

## Prep Curriculum Overview Semester 2 2025

	Term 3	Term 4
English	<p style="text-align: center;"><b>Interacting with others</b></p> <p>In this unit, students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. 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.</p> <p><b>Assessment task</b> - Create and recite a rhyme: <i>Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</i></p> <p><b>Assessment task</b> - Responding to a rhyming story: Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>	<p style="text-align: center;"><b>Responding to texts</b></p> <p>In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations.</p> <p><b>Assessment task</b> - Reading and comprehending: <i>Students read aloud and respond orally to comprehension questions</i></p> <p><b>Assessment task</b> - Writing and creating a letter: <i>Students write a letter to a main character from a familiar story and create a supporting image or illustration.</i></p>
	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Read multiple picture books that rhyme and reread the same rhyming picture books (this helps to develop rhythm.)</li> <li>Identify rhyming words in stories and text, or when having a conversation with your child.</li> <li>Talk about stories, identifying which parts they liked/disliked and why.</li> <li>When reading books at home, talk about how stories are organised – for example, the beginning (introduction), middle (problem), and end (solution). Ask your child to retell the story using these parts to reinforce understanding of text structure.</li> <li>Make up simple rhymes and poems together.</li> <li>Continue following homework procedures. Practice reading decodable books at home and writing/ monster manipulating three and four sound words.</li> </ul>	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Encourage your child to write short letters to book characters you’ve read about together. Help them think about what they might say or ask and support them in drawing a matching picture to go with their letter.</li> <li>Invite your child to make their own short stories or picture books using drawings and a few written sentences. Let them use tools like coloured pencils, stickers, or even basic computer programs to combine words and images to tell a story.</li> </ul>
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"> <li>look for and make connections between number names, numerals and quantities to 20</li> <li>subitise objects within a collection</li> <li>compare the size of collections to 20, demonstrating reasoning</li> <li>partition and combine collections up to 10 in different ways.</li> <li>make connections between practical situations (i.e. how many children are wearing jumpers today?) involving addition, subtraction, equal sharing and quantifying.</li> <li>Identify the language and attributes of mass, capacity &amp; length – comparing objects.</li> <li>Collect, sort and compare data in response to familiar questions and contexts (i.e. how many students have a dog?)</li> </ul> <p><b>Assessment task</b> – <i>Add it up!</i> Students will partition and combine collections to 10 in different ways &amp; adding to and taking away from collections to at least 10.</p> <p><b>Assessment task</b> – <i>Comparing Collections!</i> Students will compare the size of collections to at least 20.</p> <p><b>Assessment task</b> – <i>Collecting, sorting and comparing data.</i> Students will collect, sort and compare data in response to questions in familiar contexts.</p> <p><b>Assessment task</b> – <i>Identify the attributes of mass, capacity and length, and compare objects.</i> Students will know the language of mass, length and capacity, compare objects and justify their comparison.</p> <p><b>Assessment task</b> – <i>Number Connections.</i> Students will make connections between number names, numerals and their position within a sequence to at least 20.</p>	
	<p><b>Suggested at home ideas to further support and develop the learning:</b></p> <ul style="list-style-type: none"> <li>Explain why one collection has more or has less.</li> <li>Implement the language of measurement in everyday situations. <ul style="list-style-type: none"> <li>Mass: heavy/light</li> <li>Capacity: full /empty</li> <li>Length: longer/shorter</li> </ul> </li> <li>Compare home objects using the language of measurement and asking how they know it is heavier/lighter?</li> </ul>	
Science	<p>Student will explore the following big inquiry question:</p> <p style="text-align: center;"><b>What do we notice?</b></p> <p>Through the concept of <i>noticing</i> they will:</p> <ul style="list-style-type: none"> <li>Objects are made of different materials.</li> <li>Objects move differently.</li> <li>The connection between materials and their purpose.</li> <li>Movement is influenced by a variety of factors.</li> </ul>	
	<p>Scientists use senses to make and record observations.</p> <p>Scientists use their observations to notice patterns and inform predictions.</p> <p>Use of tables, Venn diagrams and labelling an observation to record and communicate findings.</p> <p><b>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 the learning area of Science at the end of each semester.</b></p>	

HASS	<p>Students will explore the following inquiry question:</p> <p><i>What do we notice?</i></p> <p>Through the concept of <b>noticing</b> they will:</p> <ul style="list-style-type: none"> <li>Explore the features of places they know.</li> <li>What makes a place special?</li> <li>Identify the features of places.</li> <li>Begin to construct maps and models of special places to them.</li> <li>Identify and explain why these places are special to them.</li> <li>Explore the importance of Country/Place to First Nations Australians</li> <li>Discuss and identify how to care for places.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to explore the concept of a 'source.'</li> <li>Use appropriate terms when describing the direction and location of place.</li> <li>How can I pose questions?</li> <li>How can I sort my information using graphic organisers (Venn diagram, tables and maps).</li> <li>What meaning can I make from my information?</li> <li>Different perspectives?</li> </ul> <p><i>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 the learning area of HASS at the end of each semester.</i></p>
Health	<p><b>I am growing and changing</b></p> <p>In this unit students explore how their bodies are growing and developing. They will identify the benefits of physical activity, protective behaviours and actions that keep them healthy, including positive social interaction.</p> <p><b>Assessment Task:</b> Students recognise how students are growing and changing and identify actions that help them stay healthy.</p>	
Media Arts		<p><b>What is Media Art?</b></p> <p>Students will experience and explore media arts including, identifying where they experience media art, why people use media art and begin to use media art language and technologies.</p> <p><i>Students will 'experience' the learning area of Media Art. Teachers will plan, teach and monitoring learning experiences, however, will not officially report.</i></p>
Physical Education	<p><b>Strategies for success</b></p> <p>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.</p> <p><b>Assessment task:</b> 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></p>	<p><b>I can bounce, catch and throw!</b></p> <p>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.</p> <p><b>Assessment:</b> I can do it: <i>Students will perform the fundamental movement skills of throwing, catching and bouncing.</i></p>
Design and Technologies	<p><b>Grow, grow, grow - Food and fibre production and Food specialisations</b></p> <p>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.</p> <p><b>Assessment -</b> <i>Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.</i></p>	
Digital Technologies	<p><b>Computers - Handy helpers</b></p> <p>Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p><b>Assessment -</b> <i>This unit is not assessed in Prep</i></p>	
Music	<p><b>Let's sing and play together</b></p> <p>Students will continue to explore rhymes and songs as stimulus for music making and responding.</p> <p><b>Assessment:</b> <i>Students will compose, perform and respond to music using elements of music and discuss where and why people make music.</i></p>	
Japanese	<p><b>Who am I and who is my mascot?</b></p> <p>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.</p> <p>No formal assessment.</p>	