



St Thomas Aquinas
West Belconnen



Year 6 Term 4 Overview 2025

Week	1	2	3	4	5	6	7	8	9	10
Key Dates to Remember		24/10 – Boorowa Netball and Touch Football Carnival	28/10- Raider's League Tag Day		11/11 – Remembrance Day Prayer Celebration 11/11 – Year 5/6 Netball Gala Day 14/11 – Crazy Hair for Hampers Day	19/11-21/11 – Year 6 Camp	26/11 – Advent Prayer Celebration @ 2pm	3/12 - Advent Prayer Celebration @ 2pm 4/12 – Whole School Mass @ 9:30 5/12 – Daramalan Orientation Day 5/12 – Year 6 Assembly	9/12 – 3 Way Conferences. 10/12 - Advent Prayer Celebration @ 2pm 11/12 – Leadership Ceremony @ 9:30am 12/12 – Graduation Mass and Disco @ 5pm	17/12 – Year 6 Big Day OUT!! 17/12 - Advent Prayer Celebration @ 2pm 18/12 White Token Award Lunch 18/12 – Principal's Awards @ 2:15pm 18/12 – Farewell Tunnel and Water Fight @ 2pm 18/12 – End of Term 4

Religious Education

In Religious Education, we will be focussing on the diversity and wisdom of Catholics in Australia and the actions that promote or deny social justice. Some key questions we will be investigating:

- What influenced the diverse contexts of the Australian Catholic Identity?
- How has the Catholic expression of Faith Changed across time in Australia?
- How does the current Catholic Church engage with the wider Australian society?

CHCH5 STCW7

- What is natural law?
- What is prophecy?
- How does prophecy speak from the context of injustice and indifference?
- What is Jesus' New Law?
- What is the significance of Jesus' New Law on decision making?
- What are the spiritual and corporal works of mercy?
- How do the spiritual and corporal works of mercy contribute to a just society?
- How do people live the 'new law' through authentic Christian leadership?

STOT10 STOT11 CLMF10 CLMJ7 CLPS17

English

Students will participate in Paired Fluency reading four days a week. Our writing focus for this term is to further develop student's knowledge in persuasive writing. Students will edit work with focus on vocabulary development, sentence structure, grammar and punctuation.

Spelling Mastery - 4 days per week developing student understanding of morphology and phonics.

Our class novel this term is Can You See Me? by Libby Scott and Rebecca Westcott.

Language:

Explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features **AC9E6LA03**

Understand that cohesion can be created by the intentional use of repetition, and the use of word associations **AC9E6LA04**

Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas **AC9E6LA05**

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups **AC9E6LA06**

Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole **AC9E6LA08**

Understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue **AC9E6LA09**

Literature:

Identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors

AC9E6LE01

Identify and explain characteristics that define an author's individual style **AC9E6LE03**

	Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LE05 Literacy: Analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03 Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04 Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05 Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06 Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08 Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09
Mathematics	These are the areas which will be covered over the term: Number and Algebra • AC9M6A02 - find unknown values in numerical equations involving brackets and combinations of arithmetic operations, using the properties of numbers and operations • AC9M6A01 - recognise and use rules that generate visually growing patterns and number patterns involving rational numbers Measurement and Geometry • AC9M6SP02 - locate points in the 4 quadrants of a Cartesian plane; describe changes to the coordinates when a point is moved to a different position in the plane • AC9M7M01 - solve problems involving the area of triangles and parallelograms using established formulas and appropriate units • AC9M6M04 - identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning • AC9M6SP01 - compare the parallel cross-sections of objects and recognise their relationships to right prisms • AC9M6M04 - identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning Statistics and Probability • AC9M6ST03 - plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation • AC9M6ST02 - identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions
HaSS	This term we will study the Economics and Business strand of HaSS. We will focus on: AC9HS6K08: Influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices
Science	In Science, we will be focussing on the biological sciences. AC9S6U01 investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions ACSHE098 Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ACSHE100 Scientific knowledge is used to solve problems and inform personal and community decisions AC9S6H02 Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6I01 Pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I03 Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I04 Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I05 Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I06 Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate
Physical Education and Health	This term students will be learning and developing fundamental skills through the design of their own games, which they will subsequently teach their game to their Kindergarten buddies. This project fosters leadership, creativity, and peer-to-peer learning. AC9HP6M01 Adapt and modify movement skills across a variety of situations AC9HP6M08 Devise and test alternative rules and game modifications to support fair play and inclusive participation AC9HPM09 Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities AC9HP6M07 Predict and test the effectiveness of applying different skills and strategies in a range of movement situations

	In Health, we will be exploring students' transition to high school. Students will explore topics such as new friendships, navigating timetables, different teaching styles etc. AC9HP6P01: Plan and practise strategies to manage changes and transitions in personal, school, and social contexts. AC9HP6P03: Practise strategies to build and maintain respectful relationships. AC9HP6P10: Plan, implement and evaluate personal strategies to manage challenges and opportunities in new contexts.
The Arts Mrs Wicks	The Arts focus for Term 4 in Year 6 is Music. Students will continue with the unit from last term called 'Introduction to Jazz' (Good to Great Schools). Students will continue to explore the unique qualities of jazz through listening, analysis, and performance. Students will continue developing their understanding of rhythm, melody, and expression while building skills in performing jazz music on the keyboard. Students will also learn how to play the Ukulele and finish the term learning Christmas songs. AC9AMU6E01 AC9AMU6E02 AC9AMU6D01 AC9AMU6C01 AC9AMU6P01
Chinese Mrs Wang	In Term 4, Year 6 students will consolidate their Chinese learning by creating and presenting short factual or imaginative texts about their interests, celebrations, or personal stories. They will build fluency in using Pinyin and characters to write simple sentences and will practise reading aloud with correct tone and pronunciation. Students will explore key grammar features such as time phrases, conjunctions, and sentence word order, helping them construct more cohesive and meaningful texts. Class presentations, performances, and written tasks will allow students to express their ideas confidently and creatively in both spoken and written Chinese. This unit celebrates their primary language learning journey and supports readiness for high school Chinese. AC9LC6C02 AC9LC6C04 AC9LC6U02
Library Mrs Kaden	This term, students will be learning about spreadsheets, data, and digital design. They'll explore how to organise and present information using digital tools, including creating tables, charts, and simple formulas. These skills help build a strong foundation in digital literacy and problem-solving. AC9TDI6K03 AC9TDI6K04 AC9TDI6P07 AC9TDI6P08