

***Bowenville
State
School***



**Semester 2, 2022
Curriculum Summary**

Semester 2 – Curriculum Summary -Year 4

English

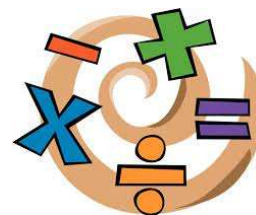
- Students listen to, read and respond to a range of texts including information texts, narratives and poetry.
- In Term 3, students comprehend an information fact file and explored texts containing different points of view such as letters to the editor and interview responses. The students discuss the features and details from the texts in a small group. They then use their acquired information, prior knowledge and some other research resources to create a feature article.
- In Term 4, students read and respond to humorous poems and explain how poetic techniques, language features and the structures of poems support their purpose, audience and mood. Students explain how the various techniques used in the poems work to engage the interest of audiences.



Mathematics

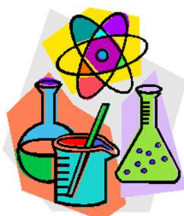
Students:

- build their knowledge and understanding of number, place value, patterns and algebra concepts with 5-digit numbers.
- choose appropriate strategies to multiply and divide.
- expand their knowledge of fractions by making connections between them and decimal notation and recognising equivalence.
- work extensively on their multiplication and division facts
- explore simple purchasing problems.
- compare areas of regular and irregular shapes using informal units/
- use scaled instruments to measure length, capacity, temperature, shapes and objects.
- explore the classification of angles
- list the probabilities of everyday events.



Science

- In the 'Physical Sciences' unit, students conduct an investigation about how contact and non-contact forces are exerted on an object. They investigate how these force types could be used to influence movement a ball through a ball run.
- In the 'Chemical Sciences' unit, students investigated the physical properties of materials and consider how these properties influence the selection of materials for particular purposes.
- Students use formal and informal ways to communicate their observations and findings.



Humanities and Social Science (HASS)

- In the 'Using Place Sustainably Unit', students demonstrate their inquiry skills to investigate the characteristics of places and sustainable waste management. Students explore the interconnections between components of the environment and between people and the environment. They also identify structures that support their local community.



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 will 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 through participation in physical activity.

Physical Education

- Students demonstrate fundamental movement skills in 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 describe and discuss similarities and differences between artworks they make, present and view. They discuss with the class how they and others organise the elements and processes of the Arts subjects. Students also collaborate with peers to plan, make and present artworks to express their ideas using the different techniques and processes of the Arts strands of Visual Arts, Music and Drama.



Japanese

Students:

- engage with a range of texts about team games played on sports days in Japan and also about places in the community.
- use a range of language to participate appropriately in group activities involving teamwork and also to discuss preferences for items in a store.
- compare types of games and language used in games in Japan and Australia.
- analyse and understand the systems of language relating to script recognition.
- participate in intercultural experiences to reflect on language and culture associated with respect and teamwork in games and also to compare shopping interactions and experiences in Japan and Australia.
- analyse and understand the systems of language relating to pronunciation and Japanese sentence structure.

