



Prep 2025 Term One - Curriculum Overview



School Priorities 2025

An Engaging Education and an Innovative Approach

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



A Chance to Shine & Building futures and success

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



A School with Heart

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:

Welcome to MRSS 2025: **Wednesday 19th February**
School photos: **Friday 7th February** (Preps and new students **only**)
Parent-Teacher interviews: **Wednesday 26th March**
Harmony day & World Down Syndrome Day: **Friday 21st March**
Cross country: **Wednesday 2nd April**
Free Dress Day: **Thursday 3rd April**
Easter bonnet parade: **Friday 4th April**

ENGLISH – Engaging with stories

Students will listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students will learn letters and sounds and use this knowledge to begin to read and write some simple words and sentences using known sounds.

Assessment: Students will create a picture to an event from a familiar story and retell an event based on their drawing. Students will also share thoughts, feelings and likes about, and a personal connection to the familiar story.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Space** - name, create and compare shapes, using mathematical reasoning in active learning experiences
- **Patterns and algebra** - learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts
- **Number** – use physical and virtual materials to look for and make connections between number names, numerals and quantities

Assessment: Students will group familiar objects based on common characteristics.

SCIENCE – Weather watch

In this unit, students will learn about is using their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They begin to realise that weather conditions are not the same for everyone.

Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.

Assessment: Students will share observations about the weather. They will suggest how the weather influences animals as well as what people wear and the activities we do.

HASS – My changing life

This HASS unit will be taught and assessed across Term 1 and 2. Students will explore the following inquiry question:
What is my history and how do I know?

Students will:

- explore the nature and structure of families and examine diversity within their family and others
- identify their own personal history, particularly their own family backgrounds and relationships
- investigate familiar ways family and friends commemorate past events that are important to them
- recognise how stories of families and the past can be communicated through sources that represent past events

Assessment: *This term, students will order and share events that are significant in their lives. They will identify events that are special to them and share how these events are celebrated with their family.*

THE ARTS

Music

This unit will be taught and assessed during Term 1 and 2. During this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.

Assessment: *Students will perform a body percussion accompaniment and sing a simple song.*

Visual Arts

This term, students will explore colour and create artworks to represent experiences, observations and imagination. They will explore the use of colour by a range of artists and apply warm and cool colours to their compositions. Students will describe colour features in own artworks and why particular colours were used.

Assessment: *Students will explore and create artworks to represent colour experiences, observations and imagination. They will share ideas about portraits and why particular colours are used in artworks.*

Drama

This curriculum area will be taught and assessed in Term 2.

TECHNOLOGIES

Design Technologies

This unit will be taught and assessed across Term 1 and 2. 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

Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.

Assessment: *Students will recognise how they are growing and changing. They will identify actions that help them stay healthy, safe and physically active.*

Physical Education

This term, students will apply safe movement practices using a variety of equipment in individual and group activities.

Assessment: *Students will perform a range of fundamental movement skills and apply them to solve movement challenges. They will also identify practices to keep themselves safe, including follow rules in simple activities and games.*