

Prep – Term 4 Curriculum Overview

Learning Area	Unit description	Assessment of learning
English 	In English this term, students will explore a variety of imaginative texts, including picture books, traditional stories, poems, films and simple decodable readers. They will learn about characters, events, and how stories are organised with beginnings and endings. Students will develop reading and comprehension skills by making connections between words and images and discussing story events. Through shared and independent writing, they will create and retell simple imaginative stories, using growing vocabulary, phonics knowledge, simple sentences and basic punctuation to communicate their ideas.	Students will be assessed on their ability to read and understand a simple story, discuss characters, settings and events, make predictions, and connect the story to their own experiences. They will identify how words and pictures help create meaning and show that a text is a story. Students will also retell a familiar story through drawings and writing, sequencing events from beginning to end, sharing their opinions about the story, and using developing skills in sentence writing, spelling, punctuation and letter formation.
Mathematics 	In Mathematics, students will build confidence with numbers by connecting number names, numerals and quantities and comparing collections to at least 20. They will use hands-on materials and digital tools to represent numbers, partition collections and solve everyday mathematical problems. Students will explain their thinking and make simple mathematical decisions using what they know about quantity. They will also identify and create repeating patterns using colours, shapes, movements and objects, developing their understanding of patterns in everyday life.	Students will be assessed on their ability to compare and count collections to at least 20, explain which collections have more or less, and use mathematical reasoning to justify their answers. They will represent everyday situations involving addition, subtraction and equal sharing using objects, drawings, numerals and number sentences. Students will demonstrate their understanding by creating simple number stories, modelling and solving problems, arranging objects to support accurate counting, and explaining the effect of adding to, taking away from and sharing collections.
Science Chemistry 	In Science, students will investigate the materials that make up everyday objects and explore how their properties influence their use. Through hands-on activities, students will observe, sort and describe materials based on features such as colour, texture, hardness and flexibility. They will conduct simple investigations, use tools to make observations, and share their ideas through discussions and creative presentations. Students will also learn how First Nations Australians use and combine materials for different purposes, developing an appreciation of cultural knowledge and sustainable practices.	Throughout the unit, students will be monitored on their ability to recognise that everyday objects are made from different materials and describe their observable properties, such as colour, texture, hardness and flexibility. They will represent their observations using simple tables, organisers, drawings and models, identify patterns in how materials are used, and sort materials based on their characteristics. Students will also share questions, predictions, observations and ideas about their investigations, demonstrating their growing scientific understanding and communication skills.
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 (Semester 2) 	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 Movement, students will develop their fundamental movement skills through a variety of games, challenges and activities. They will practise running, hopping, jumping, balancing, throwing, catching, kicking and moving in different directions. Students will participate in traditional First Nations Australian games, explore the benefits of being physically active, and discuss how their bodies feel during and after exercise. Through cooperative play, they will learn about fairness, following rules and working with others while building confidence, coordination and movement skills.	Students will be assessed on their ability to apply fundamental movement skills, including running, jumping, balancing, throwing, catching and kicking, in a variety of movement situations and games. They will demonstrate how to safely and effectively manipulate objects and move within space, identify the benefits of being physically active, and explain how rules help make games and activities fair, inclusive and enjoyable for everyone.