



# Prep 2024 Term Four - Curriculum Overview



## School Priorities 2024

### Quality Teaching

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



### Student Success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



### Connected Community

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

### Save the Date:

Colour Run – Wednesday 9<sup>th</sup> October  
Junior Swimming Carnival – Friday 6<sup>th</sup> December



## ENGLISH – Writing and creating information texts

In this unit students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts. Students explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts. Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.

**Assessment:** Students will create a short, written text, using words and images about bugs and they will read, view and comprehend simple texts.

## MATHEMATICS

In this unit students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** - counting forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups.
- **Using units of measurement** - directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events.
- **Location and transformation** - describe position, describe direction.

**Assessment:** Students will count to and from 20 and order small collections making connections between number names, numerals and quantities up to 10.

## SCIENCE – Move it move it

Students will use their senses to observe and explore the properties and movement of objects. They will recognise that science involves exploring and observing using the senses. Students will engage in hands on investigations and respond to questions about the factors that influence movement. They will share and reflect on observations and ideas and represent what they observe. Students will have the opportunity to apply and explain knowledge of movement in a familiar situation.

**Assessment:** Students will describe the properties and behaviour of familiar objects. They will share and reflect on observations and ask questions about familiar objects.

## HASS – My special places

This HASS unit will be taught and assessed across Term 3 and 4. Students will explore the following inquiry question:  
*What are places like and what makes them special?*

Students will:

- identify special places and explain why they are important for different people
- label features of special places
- learn how to care for special places
- reflect on their learning to suggest ways in which they can contribute to the caring of a special place.

**Assessment:** *Students will identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.*

## THE ARTS

### Music

This unit will be taught and assessed during Term 3 and 4. During this unit, students explore rhymes and songs as stimulus for music making and responding.

**Assessment:** *Students will compose and respond to music using elements of music and discuss where and why people make music.*

### Visual Arts

In this unit, students will explore portraiture using a variety of art styles. They will create a collection of portraits using the art styles of cubism and cartooning. Students will describe their portraits and talk about where and why portraits are made and presented.

**Assessment:** *Students will create a collection of portraits using the art styles of cubism and cartooning. They will describe portraits and talk about where and why portraits are made and presented.*

## TECHNOLOGIES

### Design Technologies

This unit will be taught and assessed across Term 3 and 4. Students will explore how plants and animals are grown for food, clothing and shelter. They will explore the technologies used in the production process for milk and bread. Students will also examine how farms meet the needs of the community.

**Assessment:** *Students will sequence steps in a production process. They will also identify problems on a farm and describe possible solutions.*

## HEALTH AND PHYSICAL EDUCATION

*Health and Physical Education are a combined grade on report cards.*

### Health

This curriculum area was taught and assessed in Term 3.

### Physical Education

This term, students will demonstrate aquatic skills in a variety of situations.

**Assessment:** *Students will demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They will perform the recognised strokes of freestyle in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness.*