Ironside State School

Year 6 Curriculum overview 2026

LA	Term 1	Term 2	Term 3	Term 4
English V9	**Engaging with and responding to literature** Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances. Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect. Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events. Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts and use features of these texts as models to create their own work.	**Engaging and responding to informative texts** 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. 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. 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. 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.	**Using language to persuade** Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work. Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience. Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine 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. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.	**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.
Mathematics V9	**Number, Space, Statistics** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane • build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers • use combinations of transformations to create tessellating patterns • conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.	**Number, Algebra, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • solve arithmetic problems involving all four operations with natural numbers of any size • extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently • use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions • use timetables of daily activities to solve practical problems • find unknown values in numerical equations involving and combinations of arithmetic operations.	**Number, Space, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • solve practical problems using addition and subtraction of fractions with related denominators • solve arithmetic problems involving all four operations with decimals • use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions • use physical materials to compare the parallel cross-sections of familiar objects including right prisms • apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle • convert between common metric units of length, mass and capacity (for example: metres and centimetres) • begin to formally use deductive reasoning in spatial contexts involving lines and angles.	**Number, Algebra, Probability** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • solve problems involving fractions, decimals and percentages of a quantity, including percentage discounts and choosing efficient calculation strategies using digital tools where appropriate • recognise and use rules that generate growing patterns and number patterns involving natural numbers and rational numbers • apply computational thinking to develop algorithms that use rules to generate numbers, such as to find unknown values in patterns • recognise that probabilities of an event can be described and compared numerically • observe and compare long-run frequencies in repeated chance experiments and simulations.
Science V8.4	**What do plants need to grow?** Students explore the environmental factors that affect plant growth, focusing on how light, water, temperature, and nutrients influence survival. They plan and conduct investigations, identifying variables and ensuring fair testing to examine cause-and-effect relationships. They will collect and analyse qualitative and quantitative data, using scientific language and graphic representations to communicate findings. Using evidence, students will justify predictions, explain results, and evaluate the best conditions for plant growth. The unit develops inquiry skills, including designing investigations, identifying safety risks, and constructing multimodal texts to share conclusions.	**A changing world (HASS & Science inquiry)** Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	**Electricity** Students analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They understand that different forms of energy can be generated from a number of sources. They identify the energy transformations that occur when electricity is generated from fossil fuels. They understand that electricity is generated from a variety of renewable energy sources. They follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They construct multimodal texts to communicate ideas, methods and findings.	**Making changes** Students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.
HASS V8.4	**Term 1&2 What has empowered Australians to enact change for self and others? 13 weeks** Students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.	**Term 2&3: How do people respond to a diverse and change world (HASS & Science inquiry) 10 weeks** Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. They investigate and discuss why the environmental characteristic of Australia, and a country of choice may be similar or different. They explain how Australia and a country of choice have similar or different socio-economic characteristics. They organise and represent data in a range of formats, including tables, large- and small-scale maps, using appropriate conventions. They interpret data to identify, describe and compare distributions and trends, to infer relationships, and evaluate evidence to draw conclusions.	**Terms 3&4 What is the cost? (HASS & English inquiry) 16 weeks V8.4** Students Identify the purpose of business and explain why it is important to be informed when making consumer and financial decisions. They recognise the different ways that businesses choose to provide goods and services They describe the responsibilities Australians have as global citizens and explain different views on how to respond to an issue or challenge. They recognise why choices about the allocation of resources involve trade-offs.	
Technologies V8.4	**Digital Technologies** Students explain how information systems meet local and community needs and how digital systems use whole numbers to represent a range of data types. They then apply this understanding to define a problem in terms of the data and functional requirements, identify the audience and user interactions, and design a solution that includes decision making and an effective user interface. Using software such as spreadsheets, students collect, manage and analyse data, interpret and visualise it to create meaningful information, and design and create an interactive spreadsheet that automates user input and the presentation of information. Throughout the unit, students share information ethically and manage communication using agreed protocols, while applying technical conventions such as validated data entry, meaningful file naming and safe storage to protect data and information.		**Design & Technologies** Students describe competing considerations in the design of products, services and environments, taking into account sustainability. They explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. They investigate how electrical energy can control movement, sound or light in a designed product. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.	

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<tr><td rowspan="2">The Arts V9</td><td colspan="2"><u>Music</u>
Students solidify their knowledge of why and how music is composed and/or performed across cultures, times and places. They visually and aurally identify music from the Romantic period and examine music of Eastern Europe. Students identify and respond to music understanding the oral conventions of passing down music by Aboriginal and Torres Strait Islander peoples through two traditional songs. They demonstrate learned performance techniques through an informal performance of a song learned in class, using words, time names, solfege and ostinato patterns. Students demonstrate their compositional skills using the extended pentatonic scale at varying pitches and exploring compositional devices including tempi, dynamics and articulation. Students refine their listening and aural skills and explore compound rhythms.</td><td colspan="2"><u>Music</u>
Students solidify their knowledge of why and how music is composed and/or performed across cultures, times and places. They visually and aurally identify music from the Classical period and examine music of western Europe. Students identify and respond to music understanding the oral conventions of passing down music by First Nations people.
Students demonstrate learned performance techniques through an informal performance of a known song. Students compose using the extended pentatonic scale at varying pitches and consider compositional devices including tempi, dynamics and articulation.</td></tr>
<tr><td><u>Drama</u>
Students explore the impacts of extreme weather and natural disasters in South-East Queensland through documentary drama. Working collaboratively, they devise and shape collage dramatic action by combining the elements of drama (including voice, movement, space, tension and mood/atmosphere) to communicate the ideas and perspectives of people who have experienced these events and create meaning for an audience. Students consider how performance can continue and revitalise cultures by preserving lived experience, strengthening community memory and sharing stories across generations. Through improvisation, devised drama and scripted work, students interpret selected texts (including edited verbatim accounts) and create a performance that blends verbatim material with student-devised narration/direct address and dialogue, supported by stylised movement and soundscape. They rehearse and perform in informal and formal settings and explain how their dramatic choices shaped meaning for an audience.</td><td><u>Dance-</u> Delivered by specialist teacher
Students explore how dance communicates ideas across different times and contexts. They view and respond to examples such as social dances, stage musicals, music videos, and contemporary works, describing how the elements of dance and choreographic devices express meaning.
Students develop safe dance practice, technical skills, and expressive qualities while experimenting with movement, space, time, and dynamics. Working in groups, they choreograph, refine, and perform dances that communicate themes relevant to them. They give and receive feedback and reflect on similarities and differences between their own work and dances from other contexts.</td><td><u>Visual Arts</u>
Students explore how artists across different times, places and contexts use visual conventions, processes, materials and techniques to communicate ideas, perspectives and meaning. They respond to artworks they view by identifying and recording how materials and visual choices (such as colour, texture, tone/value, composition and emphasis) shape messages and viewpoints. Students then apply this learning to plan and create a 2D collage artwork that expresses their own feelings, memories, passions and perspectives, experimenting with mixed media, digital and sculptural collage techniques and combining materials such as paper, paint, markers, photographs and found objects to develop a personal visual language.
<u>Media Arts</u>
Designing for Change
Students explore how media arts works communicate ideas, perspectives and meaning for specific audiences and purposes. They respond to a range of campaign-style media artworks to examine how images, text, colour and layout are used to construct representations and influence audience response.
Students develop understanding of media language, audience, purpose and responsible media practice, including safe and respectful use of images and digital tools. They apply this learning to plan, design, create and refine a campaign visual. Students then share their completed media artwork in an informal setting and respond to their own work and the work of others.</td><td></td></tr>
<tr><td>HPE V9</td><td><u>Physical Education</u>
Ball games
Students develop their soccer skills and game awareness through activities focusing on dribbling, passing, receiving, shooting, and positional play. They refine movement skills by adjusting technique, speed, and spatial awareness to suit different game situations. Through small-sided games, students explore how positioning, timing, and effort impact performance, adapting their strategies to improve decision-making. Students apply their learning in a game setting, demonstrating teamwork, communication, and fair play.</td><td><u>Physical Education</u>
Athletics
In high jump, students refine their J-shaped run-up, increasing speed and strengthening their take-off and scissor kick for greater height and efficiency. They focus on body control, coordination, and landing technique, using feedback to improve performance.
In discus, students enhance their grip, stance, and rotational movement, developing a fluid spin to maximise power, accuracy, and balance. They refine release angles and foot placement, analysing their throws and applying feedback to improve technique, consistency, and distance.</td><td><u>Physical Education</u>
Cooperative games
Students explore how participation in physical activity enhances health, fitness, and wellbeing. They develop strategies to promote participation by designing and creating a cooperative game. Students learn about the body's response to activity, apply inclusive game design principles, and create and model effective warm-up and cool-down routines. The unit supports students to analyse and apply strategies that reduce sedentary behaviour and promote positive, inclusive group participation.</td><td><u>Physical Education</u>
Swim and survive
Students:
• Swim freestyle with bi-lateral breathing
• Swim backstroke with coordinated arms and legs
• Swim survival backstroke with coordinated arms and legs
• Swim basic breaststroke (developing to coordinated)
• Begin to perform freestyle and backstroke tumble turns
Students surface dive and recover object from deep end of the pool with goggles. They perform a continuous survival sequence whilst wearing long pant and a long sleeve shirt which includes deep water entry, 4 minutes of treading water followed by a feet first surface dive and short underwater swim, 6 minutes of survival strokes, changing every minute and removal of extra clothes in the deep end.</td></tr>
<tr><td></td><td colspan="2"><u>Health</u>
Students explore how family, peers, popular culture, gender stereotypes and the media influence developing identities. They understand that experiences of puberty differ, and the resources and strategies chosen to manage these changes are personal. They examine a range of products and resources available to manage the physical changes associated with puberty, including products for managing menstruation. They explore the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practise how to communicate their intentions effectively at each step. Students analyse situations in which emotions can influence decision-making, including in peer-group, family and movement situations.
They discuss strategies for maintaining online safety when using digital tools and environments and explore actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions.</td><td colspan="2"><u>Health</u>
Students will analyse health information about to refine strategies to enhance their own and others' health, safety, relationships and wellbeing.
They will make decisions on what drinks they will consume based on taste, preference, nutritional properties.
They will then explain how choosing the healthiest drink option will contribute to the health, safety, relationships and wellbeing of individuals and communities.</td></tr>
<tr><td>Languages V8.4</td><td colspan="2"><u>Spanish</u>
Students continue to build language skills to communicate confidently about everyday life and personal experiences. They learn to talk about past experiences and future plans, describe their daily routines, tell the time, and take part in extended conversations where they express plans, preferences and feelings in different situations. They learn to describe city places and activities and practise the language needed to buy items in a shop, using common words, phrases and everyday expressions, including informal language and slang where appropriate. Students also compare their own routines with those of children in Spanish-speaking countries and learn how language choices change depending on context and audience.</td><td colspan="2"><u>Spanish</u>
Students continue to develop language skills through richer cultural contexts, using Spanish to explore art, hobbies, pastimes, and social media interactions to express ideas more creatively. They respond to Spanish artworks by noticing and discussing distinctive characteristics and considering why these features might exist. They also learn to talk about Spanish cuisine and celebrations, making connections to their own experiences and reflecting on how food and traditions help build cultural understanding and appreciation.</td></tr>
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