

Prep Curriculum Overview Semester 1 2025

	Term 1	Term 2
English	<p style="text-align: center;"><u>Enjoying Our New World</u></p> <p>Students will listen to and read texts to explore predictable text structures and common visual patterns in a range of texts. 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>Monitoring task - Talk about a favourite story Students select a favourite story and create a short-spoken response to elements of the story.</p>	<p style="text-align: center;"><u>Enjoying and Retelling Stories</u></p> <p>Students will listen to and engage with a range of texts with a focus on exploring how language is used to entertain through retelling events. 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>Assessment task - Students will demonstrate comprehension of a familiar story through retelling events, character and/or setting to peers.</p>
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>	
Science	<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><i>In response to recent policy changes in the Curriculum, Assessment and Reporting Framework, students will now ‘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.</i></p>
HASS	<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"> What is a celebration? Why do we celebrate? What is a commemoration? What are the features of celebrations and commemorations? How are they similar? How are they different? Who is part of my family? What is parent’s history? 	<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><i>In response to recent policy changes in the Curriculum, Assessment and Reporting Framework, 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><u>I Can Do It</u></p> <p>Students will explore information about what makes them unique by identifying their strengths and achievements. They will recognise settings and identify actions where they can move and play safely. Students will explore different emotions people experience in different situations.</p> <p>An assessment task will be developed as part of the inquiry process, providing students with the opportunity demonstrate their understanding.</p>	
Physical Education	<p><u>I Like to Move it Move it (1)</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><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>
Digital Technologies	<p><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>	
The Arts	<p><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 - <i>Students explore ideas about representing stories and experiences through collage and mixed media.</i></p>	
Music	<p><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</p> <p>Students compose, perform and respond to music using elements of music and discuss where and why people make music.</p>	
Japanese	<p><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 - <i>No formal assessment for this unit.</i></p>	

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