

**Prep Semester 1 Key Learning Area Overview**

Learning Area	Overview of Content	Assessment
English	<p><b>Term 1</b>  <b>Enjoying Narratives</b>                      Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They will listen to and engage with imaginative texts with a focus on the features of narratives, including the beginning, problem and solution to a story. They will investigate how characters solve problems in a story and explore the different contribution made by words and images to the meaning in stories. Students will discuss and answer comprehension questions by activating and using prior knowledge.</p> <p>Students participate in activities to develop their reading skills including, sight words, synthetic phonics, Guided Reading and home reading.</p>	<p><b>Speaking</b>                      Students select a favourite familiar story and create a short-spoken response of the story. The students' use the '5 finger retell' scaffold to demonstrate their understanding of setting, characters, beginning, middle and conclusion of the familiar text.</p> <p><b>Reading and Comprehension</b>                      Students read aloud and respond orally to comprehension questions.</p>
	<p><b>Term 2</b>  <b>Enjoying and Retelling a Story</b>                      Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain, through the retelling of events.</p> <p>Students continue to participate in activities to develop their reading skills including, sight words, synthetic phonics, Guided Reading and home reading.</p> <p>Students develop their writing skills through the Casey Caterpillar writing program and explore writing through activities.</p>	<p><b>Writing</b>                      Students demonstrate their beginning writing skills through the drawing of pictures and writing a retell of a familiar story that has been read or listened to in class. Students use the '5 finger retell' scaffold to support their writing.</p> <p><b>Reading and Comprehension</b>                      Students read aloud and respond orally to comprehension questions.</p>
Maths	<p><b>Term 1</b>  <b>Number and Place Value</b>                      Students engage and participate in activities investigating numbers to 5. They name, count and order objects and subitise (knowing how many is there just by looking), identifying how many is in a group. They match numbers to their corresponding amount and compare quantities using the terms 'more', 'less', 'same'.</p> <p><b>Patterns and Algebra</b>                      Students explore ways to sort and classify objects according to their size, shape and colour. They identify a criteria or 'rule' for a sort. When patterning, students, identify patterns in the environment, copy and describe simple patterns and identify patterns within a counting sequence.</p> <p><b>Measurement and Geometry</b></p>	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, subitise and identify how many. They demonstrate their mathematical understandings through a variety of assessments that include but are not limited to:</p> <ul style="list-style-type: none"> <li>• a number mind map recording what they know about a given number,</li> <li>• sorting and classifying collections of objects according to specific criteria,</li> <li>• sorting and classifying objects according to their length.</li> </ul>

	<p>Students investigate informal units of measure to compare the length of objects using the terms longer and shorter.</p>	
	<p><b>Term 2</b>  <b>Number and Place Value</b>  Students further develop their understandings of place value by exploring numbers to 10. They name, count and order objects, subitise and partition (break numbers into parts, eg 8 and 2, 5 and 5 etc) numbers. Students deepen their understanding of number patterns, arrays and sharing.</p> <p><b>Patterns and Algebra</b>  They further demonstrate their understanding of patterns by describing, continuing, and creating repeating patterns.</p> <p><b>Measurement and Geometry</b>  Students begin investigating the concepts of time, sequencing everyday events and their connection to specific days of the week. They learn the names and characteristics of familiar 2D and 3D shapes.</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include but are not limited to:</p> <ul style="list-style-type: none"> <li>• sorting and describing shapes according to their features,</li> <li>• ongoing teacher observations,</li> <li>• student work samples,</li> <li>• problem solving investigations reflecting real life contexts,</li> <li>• short answer response assessments which may be digital, or paper based.</li> </ul>
Science	<p><b>Biological and Earth Space Sciences</b>  Students learn about plants and land and water animals and investigate the needs of living things. Students view picture books and videos and discuss what living things need compared to what they might enjoy. They explore how the weather and environment may affect these animals and plants.</p>	<p>Students choose a land or water animal and design a suitable habitat for their chosen animal from recycled craft materials. They describe the needs and wants of their chosen animal and how the weather and environment may affect their animal.</p>
HASS	<p><b>History – My Personal World</b>  Students learn about important events that are celebrated in their personal lives and explore their family history. They discover the diversity of family groups and identify how people and objects (photos) help them to remember. Students will:</p> <ul style="list-style-type: none"> <li>• explore the nature and structure of families</li> <li>• identify their own personal history, particularly their own family backgrounds and relationships</li> <li>• examine diversity within their family and others</li> <li>• investigate familiar ways family and friends commemorate past events that are important to them</li> <li>• present stories about personal and family events in the past that are commemorated.</li> </ul>	<p>Students orally present some family information based on a photo or object from home. They reflect on events or celebrations that have occurred in the past.</p> <p>Students demonstrate their understanding of how families grow and change by completing a cut and sort of stages of life pictures.</p>
The Arts	<p><b>Visual Arts</b>  Students create original artworks in response to stories about different animals. They will experiment with different mediums and learn about the elements of art: line, shape, colour, texture, space, and form. They will use and experiment with different materials, techniques and visual conventions to create artworks that depict animals, explore their interpretation of narratives, and make connections with other Key Learning Areas.</p>	<p><b>Visual Arts</b>  Students create artworks in response to stories about different animals, experimenting with different mediums and elements of art. Visual Arts is not summatively assessed or reported on, this semester.</p>

	<p><b>Music</b> Students will learn how music can be created and performed. They learn how to describe the sounds they hear in a piece of music, become familiar with a variety of songs and musical games. Students will:</p> <ul style="list-style-type: none"> <li>• develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes</li> <li>• sing and play instruments to improvise and practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community</li> <li>• create compositions and perform music to communicate ideas to an audience</li> <li>• respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b>Music</b> Students will compose and perform a short piece of music using rhythm, dynamics and voice in small group or whole class setting. They will demonstrate their musical understanding through written and aural activities. Music will not be summatively assessed or reported on, this semester.</p>
<p>Design and Digital Technologies</p>	<p><b>Design Technologies</b> Students learn how to design and construct a diorama that shows the habitat of a living creature. They will use a range of technologies including a variety of graphical representation techniques to communicate. Students draw, model and explain their design ideas; label drawings; draw objects from different views; draw products and simple environments and they verbalise design ideas.</p>	<p><b>Design Technologies</b> Students complete a design cycle (design, construct, reflect) to build a diorama that shows the habitat of a living creature and its needs. They also demonstrate safe use of tools and equipment. Design Technologies will not be summatively assessed or reported on, this semester.</p>
<p>Health and Physical Education</p>	<p><b>Term 1 Health</b> Students identify different emotions people experience in different situations. They explore facial clues and reasons people may experience these emotions. They learn actions that promote safety in the classroom and playground.</p> <p><b>Movement</b> Students will learn a range of fundamental movement skills and apply them to solve movement challenges. They will apply rules to keep them safe and follow these rules in simple games.</p>	<p><b>Health</b> Students view given images of facial expressions and identify what emotion each person is feeling (happy, sad and angry). They explain what facial clues told them they were feeling the given emotion and provide an example of why the person might be feeling this way. Students state a way they can be safe at playtime.</p> <p><b>Movement</b> Observations of students participating in a range of ball/beanbag games. Skills being assessed include underarm throwing, two-handed catching and dynamic partner balances with a beanbag.</p>
	<p><b>Term 2 Health</b> Students identify actions that help them to be healthy, safe and physically active. Students identify different settings where they can be active and demonstrate how to move and play safely. Students identify hazards in familiar environments and state a safe choice they could make to remove or avoid the hazard.</p> <p><b>Movement</b> Students will learn a range of fundamental movement skills and apply them to solve movement challenges.</p>	<p><b>Health</b> Students identify hazards in a given picture of children on a playground. They identify what safe choices/changes need to be made to make the playground safe. Students redraw the playground without the hazards. They identify people who can help keep them safe. Health is not summatively assessed or reported on, this semester.</p> <p><b>Movement</b> Observations of students participating in a range of ball/beanbag games. Skills being assessed include</p>

	They will apply rules to keep them safe and follow these rules in simple games.	underarm throwing, two-handed catching and dynamic partner balances with a beanbag, running, hopping, jumping, and galloping in a straight line over a distance of 10m.
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