



# Prep 2025

## Term Two - Curriculum Overview



### School Priorities 2025

#### 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:

ANZAC Service: 24<sup>th</sup> April

Prep Incursion: 1<sup>st</sup> May

Mother's Day Stall: 9<sup>th</sup> May

Prep Mother's Day Craft Afternoon: 9<sup>th</sup> May

Under 8's Day: 20<sup>th</sup> June

Junior Sports Day: 25<sup>th</sup> June



## ENGLISH – Enjoying and retelling stories

Students will listen to and engage with a range of literary and non - literary texts with a focus on exploring how language is used to entertain through retelling events. Students will sequence events from a range of texts and select a favourite fairy tale to retell. Students will prepare for their spoken retelling by drawing events in sequence and engaging in drama to perform for their classmates. Students will continue to learn letters and sounds and use this knowledge to write words and simple sentences using known sounds.

**Assessment:** Students will demonstrate comprehension of a familiar story by retelling events in sequential order, describing likes/dislikes and explaining personal connections. Students will write and draw about a character/event from a familiar decodable text.

## MATHEMATICS

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

#### Number and place value

- Recognise and name the number of objects in a collection up to 5 using subitising.
- Represent practical situations involving quantifying, equal sharing, adding to and taking away from collections up to at least 10.
- Partition and combine collections up to 10 in different ways using part-part-whole relationships and subitising to identify the parts.
- Use numbers to represent these partitions and combinations.
- Name, represent, and order numbers, including zero, to at least 20 using physical and virtual materials and numerals.
- Count forwards and backwards to and from 20, sequence quantities, and compare collections.
- Connect number names, numerals, and quantities, and describe a quantity by referring to its parts.

#### Patterns and algebra

- Describe repeating patterns, continue repeating patterns, and describe repeating patterns using number.

#### Using units of measurement

- Compare and order durations, order daily events.

#### Location and transformation

- Identify positions, describe movement, give and follow movement directions, explore locations.

**Assessment:** Students will partition and combine collections up to 10 in different ways.

## SCIENCE – That’s my hat

In this unit, students will examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students will learn how to describe the properties of the materials from which objects are made and how to pose scientific questions.

Students select materials to make a party hat that they can wear outside for a celebration. They use scientific language to reflect on the suitability of chosen materials for their hat. Students will also share their ideas and observations on materials used to make other familiar hats.

**Assessment:** Students will describe the observable properties of materials from which their hat is made. They will ask and respond to questions and share their observations.

## 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 identify how objects help them to remember important events in their own lives. They will respond to questions about their own past and describe how a special object helps them to remember a significant life event.

## 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 the visual language of storytelling in artworks by a range of artists and use this to develop their own artworks. They will explore ideas about representing stories and experiences through drawing, painting and collage. They will describe particular features in own artworks through questioning and sharing.

**Assessment:** Students will explore and create artworks to express ideas, observations and imagination. They will view and describe artworks, and share why particular features are used in created artworks.

### Drama

In this unit, students make and respond to drama by using fairy tales as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance. They describe where and why there is drama and describe drama they make, perform and view.

**Assessment:** Students will work in a small group to perform a drama using the elements of role. They will describe what happens in the drama they make and view. Students will have an awareness of the purpose of drama.

## 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

This curriculum area was taught and assessed in Term 1.

## Physical Education

This term, students will focus on developing motor skills to control objects of different sizes and shapes using their hands and feet.

**Assessment:** *Students will perform a range of fundamental movement skills and apply them to solve movement challenges.*