
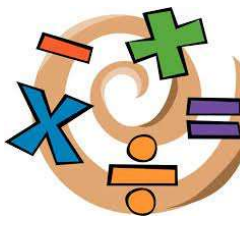






***Bowenville
State
School***



**Semester 2, 2022
Curriculum Summary**

Semester 2 – Curriculum Summary - Prep

<p>English</p> <ul style="list-style-type: none">- Students read and respond to a range of texts including information texts, narratives and poetry.- In <u>Term 3</u>, students comprehend an information fact file by listening to and recalling details and discuss the features from it in a small group. They then used their acquired information to create a multimodal informative text.- In <u>Term 4</u>, students are exposed to some sound devices in poetry. They explain the purpose of poems and express their personal preference about the poems shared. They are also asked to produce a rhyme. 	<p>Mathematics</p> <ul style="list-style-type: none">- Students build their knowledge and understanding of numbers, including:<ul style="list-style-type: none">o Making connections between number names, numerals and quantities to 10.o Counting to and from 20.o Ordering small collections.- They sort objects with common characteristics including shapes.- They compare objects using mass, length and capacity. 
<p>Science</p> <ul style="list-style-type: none">- 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.- 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 observing and respond to questions about the scientific concepts being explored. 	<p>Humanities and Social Science (HASS)</p> <ul style="list-style-type: none">- In the 'My Special Places' unit, students explore special familiar places and how to care for them. They also recognise how places and their features can be represented on maps and models. 
<p>Health</p> <ul style="list-style-type: none">- 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 will explore the importance of celebrating who they are and respecting each other's differences. 	
<p>Physical Education</p> <ul style="list-style-type: none">- 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 かみしばい
- 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.

