



Curriculum Overview

Prep



In Term 4, we will be learning about the following topics in each curriculum area:

English: Exploring Imaginative Texts

Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts. Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images. Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.

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

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use. They will look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences. Students will learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts.

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

Health and Physical Education (HPE):

Students will explore how health information, community strategies, symbols and messages help keep them safe, with a focus on water and road safety. They will learn how to use this information to make healthy and safe choices. Through active play and movement activities, students will practise interacting respectfully, following rules and participating fairly and inclusively. They will also develop a range of movement skills, explore ways to move safely and confidently, and identify the benefits of being physically active.

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

Science: Physical Sciences

Students will wrap up their Physical Sciences unit, by learning movement and change are concepts that must be understood to make sense of the world around us. Students will learn they are linked to concepts of energy and force. Through hands-on activities, students develop an understanding of how things move. They will explore the push and pull forces and how 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 – Exploring Laptops:

Students are introduced to computer hardware and software. They practise basic computer skills.

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

The Arts: Dance

Students will develop body awareness and learning about how different body parts move. They will explore elements of dance: space, time, dynamics and relationships and use fundamental movement skills and combine movements to create dance sequences that use locomotor movements. Student will experiment with simple technical skills such as posture or coordination, and expressive skills such as facial expression or gesture, as they select and organise movements in their own dances.

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