



# Prep/1 2024 Term Two - 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'.



### Save the Date Prep :

Cross Country: 18<sup>th</sup> April  
 Mother's Day Stall: 9<sup>th</sup> May  
 Prep Mother's Day Craft Afternoon: 10<sup>th</sup> May  
 Prep Incursion: 23<sup>rd</sup> May  
 Under 8's Day: 24<sup>th</sup> May  
 Junior Sports Day: 12<sup>th</sup> June

### Save the Date Year 1:

Cross Country: 18<sup>th</sup> April  
 Mother's Day Stall: 9<sup>th</sup> May  
 Under 8's Day: 24<sup>th</sup> May  
 Year 1 Incursion: 30<sup>th</sup> May  
 Junior Sports Day: 12<sup>th</sup> June

## ENGLISH – Enjoying and retelling stories

**Prep** - 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 to peers.

**Year 1** - In this unit, students will listen to, read, view and interpret picture books and stories from different cultures. When reading, they will be asked to demonstrate reading accuracy, fluency and understanding of the different purpose of texts.

**Assessment:** Students will create and present a retelling of a traditional or cultural story. They will demonstrate reading accuracy, fluency and comprehension of character development.

## MATHEMATICS

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

- **Number and place value** - count to identify how many; recall forwards and backwards counting sequences; compare quantities; connect number names, numerals and quantities; represent quantities; partition quantities; recall forwards and backwards counting sequences, sequence quantities, identify parts of a whole, represent different partitioning of a whole, 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.
- **Shape** - describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes. Compare and sort objects based on shape and function, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes.
- **Location and transformation** - identify positions, describe movement, give and follow movement directions, explore locations.
- **Data representation and interpretation** - use questions to collect information.

**Assessment:** Students will sort shapes based on criteria. Students will make connections between number names, numerals and quantities up to 10. Students will also count to and from 20 and order small collections.

**Year 1** - Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** - represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit

numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.

- **Fractions and decimals** - investigate wholes and halves, partition to make equal parts.
- **Money and financial mathematics** - explore features of Australian coins.
- **Patterns and algebra** - investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns.
- **Using units of measurement** - describe the duration of an hour, explore and tell time to the hour.
- **Shape** - investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects.
- **Location and transformation** - explore and describe location, investigate and describe position, direction and movement, interpret directions.

**Assessment:** Students will describe two-dimensional shapes and three-dimensional objects. They will recognise Australian coins according to their value and solve simple addition problems. Students will also describe number sequences resulting from skip counting by twos and tens and continue simple patterns.

## SCIENCE – Chemical Sciences

**Prep** - 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.

**Year 1** - In this unit, students will explore how everyday materials can be physically changed in a variety of ways according to their properties. They will describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students will respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They will use a range of methods to sort information and collect and record observations, comparing them with the observations of others.

**Assessment:** Students will describe the effects of physically changing a material. They will make a prediction, participate in a guided investigation and record and share 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

## Digital Technologies

**Prep** - This unit will be taught and assessed during Term 1 and 2. Students will recognise and explore how digital and information systems are used for particular purposes in daily life. Students will describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts.

**Assessment:** *Students will identify and describe the purposes of common digital systems used in daily life.*

**Year 1** - This term, students describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts. Students will also work independently and with others to create and organise ideas.

**Assessment:** *To represent data to make meaning, to create and share information using collected data to convey meaning.*

# HEALTH AND PHYSICAL EDUCATION

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

## Health

In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.

**Assessment:** *Students will recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.*

## Physical Education

**Prep** - 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.*

**Year 1** - This term, students will perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They will also solve large ball challenges in a variety of games.

**Assessment:** *Students will send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.*