

## PREP - Semester 2 – Curriculum 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 have an understanding of 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 3	Term 4
<p><b>Learning:</b> Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Create and recite a rhyme</li> <li>• Responding to a rhyming story</li> </ul>	<p><b>Learning:</b> Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Writing and creating a response to a story</li> <li>• Reading Assessment: Formative</li> </ul>

### MATHS

Term 3	Term 4
<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>• Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</li> </ul> <p><b>Using units of measurement</b> – make/explain direct and indirect comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events.</p> <p><b>Number and place value</b> - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections,</p> <p><b>Patterns and algebra</b> - identify, copy, continue and describe growth patterns, describe equal quantities.</p> <p><b>Data representation and interpretation</b> - identify questions, answer yes/no questions, use data displays to answer simple questions.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Recording data and answering questions</b> - answer simple questions to collect information and make simple inferences</li> <li>• <b>Explaining duration and event sequences</b> - connect events and days of the week, and explain the order and duration of events.</li> </ul>	<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>• Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</li> </ul> <p><b>Number and place value</b> - counting forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups.</p> <p><b>Using units of measurement</b> - directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events.</p> <p><b>Location and transformation</b> - describe position, describe direction.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Identifying numerals</b> - connect number names, numerals and quantities up to 10 and count to and from 20.</li> </ul>

### SCIENCE

Term 3	Term 4
<p><b>Learning:</b> In this unit, students use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Making a wind ornament</b> - describe the observable properties of materials from which an object is made. Students ask and respond to questions and share and reflect on observations.</li> </ul>	<p><b>Learning:</b> In this unit, students examine how things move. They draw conclusions about the factors influencing that movement.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection work</b> - Students describe the movement of an object, and the senses used to observe this movement.</li> </ul>

### HASS

**Learning:** 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**

**Learning:** 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.

**Assessment:**

- Students will identify how common digital systems (hardware and software) are used to meet specific purposes and design solutions to simple problems using a sequence of steps and decisions.

**Digital Device:** coding Bee-Bots

**ART****Learning: Visual Arts**

Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

**Assessment:**

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

- describe artworks they make
- describe artworks they view
- describe where and why artworks are made and presented
- make artworks in different forms to express their ideas, observations and imagination
- make artworks using different techniques and processes

**Learning: Music**

- Students explore rhymes and songs as stimulus for music making and responding

**Assessment: Music**

- Students compose, perform and respond to music using elements of music and discuss where and why people make music.

**HEALTH and PHYSICAL EDUCATION (HPE)**

**Learning:** 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.

**Learning: Physical Education**

Students will demonstrate personal and social skills for working with others in a range of activities. They 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.

**Learning: Physical Education**

Students will perform fundamental movement skills to music. They will explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.

**Assessment: Physical Education**

Students use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag and solve movement challenges.

**Assessment: Physical Education**

Students perform fundamental movement skills to music. Students describe how their body responds to movement in a performance combining the elements of movement.

**JAPANESE**

**Learning:** In this unit students will explore the Japanese concept of kawaii (cute) through mascots. They will begin to use vocabulary for descriptions and be exposed to a variety of different mascots. Students will also begin to notice the Japanese sound system and the effect it has on borrowed words.

**Assessment:**

Students describe and present information about favourite things using formulaic language patterns. (oral)

## ICT

GENERAL CAPABILITIES - Classroom teachers are supported to complete assessment that uses ICTs in all curriculum areas.

**Learning:**

- Creating with ICT Learning:
- Managing and operating ICT's

Yours Sincerely

Prep Teaching Team

Sharon Jones - Principal