

PREP - Semester One – Curriculum Overview

Dear Parents and Caregivers,

We would like to share with you a summary of Term One and Term Two units of work and associated assessment tasks, so that you understand what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

| Term One | Term Two |
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| <p>Learning: Sharing thoughts and feelings</p> <p>Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along.</p> <p>Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes.</p> <p>Students engage in shared and independent writing and/or learning experiences to retell, interact and share ideas about stories and express their preferences for characters and texts.</p> | <p>Learning: Writing and creating informative texts</p> <p>Students engage with a variety of authentic texts, including non-fiction texts, through shared reading, viewing and storytelling. These texts include topics that reflect upon and expand their world. They consist of a range of literature from Australian and world authors, including First Nations Australian authors.</p> <p>Students make connections between layout, images and text types. They expand topic-specific vocabulary through planned and informal experiences with texts, images, and objects.</p> <p>Students create short texts to report ideas or events and present to an audience.</p> |
| <p>Assessment:</p> <p>Pictorial representations: Talking about stories</p> <p>Purpose of assessment: To listen to, retell and make connections to personal experiences within a familiar story.</p> | <p>Assessment:</p> <p>Assessment 2.1: Reading, viewing and comprehending informative texts</p> <p>Purpose: To read, view and comprehend a simple informative text.</p> <p>Assessment 2.2: Reporting information</p> <p>Purpose of assessment: To identify familiar imaginative and informative texts and explore how images and words contribute to meaning. To create a short written multimodal information text. To present a multimodal information text to an audience.</p> |

MATHS

| Term 1 | Term Two |
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| <p>Learning:</p> <p>Number, Algebra, Space, Statistics</p> <p>Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • use physical and virtual materials to look for and make connections between number names, numerals and quantities • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns | <p>Learning:</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and |

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| <ul style="list-style-type: none"> develop a sense of sameness, difference and change when engaging in play-based activities describing position and location bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data. | <ul style="list-style-type: none"> taking away from collections to at least 10 and solve these as everyday problems build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events. |
| <p>Assessment:</p> <p>Assessment task 1.1 <i>Statistics</i></p> <p>Assessable elements: Problem solving and Reasoning</p> | <p>Assessment:</p> <p>Assessment task 2.1 <i>Number</i></p> <p>Assessable elements: Understanding and Fluency</p> |

SCIENCE: Experience teach and monitor

Term One

Term Two

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| <p>Learning: Students explore daily and seasonal changes in the weather. They make links to how these changes in their immediate environment affect them and their daily activities.</p> | <p>Learning: Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments.</p> |
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Humanities and Social Sciences (HASS)

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| <p>Learning: Students:</p> <ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. |
| <p>Assessment: • Students explore important events celebrated in their lives, and to identify how people and objects help them to remember.</p> |

DESIGN and TECHNOLOGY Experience, teach and monitor

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| <p>Learning: Students explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs.</p> |
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THE ARTS - Dance

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| <p>Learning: Students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> |
| <p>Assessment: Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the effect of the elements in dance they make, perform and view and where and why people dance about characters make and perform dance sequences using the elements of dance, that demonstrate. |
| <p>Learning: Music Students explore fiction books and everyday texts as stimulus for music making and responding.</p> |
| <p>Assessment: Music Students perform and respond to music using the stimulus of different texts. They differentiate between their speaking and singing voice and demonstrate their understanding of the comparatives of music – high/low, loud/quiet. They move with an understanding that music starts and stops and has a steady beat and a changing tempo – slow/fast.</p> |

HEALTH and PHYSICAL EDUCATION (HPE)

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| <p>Learning: Physical Education Students will explore how to move and play safely during physical activity. They will develop the fundamental movement skills of running, jumping, hopping and galloping. They will apply fundamental movement skills and solve movement challenges.</p> | <p>Learning: Physical Education Students will develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. They will apply these skills to solve movement challenges. Students will identify and develop the attributes of a good partner. They will test and trial solutions to solve movement challenges.</p> |
| <p>Assessment: Physical Education Students will perform a range of fundamental movement skills and apply them to solve movement challenges. They apply practices to keep themselves safe, including following rules in simple activities and games.</p> | <p>Assessment: Physical Education Students will identify and develop the attributes of a good partner and use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic balances with a beanbag and solve movement challenges.</p> |
| <p>Learning: Health Students explore information about what makes them unique, identifying their strengths and achievements. Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.</p> | |
| <p>Assessment: Health Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to identify different settings where they can be active and how to move and play safely.</p> | |

JAPANESE

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| <p>Learning: Japanese "A Package from Japan" Students will begin to engage with the Japanese language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.</p> |
| <p>Assessment: There is no summative assessment for this unit.</p> |

GENERAL CAPABILITIES – Digital Literacy (DL)

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| <p>Digital literacy encompasses the knowledge, and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.</p> <p>Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve and protect the safety of themselves and others in digital environments.</p> <p>Digital Literacy is developed through:</p> <ul style="list-style-type: none">• Practising digital safety and wellbeing• Investigating• Creating and exchanging• Managing and operating |
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Kind Regards

Yours Sincerely



Prep Teaching Team

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Principal