

***Bowenville
State
School***



**Semester 2, 2022
Curriculum Summary**

Semester 2 – Curriculum Summary – Year 6

English

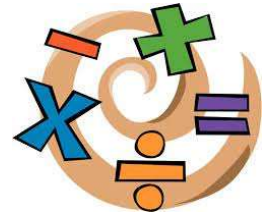
- In Term 3, students comprehend an information fact file and explore texts containing different points of view such as letters to the editor and interview responses. The students discuss the features and details from the texts in a small group. They then use their acquired information to create a feature article.
- In Term 4, students analyse and compare the use of poetic devices, language features and vocabulary in two different poems. They explain the use of language features and how they are used to create imagery. Students explain the vocabulary choices used by the poets. They express a point of view about the poems using metalanguage and evaluative language.



Mathematics

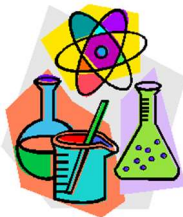
Students:

- describe the use of integers in everyday contexts
- solve problems involving all four operations.
- connect fractions, decimals and percentages and solved problems involving related fractions and the properties of angles.
- explore the multiplication and division of decimals by powers of 10.
- investigate simple prisms and pyramids
- use appropriate units of measurement to solve problems involving length, area and capacity.
- calculate common percentage discounts on sale items.



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 developing investigable questions, identifying variables to be changed and measured, identifying risks and collecting, organising and analysing data.



Humanities and Social Science (HASS)

- 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 identified the effects of these interconnections over time. They also created an information guide for exchange students and investigated 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 will 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.

