# PREP – 2026 Semester 2 – Unit and Assessment Overview

Dear Parent/Carers,
We would like to share with you a summary of term 3 and 4 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.

## Version 9 ENGLISH

| Term 3 | Term 4 |
|---|---|
| **Unit 3: Share Thoughts and Feelings**<br>Students engage in learning experiences to create a short-written text to share thoughts, feelings and preferences. | **Unit 4: Exploring imaginative texts**<br>**Writing and creating responses to imaginative texts**<br>To create a short-written text to retell a familiar story.<br><br>**Reading, viewing and comprehending imaginative texts**<br>To read, view and comprehend an imaginative text. |
| **Assessment:**<br>• **Persuasive** - To create a short-written text to share thoughts and feelings.<br>• Speaking and Listening: | **Assessment:**<br>• To read, view and comprehend an imaginative text.<br>• To create a short written text to retell a familiar story. |

## Version 9 MATHEMATICS

| Term 3 | Term 4 |
|---|---|
| **Unit 3: Number, Algebra, Space, Measurement**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br><br>- build on understanding to make connections between number names, numerals and quantities, and partition and combine collections<br>- explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10<br>- name, create and compare shapes, using mathematical reasoning in active learning experiences | **Unit 4: Number, Algebra**<br>Students further develop proficiency and positive dispositions towards mathematics and its use as they:<br><br>- look for and make connections between number names, numerals and quantities, compare quantities to at least 20 using mathematical reasoning in active learning experiences<br>- explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems<br>- build confidence and autonomy in being able to make and justify mathematical decisions based on quantification<br>- learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts. |
| **Assessment:**<br><br>***Number***<br>*Assessable elements:* Understanding and Fluency<br><br>***Measurement and Space***<br>*Assessable elements:* Understanding and Fluency | **Assessment:**<br><br>***Number***<br>*Assessable elements:* Understanding and Fluency |

## SCIENCE

| Term 3 | Term 4 |
|---|---|
| **Unit 2: Our material world**<br>In this unit, students use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties. | **Unit 4: Move it, move it**<br>In this unit, students examine how things move. They draw conclusions about the factors influencing that movement. |
| **Science is experienced in Prep. There is no summative assessment task.** | |

## HASS

**Unit 2: My special place -** Students respond to questions about places they belong to. They observe the familiar features of places and represent these features and their location on pictorial maps and models. Students reflect on their learning to suggest ways they can care for a familiar place.

**Assessment:**

- To identify, represent and describe the features of familiar places, and suggest ways to care for these places.

## TECHNOLOGY

**Digital Technology (Semester 2)**
**Unit 1: Computers; Handy helpers -** students will learn and apply Digital Technologies knowledge and skills through guided play and tasks. They will recognise and explore how digital, and information systems are used for particular purposes in daily life.

**Technology is experienced in Prep. There is no summative assessment.**

## ART

**Media Arts**
**Unit 4: Safe and Sound**
Students will create representations of characters and settings to deliver community safety methods using media art forms.

**Assessment:**

Assessment will gather evidence of the student's ability to:

- explore representations of character through digital forms and presentations of self in media art forms
- experiment with images, sound and text
- present representations in digital or print form to communicate ideas through posters
- describe and discuss the representation of character and safety messages in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language

## MUSIC

***Learning: Music***
Students explore rhymes and songs as stimulus for music making.

***Assessment: Music***
Students compose and perform their own arrangement of a known song using their understanding of the musical elements taught.

## HEALTH

**Unit 2: I am Growing and Changing**
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**.**

**Assessment:**

- Students identify how they are growing and changing, and actions that help them stay healthy and physically active.

## PHYSICAL EDUCATION

| Term 3 | Term 4 |
|---|---|
| **Physical Education**<br>**Who wants to play**<br>***Learning:***<br>Students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games. | **Animal Groove**<br>***Learning:***<br><br>Students perform fundamental movement skills to music. They explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement. |
| ***Assessment:***<br>**Practical**<br>The assessment will gather evidence of the student's ability to:<br>• use personal and social skills when working with others in a range of activities<br>• describe how their body responds to movement. | ***Assessment:***<br>**Practical**<br>The assessment will gather evidence of the student's ability to:<br>• perform fundamental movement skills<br>• describe how their body responds to movement. |

## JAPANESE

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|---|
| **My Mascot**<br>***Learning:***<br>Students will use vocabulary for describing mascots and begin to notice the Japanese sound/alphabet system. |
| ***Assessment:***<br>• Students describe and present information about a mascot using formulaic language patterns in Japanese. Collection of work – listening, writing, speaking, reading, reflection |

## GENERAL CAPABILITIES DIGITAL LITERACY

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. 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.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating.

Yours Sincerely

Prep Teaching Team

Your Sincerely



Karyn Brunetto
Principal