

Year 6 Term 2 2026



The Burnside Year 6 Team

6B Class Teacher:
Maree Barrink
(Mon-Wed)



Arts Teacher
Shane McLennan



6B Class Teacher:
Jack McGill
(Thurs-Fri)



Physical Education Teacher
Liam Schofield



6J Class Teacher:
Emily Mark-Hudson



Languages Teacher
Natascha Atanassoff



Inclusion Teacher:
Jack McGill (Mon-Wed)



Inclusion Teacher: Kassann Reid (Thurs & Fri)



Meet the Burnside Specialist Team

Hi my name is Shane McLennan and it is my proud duty to be The Arts teacher at Burnside State School. I perform this work because I know that some of the greatest lessons in life can be learned through The Arts, not the least being the improvement of self-confidence, engaging in critical thinking and finding fun in learning! My wife and I moved to Palmwoods four years ago and have formed many community bonds in the Sunshine Coast hinterland, for which we feel very welcomed. I am available Mondays to Thursdays at school if you wish to contact me regarding your child's Arts learning and I look forward to hearing from you.

My name is Liam Schofield and I will be teaching Physical Education across all year levels. I can be contacted by email on ksch2@eq.edu.au. I am excited to be focusing on fundamental motor skills in the lower years with specific movement activities and extending these motor skills through the upper years with a variety of sports throughout the year to enhance student physical performances throughout school and extracurricular events.

My name is Natascha Atanassoff and I have the pleasure of exploring Japanese culture and language with your student this year. This is my third year at Burnside and will be working on Tuesdays. I am a native German speaker and have also studied French. My focus is on making the lessons interesting and fun.

Key Events

Year 6 Camp – 22nd-24th April
Loved one's stall – 8th May
Year 3-6 Sports Day – 17th June

Assemblies – Even weeks Friday 8:50am

Week 2 – 1st May
Week 4 – 15th May
Week 6 – 29th May
Week 8 – 12th June
Week 10 – 26th June

Year Level Messages

Welcome back to Term Two. It has been a great start to the year by our school leaders and we look forward to building this momentum through Term 2. Our supportive transition program with Burnside State High School begins this term with Volleyball coaching sessions. In week 1 we head off to Luther Heights Youth Camp at Coolumb for more leadership and personal development skill building. Homework expectations will remain the same for both classes.

English	Maths	Science	Humanities	The Arts	Health	Physical Education	Technologies	Languages
Using text structures purposefully Students engage with a variety of informative texts incorporating texts by First Nations Australian, Australian and world authors. These may include reports, reviews, procedures, biographies and autobiographies. Students explore content about a wide range of topics of interest or topics being studied in other curriculum areas. They identify text structures and features including headings, timelines and images and how these inform the reader and improve access to the information in texts. Assessment Task 2.1 Students read, view and comprehend informative texts. Assessment Task 2.2 Students create a written and multimodal informative text for an audience.	Unit description Students further develop proficiency and positive dispositions towards mathematics and its use as they: • solve arithmetic problems involving all four operations with natural numbers of any size • extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently • use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions • use timetables of daily activities to solve practical problems • find unknown values in numerical equations involving and combinations of arithmetic operations Assessment: 2.1: Number and Algebra Students will 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. Assessment: 2.2: Measurement- Time Students will interpret and use timetables and plan an itinerary.	Chemical science Students explore changes during dissolving, change of state, cooking and rusting, and compare the substances produced during these changes with the original substances. Students refine their ability to pose questions that enable scientific investigation of relationships, such as between the amount of added heat energy, and whether a change is reversible or irreversible. Students continue to develop their understanding and skills in planning safe experimental methods to test relationships, such as comparing ways of changing substances, and properties of substances before and after change. They collect and record observations and experimental data, using digital tools as appropriate, to establish criteria for categorising changes as reversible or irreversible. As they conduct and report on experiments involving reversible or irreversible change, students learn how to identify strengths and weaknesses in practices, recognise errors in data collecting methods, discuss the effect of different variables on experiment outcomes, and select evidence to support reasoned conclusions. Students engage with examples of how reversible and irreversible changes are used in sustainable practices, for example: to recycle materials or fuel for kerosene torches. Assessment Task: Students consider equipment choices, evaluate experimental methods and compare and classify changes to substances.	Australia in a diverse world In this unit students will investigate the following key inquiry question: <i>How do places, people and cultures differ across the world?</i> Students will: • examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia • investigate differences in the economic, demographic and social characteristics of countries across the world • consider the world's cultural diversity, including that of its indigenous peoples • identify Australia's connections with other countries • organise and represent data in large- and small-scale maps using appropriate conventions • interpret data to identify, describe and compare distributions and trends • present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms. Assessment Task: Australia in a diverse world Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.	Transformations: Media in theatre In this unit, students make and respond to drama and media by investigating forms that use technologies and objects to support dramatic action. These include fantasy, mask, movement, media, props and alternative performance spaces. Assessment Task: Collection of Work: • Planning & Designing • Creating • Responding	Strengthening identity (Semester of work) Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture and media shape their values, beliefs and self-perception, including the influence of stereotypes. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes. Assessment Task: Students analyse health information to propose improvements that enhance health, relationships and wellbeing.	People in motion (Semester of work) Students refine and modify movement skills across different movement contexts, such as net/court, invasion and striking and fielding games and activities. They experiment with different techniques and strategies to enhance their performance and develop ways they can support fair play and inclusion. Through team based and individual activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes and inclusivity. They practise adapting their movement skills to suit the demands of various activities, helping them build confidence and improve their physical capabilities. Assessment Task: Students refine and apply movement skills, transfer and evaluate movement strategies in various situations. 	Design for space exploration (Semester of work) In this unit, students design and make a prototype technology that supports humans to survive in space. Students will: • Understand basic principles of space travel and living in space. • Apply the design process to create solutions for challenges in space. • Use technology and materials creatively to prototype models. • Develop collaboration, problem-solving, and critical thinking skills. Assessment Task: Students identify needs and opportunities to support humans living in space. They generate and communicate design ideas and solutions.	Welcome to Japan Students are introduced to the language of Japanese through a study on culture where they will gain a greater awareness of the world around them and notice similarities and differences between Japanese language and culture and our own and create a poster demonstrating key similarities and differences. Students will also be introduced to the Hiragana alphabet (46 characters) including voiced sounds, long vowel sounds, double consonants and blends. They will learn to read and write hiragana using correct stroke. Assessment Task: Japanese Poster Students create a poster about the culture of Japan using high frequency kanji.

