



Ripley Valley State School

Empowering future excellence

2025 CURRICULUM OVERVIEW

YEAR 6—TERM 2

ENGLISH

Focus: Students will explore and take action on a **social issue of their choice** through the creation of a **multi-modal presentation** designed to **persuade their peers**.

Key Objectives:

- Develop persuasive techniques to effectively influence an audience.
- Create a multimodal presentation using a combination of spoken, written, visual, and/or digital elements.
- Research and critically engage with a range of texts related to various social issues.
- Read, view, and comprehend different types of texts to inform and support their presentation.

Skills Developed:

- Critical thinking and analysis
- Persuasive communication
- Multimodal literacy (visual, audio, written)
- Public speaking and presentation
- Research and comprehension

MATHEMATICS

Focus Areas for the Term:

Number Properties

- Identify and use properties of **prime**, **composite**, and **square numbers**.
- Apply understanding of these number types to solve mathematical problems.

Mathematical Modelling

- Use **percentages** and **rational numbers** in real-world contexts, including **financial mathematics**.
- Formulate, solve, and justify solutions to practical problems using mathematical models.

Equations and Operations

- Solve for unknown values in **numerical equations**.
- Work with equations involving **combinations of arithmetic operations** (addition, subtraction, multiplication, and division).

Time and Planning

- Interpret and use **timetables** and **itineraries**.
- Plan activities and determine the **duration of events and journeys** using real-world data.

SCIENCE

Focus: Students investigate **changes to materials**, learning to identify and classify them as **reversible or irreversible**. Through hands-on experiments, they explore simple **cause-and-effect relationships** in science.

Key Objectives:

- Observe and compare different types of material changes (e.g., melting, freezing, burning).
- Classify changes as either **reversible** (e.g., melting ice) or **irreversible** (e.g., cooking an egg).
- Develop **investigable questions** and design fair experiments.
- Pose **clarifying questions** and make **predictions** about scientific outcomes.
- Compare **experimental data** with predictions to support explanations.
- Reflect on scientific methods and suggest **improvements** to future investigations.

Skills Developed:

- Scientific observation and classification
- Designing and conducting investigations
- Critical thinking and prediction
- Data analysis and evidence-based explanation
- Reflection and scientific reasoning

HASS (Humanities & Social Sciences)

Focus: Students explore the **importance of people, institutions, and processes** in Australia's democracy and legal system, as well as the **rights and responsibilities** of Australian citizens and their role as **global citizens**.

Key Objectives:

- Explain the **role of people, institutions, and processes** in shaping Australia's democracy and legal system.
- Understand the **rights and responsibilities** of Australian citizens and how these connect to **global citizenship**.
- **Collaboratively generate alternative responses** to societal issues, using decision-making criteria to weigh advantages and disadvantages.
- **Reflect on learning** to propose meaningful actions in response to issues or challenges, and predict the **effects** of these actions.

Skills Developed:

- Critical thinking and decision-making
- Collaborative problem-solving
- Reflection and self-assessment
- Understanding of democratic processes and citizenship
- Proposal and action planning

TECHNOLOGY

Students will explore the impact of **social, ethical, technical**, and **sustainability considerations** in the design process, and how these factors shape solutions to meet both **current and future needs**. They'll investigate how **technology** influences **design decisions** in the area of **food specialisations and food production**.

Key Objectives:

- **Understand** how social, ethical, technical, and sustainability factors influence the **design of solutions** for present and future needs.
- **Explain** how the features of technologies influence design decisions.
- **Identify and define** a range of needs, opportunities, or problems in terms of **functional requirements**.
- **Generate and record design ideas** for specific audiences, using appropriate **technical terms** and **graphical and non-graphical representation**.
- **Plan and document** the necessary processes and resources to **safely produce solutions** in the prescribed technological contexts.
- **Negotiate criteria for success**, incorporating sustainability considerations, and **judge the suitability** of ideas, solutions, and processes based on these criteria.

Skills Developed:

- Problem-solving and critical thinking in design
- Understanding of technology's role in design decision-making
- Creative and technical design documentation (e.g., algorithms, diagrams)
- Safe production and testing of designed solutions
- Collaboration and negotiation of success criteria, with a focus on sustainability

HPE

Health: Understanding healthy fuel Students continue to explore nutrition facts within food and drink and understand how this contributes to our health and wellbeing. Students will be able to demonstrate the ability to choose healthier options after analysing nutrition labels.

PE: Athletics Students will perform specialised Athletics skills in all athletic track and field events during PE lessons. They will practice and refine skill sequences to improve their upon their initial performance in Long Jump, Discus and Ball Games.

THE ARTS

Students will be studying Media Arts. Using the elements of media and the platform of Canva, students will create an advertisement video that utilizes persuasive techniques, connecting with their unit in English. They will also explain the purposes of different media artworks and how different points of view, ideas and stories can be portrayed. Additionally they will learn about the importance



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COHORT NEWSLETTER

TERM 2 2025

Key Dates:

- Parade:** Fridays 9:45 am sharp
- Public Holiday:** May 5
- Mother's Day Stall:** May 9
- Show Holiday:** May 16
- P&C Disco:** June 13
- Report Cards Released:** June 25
- End of Term:** Friday, June 27



Contact Information:

Principal: Ms Meerwald
Deputy Principal (5-6): Mrs Jackson
Head of Special Education Services: Ms Alberts
Phone: 3274 2888
Address: 110 Botany Dr, South Ripley QLD 4306



Class Communication:

- Sign up for QParents. Here you will find items such as permission forms and past report cards. You can also use this app to communicate with the school about students absences.
- Please ensure you read the school newsletter. It is sent out 3 times a term and contains current information about our school.
(Newsletters are released in Week 1, 4 & 8 each Term)
 - Visit our Facebook page
- Please **email** the class for all questions or concerns. Allow at least 24hours for a response.
 - Staff do not respond to messages sent via ClassDojo. The teacher school email is the preferred method of contact.
- For urgent matters** please contact Admin on **3274 2888** and we will get back to you as soon as possible.

Cohort Teachers

6A: Ms Kelly

Email: alkel0@eq.edu.au

6B: Ms Melissari

Email: cmeli9@eq.edu.au

6C: Mrs Ronaldson

Email: cshal5@eq.edu.au

6D: Mrs Paterson

Email: mnry0@eq.edu.au



School Values:

1. Be Responsible
2. Be Respectful
3. Be a Learner

Positive Behaviour Strategies:

Class Dojo Points will be used in the classroom to encourage our school value choices.

At the end of each fortnight, one student will be awarded an **'Excellence Award'** for exemplary adherence to our **positive behaviour for learning (PBL)** focus of the week and one student will be awarded an **'Empowerment Award'** for exceptionally hard work in one, many or all key learning areas.

If your child is having an issue at school remind them to do the 'high five'.



REPORT CARDS:

Student Report Cards will be sent out in the last week of this term.

Please ensure you have signed up for QParents as report cards are first released on here then emailed home.

Previous reports cards continue to be available in QParents should you need to access them.

RVSS P&C Association

Meetings are held on the 3rd Tuesday of each month

