



SPRINGFIELD CENTRAL STATE SCHOOL
YEAR 6
2025
TERM 4 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	COMPLETING A NOVEL STUDY Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time. Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative. Through teaching and learning, students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.	Assessment Technique – Short response Read, view and comprehend imaginative texts. Extended response Create a written narrative including a supporting image.
MATHS	NUMBER • solve problems involving fractions, decimals and percentages of a quantity ALGEBRA • apply computational approaches to develop algorithms that use rules to generate numbers • recognise and use rules that generate growing number patterns PROBABILITY • describe and compare probabilities numerically • observe and compare long-run frequencies in repeated chance experiments and simulations	Assessment Technique – Test/Examination Using pattern rules and solving problems using fractions, decimals and percentages Probability experiment and simulation Assigning probabilities, conducting repeated chance experiments and running simulations, and comparing frequencies
SCIENCE	MAKING CHANGES In this unit, students explore changes during dissolving, change of state, cooking and rusting, and compare the substances produced during these changes with the original substances. 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. 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. 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. 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.	Assessment Technique – Short response Classify and compare reversible and irreversible changes to substances.
HASS	AUSTRALIA'S GLOBAL CONNECTIONS In this unit, students: • investigate a familiar community or regional economics or business issue that may affect the individual or the local community • examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs • identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment • recognise the reasons businesses exist and the different ways they provide goods and services • present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.	Assessment Technique Test Explain ways that resources can be used to benefit individuals, the community and the environment.
PROGRAM ACHIEVE	Students engaged 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 focus on their own wellbeing and learn how to describe different feelings within themselves and others. Students will explore how to recognise the physical symptoms of when they feel angry, sad or worried and develop strategies for managing these emotions.	Monitoring Observation