

Prep Curriculum Overview Semester 1 2026

	Term 1	Term 2
English	<p style="text-align: center;"><u>Sharing Thoughts and Feelings</u></p> <p>Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts.</p> <p>Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes.</p> <p>Students engage in shared and independent writing and/or learning experiences.</p> <p>Monitoring task – Speaking & Listening: Students select a favourite story and create a short-spoken response to elements of the story.</p>	<p style="text-align: center;"><u>Exploring Informative Text</u></p> <p>Students engage with a range of informative texts that support learning in English and across the curriculum. As well as imaginative texts with related themes and topics. 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.</p> <p>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.</p> <p>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.</p> <p>Assessment task – Reading, Viewing & Comprehending: Students read, view and comprehend a simple informative text</p> <p>Assessment task – Writing & Creating: create a short written informative text, using words and images, about a topic.</p>
	<p><u>Suggested at home ideas to support and develop your child’s learning:</u></p> <ul style="list-style-type: none"> • Share and read aloud books nightly, both fiction and non-fiction. Discuss new vocabulary, characters, setting and what you both like/dislike. • Identify the purpose of the texts that you read, was the purpose to entertain, inform or persuade the reader? • Talk about the author, illustrator, title and/or blurb together. • Make connections between shared picture books and other texts as well as connections to themselves. • Model simple sentence structures orally. 	<p><u>Suggested at home ideas to support and develop your child’s learning:</u></p> <ul style="list-style-type: none"> • Share and read aloud books nightly, both fiction and non-fiction. Discuss and identify new vocabulary, titles, headings, contents page and/or glossary. • Identify the purpose of the texts that you read, was the purpose to entertain, inform or persuade the reader? How do you know? • Discuss and share a recount of a story, beginning, middle and end. Identify the characters and problem in the story. • Model writing at any stage, daily list, emails, shopping lists, writing notes or invitations etc.
Mathematics	<p>As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they will use physical materials and play-based activities to:</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities to 20 • subitise objects within a collection • compare the size of collections to 20, demonstrating reasoning • copy and continue repeating patterns. • describe the position and location of themselves and objects within a familiar space • sequence days of the week, including times of day (morning, lunchtime, afternoon and night-time) connected to familiar events and actions • sort, name and create familiar shapes • identify and describe familiar shapes in known environments. <p>Assessment task – Patterns! Patterns! Purpose: Copying and continuing repeating patterns.</p> <p>Assessment task – Beads Please! Purpose: using subitising and counting strategies to quantify collection.</p> <p>Assessment task – Shape it Up and Sort it Out. Purpose: name, create and sort familiar shapes and give their reasoning.</p> <p>Assessment task – Days of the Week. Purpose: sequence and connect familiar events to the time of day and to identify the attributes of duration.</p> <p>Monitoring task – Stick it! Purpose: To make connections between number names, numerals and position in the sequence of numbers from zero to at least 10.</p> <p>Monitoring task - Positional Language. Purpose: To describe the position and location of themselves and objects in relation to other objects and people within a familiar space.</p>	
	<p><u>Suggested at home ideas to support and develop your child’s learning:</u></p> <ul style="list-style-type: none"> • Count everyday objects (grapes, steps, socks, books, water bottles) touching each item as you count then asking, <i>how many grapes do you have?</i> Your child will build to not needing to recount the items; they should trust that the last number they said is the number of items. • Create simple patterns with objects such as Lego, stickers, fruit, beads and/or socks. Discuss how they know this is a pattern. Look for patterns in the real-world. • Play simple games involving dice, encouraging them to automatically notice the number of dots on the dice to the number of spaces to move. Ask them, <i>how did you know that was 4?</i> • Use words such as <i>fewer, less than, more than, the same amount</i> in conversation when comparing different small piles of objects. • Use a simple calendar at home and discuss the days of the week. Building reasoning through questions such as: <i>what comes after Tuesday? What happens at school or at home on [insert day]?</i> • Modelling how to write numerals correctly. 	

<p style="text-align: center;">Science</p>	<p>Students will explore the following big inquiry question: <i>What do you notice?</i></p> <p>Through the concept of noticing they will:</p> <ul style="list-style-type: none"> Group and sort plants and animals based on external features. Explore what it is to be a scientist. Engage in meaningful observations, using the senses. Identify similarities and differences between living things. 	<ul style="list-style-type: none"> Respond to questions and wonderings posed. Share questions, predictions, observations and ideas with others. How to engage in scientific investigations safely. <p>Prep students will ‘experience’ the learning area of Science. Throughout the semester teachers will plan, teach and monitor the learning experiences identified, however, will not officially report on this learning area at the end of the semester.</p>
<p style="text-align: center;">HASS</p>	<p>Students will explore the following inquiry question: <i>What do you notice?</i></p> <p>Through the concept of noticing they will explore the following questions:</p> <ul style="list-style-type: none"> Who is part of my family? What is parent’s history? What are the features of celebrations and commemorations? How are they similar? How are they different? What is a celebration? Why do we celebrate? What is a commemoration? 	<ul style="list-style-type: none"> How can I pose questions? How can I sort my information using graphic organisers (Venn diagram, tables and maps). What meaning can I make from my information? Different perspectives? <p>Prep students will ‘experience’ the learning area of HASS. Throughout the semester teachers will plan, teach and monitor the learning experiences identified, however, will not officially report on this learning area at the end of the semester.</p>
<p style="text-align: center;">Health</p>	<p style="text-align: center;">Belonging</p> <p>Students will explore who they are by making personal connections to stories and reflecting on their own experiences. Through these discussions, they will begin to develop an understanding of identity and belonging. They will also learn about the Zones of Regulation — a simple framework that helps children recognise and name their emotions. They will explore how people can feel different emotions at different times, and that while we may share similar feelings, we can also experience them in different ways.</p> <p>Assessment task: Students will describe similarities and difference between themselves and others, including different emotions people experience.</p>	
<p style="text-align: center;">Physical Education</p>	<p style="text-align: center;"><u>I Like to Move it Move it</u></p> <p>Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply these skills and solve movement challenges. They will describe how their body responds to movement.</p> <p>Assessment: Students will perform a range of fundamental movement skills. They will describe how their body responds to movement.</p>	<p style="text-align: center;"><u>Playing with Balls and Junior Athletics</u></p> <p>Students will demonstrate personal, physical and social skills for working with others in a range of activities. They will develop the fundamental movement skills of two-handed catching and underarm throwing and bouncing small play-balls. They will apply these skills to solve movement challenges.</p> <p>Assessment: Students will use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a ball and solve movement challenges that include lane running and relay races.</p>
<p style="text-align: center;">Digital Technologies</p>	<p style="text-align: center;"><u>Handy Helpers</u></p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other learning areas.</p> <p>Assessment: This unit is not assessed in Prep.</p>	
<p style="text-align: center;">The Arts</p>	<p style="text-align: center;"><u>New Stories</u></p> <p>Students will create media artworks to retell a familiar story. They will use collage to represent their objects, landscape and characters.</p> <p>Assessment - Students explore ideas about representing stories and experiences through collage and mixed media.</p>	
<p style="text-align: center;">Music</p>	<p style="text-align: center;"><u>Let’s Sing and Play Together</u></p> <p>Students explore rhymes and songs as stimulus for music making and responding.</p> <p>Assessment - Let's sing and play together: Collection of work Students compose, perform and respond to music using elements of music and discuss where and why people make music.</p>	
<p style="text-align: center;">Japanese</p>	<p style="text-align: center;"><u>Introduction to Japanese</u></p> <p>Students begin to engage with the Japanese language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greeting friends and teachers.</p> <p>Assessment - No formal assessment for this unit.</p>	