

Prep – Term 3 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English, students explore and discuss familiar experiences such as going to the beach, camping and other everyday events. They read, view and listen to a variety of texts, including decodable readers, picture books, videos, oral stories and non-fiction texts, to build comprehension and vocabulary. Students make connections between texts and their own lives, recognising how characters' experiences, feelings and preferences can be expressed. Through speaking, listening, shared reading and writing activities, they learn to sequence events, retell experiences and express ideas, thoughts and emotions. Students create short spoken and written texts about stories and everyday happenings.	Students will be assessed on their ability to orally retell a familiar and enjoyable experience to an audience. They will sequence events in a logical order, identify who was involved, describe what happened, and share their thoughts and feelings about the experience. Students will use simple language features, including connectives such as then and because, familiar vocabulary, and words from their learning and texts to add detail and link ideas. They will also demonstrate clear speaking through appropriate volume and expression, listen respectfully to others, ask relevant questions, contribute ideas, and show understanding of expected listening and speaking behaviours.
Mathematics 	In Mathematics, students develop foundational understandings of number, shape and measurement through hands-on, play-based and real-world learning experiences. They explore familiar shapes by identifying, sorting, creating and describing them in their environment using mathematical language. Students investigate length, mass, capacity and duration by comparing objects and events through direct experiences such as lining up, lifting and pouring. They build number knowledge by counting, representing and ordering numbers to at least 20, connecting number names, numerals and quantities. Students compare collections and solve practical addition, subtraction, sharing and grouping situations through stories, games and role-play, while communicating and explaining their mathematical thinking with increasing confidence.	Students will be assessed on how well they can describe where they and objects are in the classroom, using words like inside, underneath and on top of. They will follow simple instructions using this language and answer questions such as “Where are the scissors kept?”. Students will also be assessed on their ability to copy, continue and describe repeating patterns using objects, shapes or sounds, including identifying any missing parts of a pattern. Finally, they will collect, sort and compare data about favourite fruits, explain which fruit is most liked, and use this information to decide which fruit to buy.
Science Physics 	In Science, students explore how and why objects move by investigating the effects of size, shape and materials on movement. Through hands-on experiments, guided investigations and collaborative activities, they observe, describe and compare how toys, balls and everyday objects move. Students develop inquiry skills by asking questions, making predictions, testing ideas and recording observations. They identify patterns in movement and reflect on their findings using simple scientific language. The unit also introduces First Nations Australian perspectives through traditional instructive toys and their design features. Students apply their learning in team challenges and movement investigations, connecting scientific understanding to real-world experiences.	Throughout the unit, students will be monitored on their ability to identify how objects move and recognise factors that influence movement, including an object's size, shape and material. They will demonstrate scientific inquiry skills by posing questions, making predictions based on their prior experiences, and participating in investigations of moving objects. With teacher guidance, students will compare their observations with their predictions and discuss what they have discovered. Monitoring will focus on students' developing understanding of movement, their ability to communicate ideas and observations, and their growing confidence in using simple scientific inquiry processes.
HASS Geography (Semester 2) 	In HASS Geography, students explore places that are important to them and investigate why these places are special. They learn about the features of familiar places, including their school and local community, and examine how people use places to meet needs, enjoy recreation and maintain cultural connections. Students develop an understanding of caring for places and participate in activities that support their school environment. They also learn about Country/Place and its significance to First Nations Australians. Through stories, maps, timelines and discussions, students build skills in identifying features of places, using location language, sorting information, and sharing their understanding through speaking, drawing and simple representations.	Throughout the unit, students will be monitored on their ability to recognise the features of familiar places, explain why some places are special to people, and identify ways they can care for those places. They will develop inquiry skills by posing questions, making observations, and sorting and recording information from provided sources and experiences. Students will use appropriate geographical terms and a range of sources, including stories, maps and images, to share their observations and ideas about places. Monitoring will focus on students' understanding of places and their features, their ability to gather and organise information, and their confidence in communicating their learning.
The Arts Music (Semester 2) 	In Music, students explore how music can be used to communicate ideas, feelings and experiences. They listen and respond to a variety of music, sharing their observations and reflections through discussion, movement and other expressive activities. Students develop confidence in using their singing voices and vocalisation, while learning to perform and create music using the elements of music, including beat, rhythm, pitch and dynamics. Through composing, singing and playing, students experiment with ways to express themselves musically. Across the unit, they build listening, performance and reflection skills, developing an appreciation of how music is experienced and shared by themselves and others.	Throughout the unit, students will be monitored on their ability to describe and share experiences, observations, ideas and feelings about music they encounter at school, home and in the community. They will identify songs they know and discuss how voices can be used to communicate emotions through music. Students will develop and demonstrate listening, singing and music-making skills by recognising and matching pitch, maintaining a steady beat, and performing rhythms in time with others. Monitoring will also focus on their ability to use play, imagination and the elements of music to create and share simple musical ideas, using their voices and musical knowledge to express thoughts, feelings and experiences.
HPE Health 	In Health, students develop an understanding of their identity, emotions and relationships, and explore how these influence their sense of self and wellbeing. They learn to recognise similarities and differences between themselves and others, identify and describe emotions, and develop respectful ways of interacting with people in different situations. Students explore personal safety and respectful communication. They practise protective behaviours and help-seeking strategies, identify trusted adults and support networks, and learn how to make safe and healthy choices in a range of everyday situations.	Students will be assessed on their ability to describe similarities and differences between themselves and others, identify personal strengths, and explain how those strengths help themselves and those around them. They will demonstrate understanding of emotions by recognising and describing different feelings and explaining how emotions can be identified through facial expressions and body language. Students will also show their knowledge of protective behaviours by identifying trusted adults in their support network, explaining help-seeking strategies, and demonstrating how to respond safely in challenging situations. In addition, students will respectfully seek permission, explain why consent is important, and participate in simple role-play scenarios to show safe and respectful interactions.
HPE Movement 	In Health and Physical Education, students develop and apply fundamental movement skills through a variety of games and physical activities that involve manipulating objects and moving safely in shared spaces. They explore target-based and striking activities, practising skills such as throwing, rolling, striking and aiming with increasing control and accuracy. Students learn how movement can be enjoyable and beneficial for their health and wellbeing while participating in active play and outdoor activities. Throughout the unit, they develop an understanding of fair play, cooperation and inclusion by following rules, taking turns, and demonstrating respect for others in a range of movement situations.	Students will be assessed on their ability to apply fundamental movement skills in a range of target games and ball activities by accurately sending, controlling and receiving objects using different techniques and levels of force. They will demonstrate spatial awareness and safe movement while participating confidently in individual, partner and small-group activities. Students will also identify the benefits of being physically active and explain how rules help make games fair, safe and inclusive. Through their participation in target games, they will demonstrate cooperation, respect for others, and an understanding of fair play by following agreed rules and encouraging everyone to be involved.