



SPRINGFIELD CENTRAL STATE SCHOOL
YEAR 6
2026
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. Assessment Technique – 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 Assessment Technique – Probability experiment and simulation Assigning probabilities, conducting repeated chance experiments and running simulations, and comparing frequencies
SCIENCE	PHYSICAL SCIENCES Students experiment with constructing real and virtual circuits to examine the purpose of each component, including switches, and determine what is needed to allow flow of electrical current. They identify and classify components in electrical circuits and learn to describe energy flows in terms of transfer and transformation. Students continue to pose, refine and test their investigable questions, including investigating why different electrical conductors and insulators may be used. When planning and conducting fair tests, they understand the importance of measuring and recording data with precision and accuracy. They select and use scaled instruments, such as ammeters or multimeters, and record data using standard units, such as volts and amperes. They construct representations to organise and process data, such as electrical circuit diagrams with accepted conventions for representing components. Students identify potential risks when working with electrical equipment and communicate about electrical hazards and safe use of electrical devices. They explore how electricity is used at home and in the community, such as how scientific knowledge informs safety measures in providing households and businesses with access to electricity.	Assessment Technique – Experimental Investigation Investigating patterns in electrical circuits
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 – Short response 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