



# SPRINGFIELD CENTRAL STATE SCHOOL

## YEAR 6

## 2026

### TERM 2 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
<b>ENGLISH</b>	<p><b>ENGAGING WITH AND RESPONDING TO INFORMATIVE TEXTS</b></p> <p>Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources.</p> <p>Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.</p> <p>Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.</p>	<p><b>Assessment Technique – Short answer</b> Read, view and comprehend informative texts</p> <p><b>Assessment Technique – Extended response</b> Writing and creating informative texts</p>
<b>MATHS</b>	<p><b>NUMBER AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• solve arithmetic problems involving all four operations</li> <li>• use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies and justify solutions</li> <li>• extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers</li> <li>• find unknown values in numerical equations involving and combinations of arithmetic operations.</li> </ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>• use timetables to solve practical problems</li> </ul>	<p><b>Assessment Technique – Short answer &amp; Project</b> Finding unknowns using properties of numbers and using mathematical modelling to create a budget.</p> <p><b>Assessment Technique – Short answer</b> Interpret and using timetables</p>
<b>SCIENCE</b>	<p><b>CHEMICAL SCIENCES</b></p> <p>Students explore changes during dissolving, change of state, cooking and rusting, and compare the substances produced during these changes with the original substances.</p> <p>Students refine their ability to pose questions that enable scientific investigation of relationships, such as between the amount of added heat energy, and whether a change is reversible or irreversible.</p> <p>Students continue to develop their understanding and skills in planning safe experimental methods to test relationships, such as comparing ways of changing substances, and properties of substances before and after change. They collect and record observations and experimental data, using digital tools as appropriate, to establish criteria for categorising changes as reversible or irreversible.</p> <p>As they conduct and report on experiments involving reversible or irreversible change, students learn how to identify strengths and weaknesses in practices, recognise errors in data collecting methods, discuss the effect of different variables on experiment outcomes, and select evidence to support reasoned conclusions.</p> <p>Students engage with examples of how reversible and irreversible changes are used in sustainable practices, for example: to recycle materials or fuel for kerosene torches.</p>	<p><b>Assessment Technique – Short response</b> Reversible and irreversible changes</p>
<b>HASS</b>	<p><b>AUSTRALIA IN A DIVERSE WORLD</b></p> <p>In this unit students will investigate the following key inquiry question: <i>How do places, people and cultures differ across the world?</i></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>• investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>• consider the world's cultural diversity, including that of its indigenous peoples</li> <li>• identify Australia's connections with other countries</li> <li>• organise and represent data in large- and small-scale maps using appropriate conventions</li> <li>• interpret data to identify, describe and compare distributions and trends</li> <li>• present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Assessment Technique – Test</b></p> <p>Australia in a diverse world - Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.</p>
<b>PROGRAM ACHIEVE</b>	<p>Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will discuss appropriate emotional responses and how personal qualities and strengths influence learning.</p> <p>Students are working towards developing the skills to build positive relationships through effective communication and conflict resolution. They are beginning to recognise the importance of seeking and responding to feedback in order to become confident, resilient and adaptable learners.</p>	<p><b>Monitoring</b></p> <p><b>Observation</b></p>