

***Bowenville  
State  
School***



**Semester 2, 2022  
Curriculum Summary**

# Semester 2 – Curriculum Summary – Year 1

## English

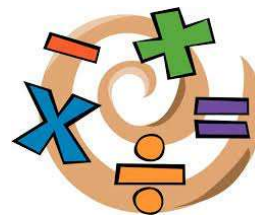
- Students listen to, read and respond to a range of texts including information texts, narratives and poetry.
- In Term 3, students comprehend an information fact file and discussed the features from it in a small group. They then use their acquired information to create a multimodal informative text.
- In Term 4, students are exposed to some sound devices in poetry and are required to explain the use of various language features in the poem including noun groups, verb groups and pronouns.



## Mathematics

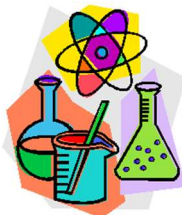
Students:

- build their knowledge and understanding of number, place value, patterns and algebra concepts with numbers to 100.
- explore the ideas of simple addition and subtraction strategies using counting strategies.
- identify representations of one half and recognise the Australian coins according to their value.
- explore two-dimensional shapes and three-dimensional objects.
- order objects based on length and capacity using informal units.
- classify outcomes of simple familiar events.



## Science

- In the 'Physical Sciences' unit, students explore the forces of push and pull, and participate in an investigation whereby they construct a toy and observe how it moves and how various changes could influence its movement.
- In the 'Chemical Sciences' unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose.
- Students utilise their skills of following instructions, recording and sorting observations and sharing them with others.



## Humanities and Social Science (HASS)

- In the 'Present Connections to Places' unit, students investigate connections to places at local, regional, national and global scales. They represent locations of different places and their features on labelled maps.



## 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 will explore the importance of celebrating who they are and respecting each other's differences.



### Physical Education

- Students demonstrate fundamental movement skills in touch football, soccer, netball and cricket and also in 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 and movement challenges.

### Technologies

#### Design & Technology

- Students create a puppet by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing and evaluating.



#### Digital Technology

- Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.

### The Arts

- Students: describe artworks they make and view, and communicate where and why the artworks were made and presented. Students make artworks in different forms to represent their ideas using the different techniques and processes of the Arts subjects of Visual Arts, Music and Drama.



### Japanese

Students:

- listen to and view traditional stories in written forms such as 読みしばい
- express preferences for scenes, storylines and or styles
- translate and interpret genre specific texts
- analyse and understand the systems of language relating to script recognition and structure of texts
- participate in intercultural experiences to notice and compare the language and culture relating to traditional stories
- interact with each other to introduce a mascot
- participate in group activities to describe features of a mascot
- begin to recognise that some words are borrowed from English.

