

Prep Curriculum Overview Semester 2 2026

	Term 3	Term 4
English	Exploring and sharing experiences Students will engage with texts that contain straightforward sequences of events and everyday happenings, such as informative texts that retell real experiences. They will read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts. Students will continue to develop their phonemic awareness and phonic knowledge through the systematic and cumulative teaching of phoneme–grapheme relationships. They will engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings. Assessment task: Students will create a short-spoken text to retell an experience.	Responding to texts Students will engage with a variety of texts that feature characters, clear events, beginnings and endings. They will read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts exploring how characters and events are represented. Students will continue to build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images. They will engage in shared and independent writing to create short written texts suitable to purpose. Students will use their developing phonic knowledge and learnt vocabulary to spell words and write sentences using basic sentence-boundary punctuation. They will continue to consolidate their phonemic awareness and phonic knowledge through systematic and cumulative instruction. Assessment task: Students will read, view and comprehend an imaginative text. Assessment task: Students will create a short-written text to retell a familiar story.
	Suggested at home ideas to further support and develop the learning: - Read multiple informative and imaginative books aloud. Discuss using questions such as: <i>What happened first? What happened after that? How did you know this was an informative/imaginative text?</i> - Encourage your child to orally recount what happened in their day using such terms as: first, then, next, after, finally and/or in the end. - Re-read familiar books to develop accuracy, fluency and confidence. - Practice reading decodable texts sounding out the letters and then blending them together (c-a-t “cat”). - Practice spelling CVC & CVCC/CCVC words (such as jog, pat, sat, jump, went) saying the word first then identifying the sounds in the word. - Continue to read and reread the Pocket Rocket texts as well as decodable books at home.	Suggested at home ideas to further support and develop the learning: - Read stories with your child. Discuss the characters, setting, and events, and ask simple questions like, “Why do you think the character did that?” or “What might happen next?” to build comprehension and oral response skills. - Discuss how they know it is an imaginative text? (such as characters, settings, events, problems, illustrations). - Ask your child to retell a familiar story using sequencing words such as <i>first, next, then</i> and <i>finally</i>. - Continue to read and discuss a variety of texts, re-reading for accuracy, fluency and confidence. - If writing, encourage your child to ‘say the sounds as they write the word.’ - Remind them that sentences contain one idea, begin with a capital letter and end with a full stop. - Continue to read and reread the Pocket Rocket texts as well as decodable books at home.
Mathematics	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: - 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 - partition and combine collections up to 10 in different ways. - make connections between practical situations (i.e. how many children are wearing jumpers today?) involving addition, subtraction, equal sharing and quantifying. - Identify the language and attributes of mass, capacity & length – comparing objects. - Collect, sort and compare data in response to familiar questions and contexts (i.e. how many students have a dog?) Assessment task – Add it up! Students will partition and combine collections to 10 in different ways & adding to and taking away from collections to at least 10. Assessment task – Comparing Collections! Students will compare the size of collections to at least 20. Assessment task – Collecting, sorting and comparing data. Students will collect, sort and compare data in response to questions in familiar contexts. Assessment task – Identify the attributes of mass, capacity and length, and compare objects. Students will know the language of mass, length and capacity, compare objects and justify their comparison. Assessment task – Number Connections. Students will make connections between number names, numerals and their position within a sequence to at least 20.	
	Suggested at home ideas to further support and develop the learning: - Talk about the concept of ‘more’ and ‘less’. Explain why one collection has more or has less. - Implement the language of measurement in everyday situations. - Mass: heavy/light - Capacity: full /empty - Length: longer/shorter - Compare home objects using the language of measurement and asking how they know it is heavier/lighter?	
	- Regular counting of everyday household objects (i.e. how many oranges in the shopping bag) supporting your child in seeing that the last number they say equals the number of items in the group (this is called ‘trusting the count’). - Use real-world situations to talk about addition, subtraction, and sharing—e.g., “We have 6 apples. If we eat 2, how many are left?” or “There are 3 kids and 9 strawberries—how many do they each get if we share them fairly?” This builds their confidence in applying maths to daily life. - Break up (partition) different numbers up to 10 in different ways (i.e. I know 8 can be made up of 6 + 2 or 5 + 3) - Practice counting forward and backward to 20 and beyond.	

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Science	Student will explore the following big inquiry question: What do we notice? Through the concept of <i>noticing</i> they will: • Objects are made of different materials. • Objects move differently. • The connection between materials and their purpose. • Movement is influenced by a variety of factors. Scientists use senses to make and record observations. Scientists use their observations to notice patterns and inform predictions. Use of tables, Venn diagrams and labelling an observation to record and communicate findings. 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.	
HASS	Students will explore the following inquiry question: What do we notice? Through the concept of noticing they will: • Explore the features of places they know. • What makes a place special? • Identify the features of places. • Begin to construct maps and models of special places to them. • Identify and explain why these places are special to them. • Explore the importance of Country/Place to First Nations Australians • Discuss and identify how to care for places. Begin to explore the concept of a ‘source.’ Use appropriate terms when describing the direction and location of place. 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? 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.	
Health	Healthy Habits! This semester students will explore protective behaviours and help-seeking strategies they can use in different situations. They will also recognise the importance of health information and strategies they can implement to keep themselves and others safe. Assessment Task: Students will identify safe actions and explain strategies they could use in a given scenario.	
Physical Education	Strategies for success Students demonstrate personal and social skills when working with others in team games. They develop an understanding of tag games and describe how their body responds to movement. Students will perform fundamental movement skills whilst participating in activities involving hoops and elastics. Assessment task: Strategies for success: <i>Students will use personal and social skills when working with others in tag games. They will participate in games without equipment, cooperating with others and following rules to keep themselves safe.</i>	I can bounce, catch and throw! Students perform fundamental movement skills whilst participating in a variety of activities designed to further develop their ball skills, progressing to students experimenting with taught skills to create their own pattern. Assessment: I can do it: <i>Students will perform the fundamental movement skills of throwing, catching and bouncing.</i>
Design and Technologies	Grow, grow, grow - Food and fibre production and Food specialisations Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. Assessment - <i>Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.</i>	
Digital Technologies	Computers - Handy helpers Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. Assessment - <i>This unit is not assessed in Prep</i>	
Music	Let’s sing and play together Students will continue to explore rhymes and songs as stimulus for music making and responding. Assessment: <i>Students will compose, perform and respond to music using elements of music and discuss where and why people make music.</i>	
Japanese	Who am I and who is my mascot? Students will learn how to introduce themselves and a favourite toy or object using their name and appropriate greetings. They will participate in group activities to describe features of their character including colours and size. They will recognise that some words are borrowed from the English language such as some foods and colours. No formal assessment.	