursions

PRICES ARE APPROXIMATIONS and subject to adjustment following changes in transport and supplier costings

Term 1	Term 2	Term 3	Term 4
Camp Goodenough Cost: Approximately \$300 - \$330	Overboard excursion program Approximate cost: \$45  Queensland Parliament House Cost: Approximately \$11 (bus only)  Whole School Drama Shake and Stir Incursion Approx \$10.00	Musica Viva Australia in Schools Cost: Approximately \$10.50  Creative Dance Cost: Approximately \$32  NAIDOC Week Cultural Incursion approximately \$5  Planetarium Approximately \$30	Year 6 High School Experience Excursion Cost: Free

## 2026 Other Expenses

Online Resources	Cost (per year)
Readings Eggs	\$11 per student
Typing Tournament	\$5 per student
Maths Online	\$20 per student
<b>TOTAL</b>	<b>\$36</b>
iPad BYOD	\$530 PLUS KEYBOARD/CASE/STYLUS  Option to hire also available – \$250

<p>Interschool Sport (optional)</p>	<p>SEM 1 \$70 - \$120 at school external provider  \$110 - Buses to competition field  SEM 2 \$70 - \$120 at school external provider  \$110 - Buses to competition fields</p>
<p>Other Optional events</p>	<p>Term 1: Chess Tournament - \$45  Term 2 – Chess Tournament - \$42  Philosothon - \$35- \$50</p>
<p>INSTRUMENTAL MUSIC PROGRAM  (optional)</p>	<p>Instrument Hire \$160  Music levy \$60  <b>Optional</b>  Strings Workshop (free)  Band – Festival of Creativity (Free)  Choral Cluster Workshop (Free)  <b>Senior Strings</b>  Fanfare excursion sometime in May / June  Music Fest October (both \$160 entry fee plus bus)</p>