



# Chapel Hill State School

## Other KLAs Curriculum and Assessment Yearly Overview 2025 YEAR 6



	Term 1	Term 2	Term 3	Term 4
<b>THE ARTS</b>	<b>Drama U1 Natural Disasters</b> • Work collaboratively to perform and respond to drama		<b>Dance U2A Cultural Dance</b> • Work collaboratively to perform, choreograph and respond to dance using a stimulus.  <b>Visual Arts U2 Say it with Art</b> Students explore recontextualisation of objects and non-traditional art materials to communicate ideas on a social comment.	
		<b>Assessment:</b> Marking Guide	<b>Assessment:</b> Observations checklist, Marking Guide	
	<b>Music</b> • Rhythm work – read/write/perform rhythms. • Elements of music Ukulele – consolidate skills  <b>Assessment:</b> • Monitoring checklists	<b>Music Unit 3B Rhythmic Riot</b> Performance  <b>Assessment:</b> • Monitoring checklists	<b>Music</b> • Rhythm work, staff notation – read/write/perform rhythms and staff notation. • Elements of music  <b>Assessment:</b> • Monitoring checklists	<b>Music</b> • Rhythm work, staff notation – read/write/perform rhythms and staff notation. • Elements of music  <b>Assessment:</b> • Collection of work and marking guide
<b>TECHNOLOGIES</b>	<b>Digital Technologies Unit 2 Data Changing Our World</b> Students will investigate how information systems meet local and community needs and will create an interactive spreadsheet solution that shows student online safety at Chapel Hill State School.		<b>Design and Technologies U2 Hands off!</b> Students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution.	
	<b>Assessment:</b> Marking Guide		<b>Assessment:</b> Marking Guide	
<b>HPE</b>	<b>Cybersafety Talks – Media Madness</b> Online safety and anti-bullying session		<b>Health and Personal Development</b>  <b>Life Education Program - Relate, Respect, Connect TBC</b> • Equips students with knowledge, skills and strategies to help them develop safe and respectful relationships - face to face and online.	<b>Human Relationships Program</b> • Emotional, social and physical changes during puberty. • Fertility, pregnancy and birth - the miracle of life. • Personal safety "my body belongs to me" (protective behaviours)
	<b>Health Unit 2 What am I drinking?</b> Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options and the effects they have on the body.			<b>Health – U4 Transitions (ERP)</b> Students explore the feelings, challenges and issues associated with making the transition to secondary school.
	<b>Assessment:</b> Marking Guide			<b>Assessment:</b> Educational Research Project (ERP)
	<b>Physical Education</b> <b>Unit 1: Swim &amp; Survive</b> Swimming skills and survival knowledge for when in, on and around the water. Head Out of Water classroom program to compliment practical lesson.	<b>Physical Education</b> <b>Unit 2: Faster, Stronger, Higher!</b> (Little Athletics) Fundamental movement skills of running, jumping and throwing for Athletics. Application of movement concepts and strategies while participating in group challenges and games.	<b>Physical Education</b> <b>Unit 3: Get your tag on</b> (Play NRL) Specialised movement skills of passing, catching, evading and kicking used in different codes of Football (oz-tag, touch & league). Application of game concepts and strategies when attacking and defending in group/team activities and games.	<b>Physical Education</b> <b>Unit 4: Over the Net</b> (C2C) Specialised Tennis skills of forehand and backhand groundstrokes for mini-tennis gameplay, and combining concepts and strategies to open up space on the court to win points or gain control of rallies. Application of Tennis etiquette to demonstrate cooperation and fair play during activities and games.
<b>Assessment:</b> Observations/checklists	<b>Assessment:</b> Observations/ checklists	<b>Assessment:</b> Observations/ checklists	<b>Assessment:</b> Observations/checklists	

LANGUAGES - GERMAN	<b>Unit 5: Amazing places</b> <ul style="list-style-type: none"> <li>In this unit, students use spoken German to explore amazing places around the world, describe a country of their choice and discover where people speak German.</li> </ul>	<b>Unit 6: What are your interests and hobbies?</b> <ul style="list-style-type: none"> <li>In this unit, students learn how to talk about their interests and describe their personality traits based on their hobbies.</li> </ul>	<b>Unit 7: Let's be active</b> <ul style="list-style-type: none"> <li>In this unit, students explore different Sports in German, they create a fitness routine and teach their classmates how to exercise in the target language.</li> </ul>	<b>Unit 8: School life</b> <ul style="list-style-type: none"> <li>In this unit, students explore the concept of school life in German speaking communities and Australia.</li> </ul>
	<b>Assessment: Collection of work:</b> <i>speaking, writing and reflecting</i>	<b>Assessment: Collection of work:</b> <i>speaking, writing and reflecting</i>	<b>Assessment: Collection of work:</b> <i>listening, reading and writing</i>	<b>Assessment: Collection of work:</b> <i>writing, speaking and analysing</i>

**Disclaimer:** Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.