

Prep – Term 1 Curriculum Overview

Learning Area	Unit description	Assessment of learning
 <p>English</p>	<p>In English, students explore stories and texts about starting school, family, friends and getting along. They read simple decodable books as well as picture books, and other stories. Students learn about characters, settings and events, and connect these to their own experiences. They talk about what they like and dislike in the stories they read. Through shared and independent activities, students create their own short texts, such as drawings, simple sentences or short retellings to share ideas, respond to stories and express their preferences.</p>	<p>Students will be assessed on how well they share their thoughts about stories, retell key events clearly (including when and where things happened), and speak confidently to an audience. They will also be assessed on their use of language features—joining ideas with simple connectives (“then”, “because”), using topic words to add detail (“black cat”, “busy playground”), using plurals correctly (“dog/dogs”), choosing common verbs (“is”, “are”, “ran”), and creating clear sentences to communicate their ideas.</p>
 <p>Mathematics</p>	<p>In Mathematics, students will explore early maths ideas through hands-on activities, stories and play. They will learn to use words that describe where objects are (such as under, next to, and in front of), and practise following and giving simple directions. Students will recognise, copy and continue repeating patterns using objects, sounds and movement. They will also learn to collect, sort and compare data by grouping real objects, asking simple questions, and noticing which groups have more or less. Throughout the unit, students develop important thinking, counting and communication skills they use in everyday life.</p>	<p>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.</p>
 <p>Science Biology</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 a wide range of fundamental movement skills through fun, play-based activities. They will develop confidence in balancing, jumping, hopping, skipping, galloping, rolling, bouncing, throwing, catching and kicking, while learning to move safely and cooperatively in shared spaces. Students will try different ways of moving their bodies and using equipment, take part in activities outdoors and in natural spaces, and follow simple rules for fair play. They will build coordination, spatial awareness and teamwork, and have opportunities to show their progress in enjoyable, inclusive movement challenges.</p>	<p>Students will be assessed on how they use a range of fundamental movement skills. This includes sending, controlling and receiving objects in different ways, such as throwing, catching, bouncing and kicking. They will also demonstrate locomotor skills like running, hopping, skipping and galloping while showing awareness of others and moving safely in shared spaces. Students will be assessed on how well they apply these skills across a variety of movement activities and games.</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>