

***Bowenville
State
School***



**Semester 2, 2022
Curriculum Summary**

Semester 2 – Curriculum Summary – Year 5

English

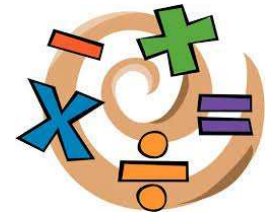
- Students listen to, read and respond to a range of texts including information texts, narratives and poetry.
- In Term 3, students comprehend an information fact file and explore texts containing different points of view such as letters to the editor and interview responses. The students discuss the features and details from the texts in a small group. They then use their acquired information to create a feature article containing subjective and objective language.
- In Term 4, students analyse and evaluate the use of poetic devices and language features in poems and how they are used to create imagery. Students explain the vocabulary choices used by poets. They then express a point of view about the poem using metalanguage of the various techniques and by explaining the effects on readers.



Mathematics

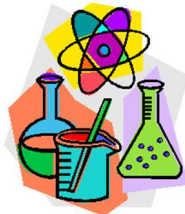
Students:

- solve simple problems involving the four operations using a range of strategies.
- utilise the technique of estimation and rounding to check the reasonableness of their answers.
- identify and describe factors and multiples.
- learn how to add and subtract fractions with the same denominator.
- connect three-dimensional shapes with their two-dimensional representations
- use appropriate units of measurement for length area and volume, capacity and mass.
- measure and construct different angles
- explore probability by listing outcomes of chance experiments with equally likely outcomes.



Science

- In the 'Physical Sciences' unit, students design, construct and conduct a way to test the components of a circuit to identify a fault. They also identify energy sources that can be used to generate electricity and assess each source.
- In the 'Chemical Sciences' unit, students plan and conduct an investigation into reversible and irreversible changes.
- Students utilise a variety of scientific skills including posing questions, predicting the effect of changing variables, using equipment safely and constructing tables and graphs to organise data and compare patterns.



Humanities and Social Science (HASS)

- This semester, students demonstrate their inquiry skills to explore Australia as a part of a diverse world and the connections it has on a global scale. Students describe the diversity of people, places, communities and environments and identify the effects of these interconnections over time. They also create an information guide for exchange students and investigate the best business option for a vacant block of land.



Health

- In Term 3, Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.
- In Term 4, Students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individuals and groups, and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences by creating their own physical activity.



Physical Education

- Students demonstrate fundamental movement skills touch football, soccer, netball and cricket and also swimming. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based game challenges.
- Students demonstrate personal and social skills for working with others in a range of activities. They develop the fundamental movement skills in swimming and other handed catching and underarm throwing and explore dynamic balances with beanbags. They apply these skills to solve movement challenges.



Technologies

Design & Technology

- In this unit students investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. They design a solution to an environment's security need.



Digital Technology

- Students describe digital systems and their components and explain how digital systems connect together to form a network. They work to create a digital game using the skills of defining, designing, implementing using visual programming, managing and evaluating.

The Arts

- Students explain how ideas are communicated in artworks they make, present and view. They describe characteristics of artworks from different social, historical and cultural contexts that influence their art making. Students structure elements and processes of the Arts subjects of Visual Arts, Music and Drama to make artworks that communicate meaning. They work collaboratively to share artworks for audiences, demonstrating skills and techniques.



Japanese

Students:

- engage with a range of texts about school in Japan.
- use a range of language to discuss school experiences.
- participate in an intercultural experience to notice, compare and reflect on language and culture.
- learn how to count: Japanese money, people animal and items.
- learn about counter classifiers and phonetics in the Japanese language.

