



Curriculum Overview

Prep



In Term 3, we will be learning about the following topics in each curriculum area:

English: Exploring imaginative texts

Students engage with a range of texts that involve familiar themes related to belonging, family, friendship and getting along.

They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. 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.

Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts.

This learning area will be taught, assessed and reported on.

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- build on understanding to make connections between number names, numerals and quantities, and partition and combine collections,
- 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,
- name, create and compare shapes, using mathematical reasoning in active learning experiences, and
- build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE):

Students explore their identity by investigating who they are and the people in the world around them. They will describe the different emotions people experience. Through exploration, play and minor games, students will recognise that they experience a range of emotions in different situations and develop an awareness of how individuals can have similarities and differences. Students practise personal and social skills to interact respectfully with others and develop self-regulation skills through exploration and active play.

This learning area will be taught, assessed and reported on.

Science: Chemical Science and Physical Science

Students will wrap up their Chemical Sciences unit, by exploring what things are made of in the school environment and the properties of the materials used to make them through hands-on activities. Students will then begin the new unit, where students will develop an understanding of how things move. Through fun, hands-on learning experiences, they will explore the push and pull forces they can use to move objects in different ways. Through investigations, students observe and gather evidence about rolling objects and explore the idea of fair testing.

This learning area will be taught, but not assessed and reported on.

Humanities and Social Sciences: My Special Places

Student will explore the questions 'Why are some places and events special, and how do we know?' by understanding and recognising features of familiar places they belong to. They will understand information and locations can be represented on pictorial maps or models. Students will explore why some places are special to them and others. They will examine sources to identify the ways they and others can care for special places and understand the importance of Country/Place to First Nations Australians. Students will identify the Country/Place on which the school is located and pose questions about familiar places and share narratives.

This learning area will be taught, but not assessed and reported on.

The Technologies – Design and Technologies:

Students develop their confidence with digital systems, including both hardware and software, and recognise how to use them for a purpose. They develop confidence through guided play experiences when using familiar digital systems from home and school, such as smartphones, tablets, and laptops. Students explore different ways to collect and record ideas or actions, for example: using objects, pictures, and symbols, such as gathering information about weather forecasts. They also develop an understanding of personal and public data, recognising information that belongs to them.

This learning area will be taught, but not assessed and reported on.

The Arts: Music

Music and Movement. Students will investigate the elements of music through rhymes, songs, chants and movement.

This learning area will be taught, but not assessed and reported on.