Holland Park State School

2025 Year 6 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	**Unit 1: Exploring shifts in time** 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.	**Unit 2: Engaging with and responding to information texts** Students explore content about a wide range of topics of interest and topics being studied in ESAS and science. 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. Students create a report to present to an audience.	**Unit 3: Using language to persuade** 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.	**Unit 4: Engaging with classic and contemporary literature** Students explore how literary devices including figurative language and visual features are used to create meaning and effect. Students create their own short written ballad, telling a story about their school years at Holland Park State School.
Mathematics	**Number and Algebra** • Solve problems using the properties of prime, composite and square numbers. • Order common fractions, giving reasons, and add and subtract fractions with related denominators. • Find unknown values in numerical equations involving combinations of arithmetic operations.	**Number and Algebra** • Use all 4 operations with decimals and connect decimal representations of measurements to the metric system. • Create and use algorithms to generate sets of numbers, using a rule. **Measurement and Space** • Convert between common units of length, mass and capacity.	**Number and Algebra** • Use integers to represent points on a number line and in the Cartesian plane. • 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 • Identify and explain rules used to create growing patterns.	**Number and Algebra** • Use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices **Measurement and Space** • Use the formula for the area of a rectangle and angle properties to solve problems. • Create tessellating patterns using combinations of transformations.

	Measurement and Space • Identify the parallel cross-section for right prisms.	**Statistics and Probability** • Compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. • Statistics in the media.	**Measurement and Space** • Interpret and use timetables. • Locate an ordered pair in any one of the 4 quadrants on the Cartesian plane.	• Assign probabilities using common fractions, decimal and percentages. • Generate and record the outcomes from many trials of a chance experiment. • Compare observed frequencies to the expected frequencies of the outcomes of chance experiments.
Science	**Unit 1: Biological Science** Students explore the environmental conditions that affect the growth and survival of living things. Students explore the physical conditions of coral reefs and how changes to these conditions affect living things.	**Unit 2: Energy** **Physical Sciences** 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.	**Unit 3: Surface of the Earth** **Earth and Space Sciences** Students explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures.	**Unit 4: Change Detectives** Chemical Sciences Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible.
Humanities and Social Sciences (HASS)	**Unit 1: Australia in a diverse world** **Geography** Students continue to explore the diversity of places by representing, interpreting and describing data and information about the characteristics of places.	**Unit 2: Becoming a nation - The development of the Australian nation** **History** Students will investigate: • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century?	**Unit 3: Students will explore the roles and responsibilities of governments in Australia** **Civics and Citizenship** Students will to explore the purpose of key institutions and levels of government.	**Unit 4: Making decisions to benefit the community** **Business and Economics** 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.
Health	**Unit 1: Protective Behaviours - Recognise, respond and report** **Safety in online contexts** Students recognise and assess risk in online contexts and report concerns.	**Unit 2: Respectful Integrations - Conflict management** Students will explore how appropriate emotional responses and select and practise appropriate strategies to diffuse and resolve conflict situations.	**Unit 3: Valuing diversity** Students will challenge unfair stereotypes about minority groups to promote the wellbeing of others and promote positive identities for minority groups to support wellbeing. **Unit 4:Transitioning** 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.	
Physical Education	Students adapt and modify movement skills and transfer	Students describe contributions they can make as a group and	Students participate in a range of direct interceptive activities	Students refine and further develop a range of fundamental

	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.	team member to support fair play and inclusion across a range of movement contexts. They transfer movement strategies between situations, including games such as Endball and Netball.	focusing on AFL skills including ball handling, kicking, basic offence and defence. Students explore the elements of space and time to solve movement challenges.	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.
Technologies		**Unit 1: Design Technology** Students will embark on an exciting journey to discover the fascinating world of forces. They explore various types of forces, such as applied force, gravity, friction, magnetism, and momentum, and understand how these forces impact our daily lives. Through experimentation and investigation, students develop a deep understanding of force concepts and their applications in the real world.		**Unit 2: Digital Technology** Holiday Destination App Students study the two strands of design and technologies: knowledge and understanding and processes and production skills. They create digital solutions (a holiday destination app) by investigating and defining, generating and designing, producing and implementing, evaluating and collaborating.
Languages - Japanese	**What's in a name?** Students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.	**What is a family?** Students use language to communicate ideas relating to the concept of family and identity.	**What are personal spaces?** Students will explore the concept of personal spaces within their home environment and the target country.	**How do we play?** Students will explore the concept of play and its universality across cultures.
The Arts				
Music	**Sounds Like Us: Part 1** Students explore their family's cultural heritage and learn songs form these parts of the world. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning from the people who perform them. .		**Sounds Like Us: Part 2** Drawing on their knowledge of their family's cultural background, students create an arrangement of 'I am Australian" by manipulating the musical elements and compositional devices from their own cultural background. Through this activity, students reflect on and describe how music is used to continue and revitalise cultures.	
Dance			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.	
Drama			**Unit 1: Call to Action** 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.	
Media Arts		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.		
ESTAS (Entrepreneurial, Sustainability, Technologies and Science)	Students will complete unit 1 science during ESAS lessons			
Philosophy	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

2025 Year 5 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	Overboard excursion program Approximate cost: program $24 bus $19	Musica Viva Australia in Schools Cost: Approximately $10.50 Queensland Parliament House Cost: Approximately $11 Creative Dance Cost: Approximately $15 NAIDOC Week Cultural Incursion approximately $5	Year 6 High School Experience Excursion Cost: Free

2025 Other Expenses

Online Resources	Cost (per year)
Readings Eggs	$15 per student
Typing Tournament	$5 per student
Maths Online	$20 per student
TOTAL	$40
iPad BYOD	$530 PLUS KEYBOARD/CASE/STYLUS Option to hire also available

Interschool Sport (optional)	SEM 1 $70- at school external provider $110- Buses to competition field SEM 2 $70- at school external provider $110- Buses to competition fields
Religion Book (Optional)	$10
INSTRUMENTAL MUSIC PROGRAM (optional)	Instrument Hire $160 Music levy $60 **Optional** Music Fanfare $20 Strings Workshop (free) Band – Festival of Creativity (Free) Choral Cluster Workshop (Free)