









Prep – Term 2 Curriculum Overview

| Learning Area | Unit description | Assessment of learning |
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|  <p>English</p> | <p>In English, students will read, view and talk about a range of texts about animals, including stories and informative texts. They will enjoy picture books, simple decodable texts and non-fiction texts to support their learning. Students will learn how stories and information texts are different by exploring words, sentences and pictures, and how these help share meaning. They will practise recognising sentence boundaries like capital letters and full stops and new words, and will take part in shared and independent writing to create short texts about animals using simple sentences, pictures and learnt spelling patterns.</p> | <p>Students will be assessed on their ability to read and understand an information text about animals. They will show that they can explain what the text is about, share key facts, make links to their own experiences, and explain how pictures support the words. Students will also compare an information text with a story to explain how they are different. They will write a short information text about an animal using simple sentences with learnt vocabulary, capital letters, full stops, spaces between words, and a picture to match their writing.</p> |
|  <p>Mathematics</p> | <p>In Mathematics, students will build early number, measurement and shape skills through hands-on activities connected to everyday life. They will count, recognise and compare numbers up to 20, match numbers to quantities, and break numbers into parts using objects and pictures. Students will learn that teen numbers are made from one ten and some more. They will explore sharing fairly, talking about daily routines and days of the week, and recognising and creating familiar 2D shapes in their world. Students will practise explaining their thinking using simple maths language.</p> | <p>Students will be assessed on how they work with numbers by making groups and breaking numbers apart. They will show how numbers up to 10 can be made in different ways using counters, blocks and pictures, and explain their thinking. Students will recognise small numbers quickly (without counting), count collections up to 20, and use ten frames to show teen numbers. They will also show their understanding of time by ordering times of the day, naming the days of the week, and linking familiar activities to morning, afternoon or night.</p> |
|  <p>Science Biology (Sem 1)</p> | <p>In Science, students become young biologists as they explore the world using their senses, ask questions and make observations. They investigate plants by identifying parts we eat, growing beans and labelling plant parts. They explore animals by looking at external features and sorting them into habitats such as water, land and air. Students use simple tools like magnifying glasses and iPads, learn how First Nations Australians observe living things, and record their findings through drawings and photos.</p> | <p>Throughout the unit, students will be monitored on how well they can group plants and animals based on their external features, such as leaves, fur, wings or fins. They will also show their understanding of how people use observation and questioning to learn about the natural world, including examples from everyday life. Students will take part in simple investigations, using their senses and tools safely, and make observations by looking closely, describing what they notice and recording their ideas.</p> |
|  <p>HASS History (Sem 1)</p> | <p>In HASS, students explore their own family stories and learn about the diverse families in their community. They identify the people in their family, where they come from, and how they are connected. Students investigate family celebrations, traditions and important places, and learn simple historical terms to talk about time and events. Through drawing, sharing stories and creating diagrams, they develop an understanding of belonging, identity and cultural diversity. The unit ends with students creating a Family Story Poster to show their family connections, special places and meaningful celebrations.</p> | <p>Students will be assessed on how well they can identify people in their family, explain how they are related, and talk about special events and how their family celebrates or remembers them. They will share why certain family events are meaningful and draw simple conclusions about which celebrations matter most to them. Students will also use photos, drawings or other sources, along with basic time words like “past” and “now,” to describe their experiences and talk about events from their own lives and the lives of others.</p> |
|  <p>The Arts Music</p> | <p>In Music, students build a repertoire of songs and rhymes to develop key musical skills. They will learn to use an in-tune singing voice, match a starting pitch, keep a steady beat and stay in time with the group. Students also explore rhythm patterns and respond to musical opposites such as fast/slow, high/low and loud/soft. Through singing, movement and musical games, they will grow in confidence and enjoy expressing themselves as young musicians.</p> | <p>Throughout the unit, students will be monitored on how they talk about the songs they hear and sing, including sharing their ideas and feelings about music. They will also be monitored on how they use their imagination, play and musical knowledge to explore the elements of music, such as beat, rhythm, pitch, tempo and dynamics as they participate in singing, movement and music-making activities.</p> |
|  <p>HPE Health</p> | <p>In Health, students learn how to stay safe and interact respectfully with others at school, at home and in the community. They practise using kind words, taking turns, listening and including others through play, stories and role-play. Students learn to recognise unsafe or disrespectful behaviour and how to ask trusted adults for help. They also explore everyday health and safety messages, including safety symbols, dangerous household substances, food choices, and community safety such as road, water and school procedures. Students finish the unit by showing how they can make safe and respectful choices in real-life situations.</p> | <p>Students will be assessed on how well they use personal and social skills to interact respectfully with others. This includes recognising behaviours that are unkind or unsafe, explaining why they may cause harm, and suggesting positive actions to respond. They will also identify and explain health and safety information they see in everyday life, such as safety symbols, household substance warnings, food messages, pedestrian crossings and community safety procedures, and describe how these strategies help keep them safe and healthy.</p> |
|  <p>HPE Movement</p> | <p>In Movement, students will explore and practise fundamental movement skills through fun, athletics-based activities. They will build confidence in running, jumping, hopping and balancing, as well as throwing and rolling objects, through simple races, jumping challenges and throwing games. Students will learn to move safely in shared spaces, take turns and follow simple rules. Activities will encourage trying different ways of moving, exploring outdoor spaces, and working with others. Through playful athletics experiences, students will develop coordination, spatial awareness and enjoyment of movement.</p> | <p>Students will be assessed on how they use fundamental movement skills during athletics activities. This includes running, hopping, jumping and balancing, as well as throwing and rolling objects in simple athletics games and challenges. Students will show they can move safely, share space with others and follow simple rules. They will demonstrate their skills across a range of athletics activities, showing growing confidence, coordination and control while participating positively and cooperatively.</p> |
|  <p>Technologies Digital</p> | <p>In Digital Technologies, students explore the digital world by learning about everyday devices such as iPads, computers and cameras, and what each one is used for. They learn that information can be shown in different ways, such as through objects, pictures and symbols, and begin to understand the difference between personal information and information that is safe to share. Students use simple digital tools to create posters that show what they have learned about digital systems and data. They finish the unit by presenting their work and sharing their new digital knowledge with classmates.</p> | <p>Throughout the unit, students will be monitored on how well they recognise and use digital systems they interact with at school, such as iPads and simple apps. They will show how they can use these tools for a purpose, like creating drawings or recording audio. Students will also be monitored on their ability to represent data using objects, pictures and symbols, and to identify which information belongs to them (such as their name and address) and which information is public (tuckshop menu).</p> |