

***Bowenville
State
School***



**Semester 2, 2022
Curriculum Summary**

Semester 2 – Curriculum Summary -Year 2

English

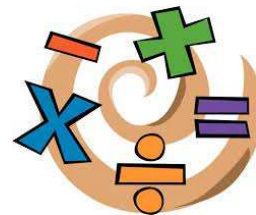
- Students listen to, read and respond to a range of texts including information texts, narratives and poetry.
- In Term 3, students comprehend an information fact file and discuss the features from it in a small group. They then used their acquired information to create a multimodal informative text.
- In Term 4, students read and respond to humorous poems and explain how poetic techniques and the structures of poems support their purpose and audience.



Mathematics

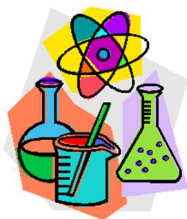
Students:

- build their knowledge and understanding of number, place value, patterns and algebra concepts with numbers to 1000.
- learn how to represent multiplication and division by grouping into sets,
- learn how to associate Australian coins with their value and
- learn how to divide collections and shapes into halves, quarters and eighths.
- explore the features of three-dimensional shapes, drew two dimensional shapes and ordered them.
- described the outcomes for everyday events.
- compare objects using mass, length and capacity.



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 represent and compare observations and communicate their ideas in a variety of ways.



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 sort and record data in plans and 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 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.



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 and movement 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

- 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.

