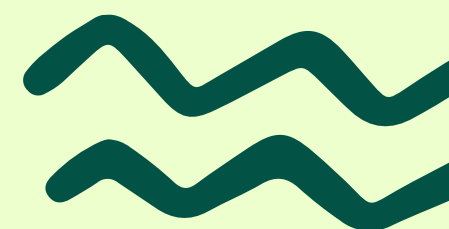




Year Six: Term 3 2026

Curriculum Highlights



English Writing



In our writing unit, students will explore a range of poetry styles while developing their ability to plan, draft, edit and publish both written and multimodal texts. They will create imaginative, informative and persuasive pieces using rich vocabulary, varied sentence structures and accurate punctuation to clearly express their ideas. Students will also rehearse and present their work, learning to use voice, pace and visual or digital features to effectively communicate a theme or message. Throughout the unit, they will analyse how different language features and text structures work together to engage and influence an audience.

Bringing the learning home:



- Explore different poetry styles (e.g. haiku, limerick, free verse).
- Perform a poem aloud, experimenting with voice and pace.
- Write a short poem inspired by a personal interest or experience.

Mathematics



A key focus this term will be our ongoing financial literacy unit, where students will explore saving, spending and making informed financial decisions in real-world contexts. Throughout the term, students will also investigate tessellations and geometric patterns, while using digital technologies to create their own designs. We will delve into data to examine misleading data and graphs to develop critical data literacy skills. Additionally, students will build their algebraic thinking by exploring patterns, relationships and problem-solving strategies. We will conclude the term with revision units.

Bringing the learning home:

- Connecting Mathematics to everyday experiences such as shopping and budgeting.
- Supporting regular completion of My Numeracy tasks on Essential Assessment.

Chinese



In Term 3, students will focus on the topic of Beijing and travel experiences. Through this unit, students will learn about famous places in Beijing, such as the Great Wall, the Forbidden City, and Tiananmen Square, etc. They will develop their ability to talk about travel experiences in Chinese, including describing locations, talking about transportation, and expressing preferences about places they visit. This topic helps students strengthen practical language skills for real-life communication. In addition, students will learn vocabulary related to Chinese food and dining, exploring popular dishes such as Peking duck and traditional snacks. They will practice ordering food, describe tastes, and express likes and dislikes, which further enhances their communicative competence in everyday situations.

Change Makers



This term, students will explore their personal passions and interests to create positive change in their communities and the wider world. Through inquiry, reflection, and creative expression, students will use a range of media, technologies, and communication forms to develop and present their own ideas for making a meaningful impact based on what matters most to them. As part of this journey, they'll be building critical thinking and research skills—developing thoughtful questions, locating and evaluating a variety of sources, and drawing evidence-based conclusions. A key focus will be on proposing actions and assessing their potential effects, empowering students to think deeply about real-world challenges and how they can contribute to solutions. For students investigating scientific issues, learning will extend to understanding how science informs decision-making in communities and how to effectively communicate ideas and findings using digital tools. Through this integrated approach, students will not only explore what inspires them but also learn the skills to turn their ideas into purposeful action.

Bringing the learning home:



- Ask your child what issue, interest, or cause they've chosen to explore. Encourage them to share why it matters to them and how they think it connects to making a difference.
- Discuss people or groups who have created positive change—local community leaders, historical figures, or even family members who've made a difference in their own way.
- If your child is exploring an environmental, social, or health-related issue, discuss simple ways your family can take action together.

Science



We have two units for Science for term three. The first one explores how energy is transferred and transformed, particularly in electricity, and how science supports problem-solving. Students build inquiry skills by designing simple investigations and identifying variables and safety risks. The second unit on materials focuses on reversible and irreversible changes, including processes like melting, mixing, and burning, while recognising Aboriginal and Torres Strait Islander knowledge.

Bringing the learning home:



- Try simple science activities like dissolving sugar in water, melting ice, or observing rust to explore reversible and irreversible changes.
- Ask your child to explain their ideas and predictions to build understanding of cause and effect.
- Support safe "mini investigations" at home by helping them plan steps, identify variables, and think about safety.

Year Six: Term 3 2026

Curriculum Highlights

P

Positivity

R

Relationships

O

Outcomes

S

Strengths

P

Purpose

E

Engagement

R

Resilience

PROSPER

This term, we will continue using the PROSPER framework to support your child's wellbeing, focusing on building an inclusive, resilient, and connected community. Students will explore diversity, what an inclusive school feels like, and how to celebrate and respect differences, while identifying practical ways to be more inclusive in their daily interactions.

They will also develop key life skills, including healthy screen use, resilience in challenging situations, showing care for others, checking in with friends, and having the courage to speak up when it matters.

Reminder...

It would be great if you could log on to your child's Seesaw and engage with their learning by responding. Examples could include:

- I'm proud of how you...
- I can see you have tried really hard to...
- You've really improved at...



Key Events:

- Monday 27 July School Resumes
- Tuesday 28 July S and F Avocado Incursion
- Thursday 30 July Performing Arts/Sports Photos
- Tuesday 4 August ICAS Assessments – Digital Technologies
- Wednesday 5 August Year 1 and year 6 Vaccinations
- Thursday 6 August Ethics Olympiad Training Day
- Tuesday 11 August ICAS Assessments – English
- Bullying 'NO WAY' Week August 17 – 21
- Tuesday 18 August ICAS Assessments – Science
- Book Week 2026 August 24 – 29
- Tuesday 25 August ICAS Assessments – Mathematics
- Friday 28 August Book Week Parade 2026
- Friday 4 September AISHK PA Father's Day Event (AU & NZ date)
- Thursday 10 September R U OK Day
- Thursday 17 September Student-Led Conferences and Primary Art Exhibition
- Friday 25 September Change Makers Parent Presentation 8:15am–9:40am
- Friday 25 September 12pm School Holidays begin

ART



- Students will explore the architectural design process.
- They will consider how buildings can be both functional and visually appealing.
- Students will develop their own building designs using creative thinking, planning and design skills.

Music



Students will refine instrumental technique and expressive performance skills. They will explore how style influences interpretation and musical choices. Ensemble work will develop listening, coordination and overall performance awareness.

Physical Education



This term in PE, students will develop and showcase their striking and fielding skills. They will demonstrate their ability to throw, catch, and strike using a smaller ball through participation in modified games such as T-ball, rounders, and cricket. In addition, students will focus on applying correct bowling and fielding techniques across the different striking and fielding activities. Emphasis will be placed on skill development, teamwork, and game awareness.

Health



This term, students will develop their understanding of personal safety and respectful communication. They will describe and practise strategies for seeking, giving, and denying consent, and learn how to express their intentions clearly and respectfully. Students will explore their right to feel safe, recognise early warning signs, and understand "my body, my choice." Students will further develop confidence in speaking up, standing firm, and making safe choices, with a final focus on empowerment and reviewing key learning.

Technologies: Digital and Design



This term in Digital Technologies, students will build on their understanding of micro:bits by using them to code and control simple electrical circuits. To support their Change Makers project, they will also explore a range of robotic resources, giving them a "taster" of different tools and technologies they can use to bring their ideas to life. This hands-on experience will help students make informed choices about how they design and implement their solutions.