

**Bundamba State School**  
**Years 6 Term 2 Learning Map 2026**



**Dear Parents/ Caregivers,**


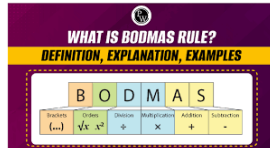
Welcome to an exciting Term 2, 2026 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including:

- May 4 – Labour Day Public Holiday
- May 8 – Mother's Day Stall
- May 11 – Premier's Reading Challenge
- May 15 – Ipswich Show Day
- May 28 – Digital Incursion – National Reconciliation Week
- May 28 – Hoe Down Dance School Community Event
- June 17 – Starlab Incursion
- June 23 – Senior Athletics Carnival
- June 26 – Last Day of Term 1

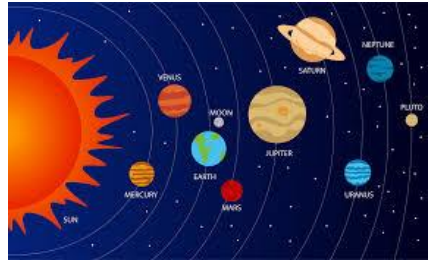

- Friday 7<sup>th</sup> Fe
- Friday 21<sup>st</sup> N

**We look forward to working together to achieve the best outcomes for your child.**

**Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS, HUMANITIES and SCIENCE.**

Subject/ Learning Area		Assessments
<p align="center"><b>English</b></p>	<p><b>Unit 2: Engaging with and responding to informative texts</b></p> <p>They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.</p> <p>They create written and multimodal texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.</p> <p><b>PhOrMeS Word Reading and Spelling</b></p> <p>At Bundamba State School, Year 3-6 students will engage in explicit lessons 4-5 times per week, teaching word reading and spelling. PhOrMeS is a comprehensive, core literacy skills curriculum covering Phonology through phonics, Orthography through correct spelling conventions, Morphology &amp; etymology and Semantics. The curriculum is informed by a wide evidence-base of how students learn to read known as the Science of Reading and the Science of Learning.</p>	<p><b>Assessment task 2.1</b>  <b>Purpose: To read, view and comprehend informative texts.</b></p> <p><b>Assessment task 2.2</b>  <b>Purpose: To create a written and multimodal informative text for an audience.</b></p> 
<p align="center"><b>Mathematics</b></p>	<p><b>Unit 2: Number, Algebra, Measurement</b></p> <p><b>Unit description</b></p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> <li>• solve arithmetic problems involving all four operations with natural numbers of any size</li> <li>• extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently</li> <li>• use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions</li> <li>• use timetables of daily activities to solve practical problems</li> </ul> <p>find unknown values in numerical equations involving and combinations of arithmetic operations.</p>	<p><b>Assessment task 2.1 Number and Algebra</b>  <b>Purpose: To find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers. To use mathematical modelling to create a budget for a class event.</b></p> <p><b>Assessment task 2.2 Measurement</b>  <b>Purpose: To interpret and use timetables and plan an itinerary.</b></p> 

**Bundamba State School**  
**Years 6 Term 2 Learning Map 2026**

<p align="center"><b>Science</b></p>	<p><b>Unit 2: Earth and Space Sciences</b> <b>Unit description</b></p> <p>Students continue to develop understanding of how system components are interdependent through modelling the distances and relationships between the sun and planets in the solar system, and Earth's movements in relation to the sun. They recognise the role of gravity in keeping the planets in orbit around the sun.</p> <p>Students work collaboratively and engage with virtual simulations and research to develop models. They use these to explain planetary movement relative to the sun and how Earth's axial tilt, rotation and revolution around the sun relate to cyclic observable phenomena, including variable day/night length and amount of sunlight on the surface of different regions on Earth.</p> <p>Students acknowledge Aboriginal peoples' and Torres Strait Islander peoples' knowledges of the night sky. They explore use of these knowledges for timekeeping purposes, and representation and communication through oral cultural records, rock paintings, paintings and stone arrangements.</p> <p>Students construct a timeline showing ways in which international collaboration and contributions of scientists, mathematicians and astronomers have advanced ideas about the solar system, for example: the International Space Station program.</p>	<p><b>Assessment task 2</b> <b>Purpose:</b> To use models to show relationships between the sun and planets in the solar system and explain how Earth's position relative to the sun relates to observable phenomena. To investigate how scientific knowledge of the solar system has developed through collaboration and individual contributions.</p> 
<p align="center"><b>HASS</b> Humanities and Social Sciences</p>	<p><b>Unit 2 Australians as global citizens</b> <b>Learning opportunities support students to:</b></p> <ul style="list-style-type: none"> <li>• recognise the responsibilities of citizens in Australia's democracy</li> <li>• consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens</li> <li>• identify different points of view</li> <li>• examine continuities and changes in the experiences of <i>Australian democracy</i> and <i>citizenship</i>, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children</li> <li>• investigate stories of groups of people who have migrated to Australia since Federation</li> <li>• evaluate the contribution of individuals and groups to the development of Australian society since Federation</li> <li>• sequence information about events and represent time by creating timelines</li> <li>• present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</li> </ul>	<p><b>Assessment Task 2 : Global citizens</b> Students investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.</p> 
<p align="center"><b>HPE</b> Health and Physical Education</p>	<p><b>Health Unit Title: Emotions, developmental changes and transitions (continued assessment)</b> Students will finalise Part A of their assessment of exploring how different factors shape and influence identities, roles and responsibilities. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. <b>This term</b>, students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes. They understand that experiences of changes and transitions, including developmental changes such as puberty, differ for individuals and propose positive ways to manage these transitions (Part B).</p> <p><b>Movement Unit Title: Strength and Conditioning</b> Students will perform specialised movement skills related to strength and conditioning, including sprinting, jumping, throwing, balancing and controlled body movements. They will apply movement concepts and strategies to improve power, endurance, coordination and overall fitness, testing different ways to complete fitness and athletic challenges in modified activity settings. They will also prepare for the upcoming Athletics Carnival in Week 10.</p>	<p><b>Summative: <a href="#">Assessment Task</a></b> <b>Health:</b> Students explain how factors influence identities and develop strategies for managing emotions and changes. They propose strategies to demonstrate respect, empathy and inclusion. <b>Movement:</b> Students perform movement skills such as sprinting, jumping, balancing, throwing and controlled body movements with coordination and accuracy in modified strength and conditioning activities.</p>

**Breakfast / Morning Run Club each morning – To promote active involvement in health and fitness.**

The Arts

**Unit Title: Tree Tenants**

As part of an ongoing semester unit, students will continue to explore sustainability through art, building on their skills and understanding from last term. Inspired by the ideas and artworks of Friedensreich Hundertwasser, and other artists who promote living in harmony with nature, students will continue to learn how art can support both people and the environment. Using recycled materials, they will continue to create artworks that give objects a second life while considering how their designs can support biodiversity within the school environment.



**Summative: Assessment task – A Collection of Work**

Students will design and construct a functional piece of "Living Architecture"—such as a bug hotel, bird feeder, or bee-watering station. These projects will be designed to help local wildlife safely coexist with humans within our school grounds, proving that art can be both beautiful and purposeful.

Languages

**Unit Title: Indonesian**

Students in Year 6 will explore the concept of play and learn about traditional games played by children in Australia and Indonesia. They will discuss traditional games and games played by children around the world. Students will explore the language used in game play, write simple rules for games using learnt vocabulary and language structures. They will reflect on the universality of play and culturally specific elements of games.

In term 2, there will be a dance incursion provided by Suara Indonesia, a dance troupe based in Sydney, New South Wales.

