

Prep Curriculum Overview Semester 2 2024

	Term 3	Term 4
English	<p style="text-align: center;">Interacting with others</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>Assessment task - Create and recite a rhyme: <i>Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</i></p> <p>Assessment task - Responding to a rhyming story: <i>Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</i></p>	<p style="text-align: center;">Responding to texts</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>Assessment task - Reading and comprehending: <i>Students read aloud and respond orally to comprehension questions</i></p> <p>Assessment task - 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>
Mathematics	<p>Students will engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions. Students will have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Using units of measurement - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events. • Number and place value - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole. • Patterns and algebra - identify, copy, continue and describe growth patterns, describe equal quantities. • Data representation and interpretation - identify questions, answer yes/no questions, use data displays to answer simple questions. <p>Assessment task- Answering questions: <i>Students answer simple questions to collect information and make simple inferences.</i></p> <p>Assessment task - Explaining duration and event sequences: <i>Students connect events and days of the week, and explain the order and duration of events.</i></p>	<ul style="list-style-type: none"> • Number and place value - counting forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups. • Using units of measurement - directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events. • Location and transformation - describe position, describe direction. <p>Assessment task - Identifying numerals: <i>Students connect number names, numerals and quantities up to 10 and count to and from 20.</i></p>
Science	<p>Student will explore the following big inquiry question:</p> <p style="text-align: center;"><i>What do we notice?</i></p> <p>Through the concept of <i>noticing</i> they will:</p> <ul style="list-style-type: none"> • Objects are made of different materials. • Objects move differently. • The connection between materials and their purpose. • Movement is influenced by a variety of factors. 	<ul style="list-style-type: none"> • 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. <p><i>In response to recent policy changes in the Curriculum, Assessment and Reporting Framework, 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.</i></p>
HASS	<p>Students will explore the following inquiry question:</p> <p style="text-align: center;"><i>What do we notice?</i></p> <p>Through the concept of noticing they will:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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? <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>
	<p>Please note there was an error on the Semester 1 Parent Overview. The inquiry question remained the same, however, the content explored in HASS Semester 1 was:</p> <ul style="list-style-type: none"> • The purpose of a celebration. • Identification of different celebrations & commemorations and their features. • Who is part of my family? • What is our parent's history? 	

Health	<p align="center">I am growing and changing</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>Assessment Task: Students recognise how students are growing and changing, and identify actions that help them stay healthy.</p>		
Media Arts			<p align="center">What is Media Arts?</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>No assessment for this unit.</p>
Physical Education	<p align="center">Strategies for success</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>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 in order to keep themselves safe.</i></p>	<p align="center">I can bounce, catch and throw!</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>Assessment: I can do it: <i>Students will perform the fundamental movement skills of throwing, catching and bouncing.</i></p>	
Design and Technologies	<p align="center">Grow, grow, grow - Food and fibre production and Food specialisations</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>Assessment - <i>Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.</i></p>		
Digital Technologies	<p align="center">Computers - Handy helpers</p> <p>Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Assessment - <i>This unit is not assessed in Prep</i></p>		
Music	<p align="center">Let's sing and play together</p> <p>Students will continue to explore rhymes and songs as stimulus for music making and responding.</p> <p>Assessment: <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 align="center">Who am I and who is my mascot?</p> <p>Students reflect on similarities and differences in verbal and non-verbal ways of greeting others, introducing and describing themselves in English and Japanese. They will then explore the Japanese concept of mascots. They will begin to use vocabulary for descriptions and be exposed to a variety of different mascots.</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>		