

Prep Semester 1 Key Learning Area Overview		
Learning Area	Overview of Content	Assessment
English	<p>Term 1 Interacting with Others – Exploring and Sharing an Experience Students engage with texts that contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories, rhyming verse, poems, non-fiction, multimodal texts and dramatic performances.</p> <p>Students participate in activities to develop their reading skills including, recognition of high frequency words, synthetic phonics, guided reading, home reading and Monty Reading Time. They identify the purpose of a variety of texts and their text features.</p> <p>Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences, and explore how feelings and preferences relating to these experiences might be expressed.</p> <p>Students 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.</p>	<p>Speaking Students record ideas of a personal experience and use this template to share their experience with their peers.</p>
	<p>Term 2 Exploring Informative Texts To Inform – Written Information Report Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts.</p> <p>Students continue to participate in activities to develop their reading skills including, recognition of high frequency words, synthetic phonics, guided reading, home reading and Monty Reading Time. They identify the purpose of a variety of texts and their text features.</p>	<p>Writing Students demonstrate their beginning writing skills through the drawing of pictures and writing information about an animal.</p> <p>Reading and Comprehension Students read aloud, demonstrating reading accuracy, fluency and understanding of the different purpose of texts. Students respond orally to comprehension questions.</p>

	<p>Students explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words. They develop their writing skills through the Casey Caterpillar writing program and explore writing through activity.</p>	
Maths	<p>Term 1 Students develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • use physical and virtual materials to look for and make connections between number names, numerals and quantities • develop a sense of sameness, difference and change when engaging in play-based activities about patterns • explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data. • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects. 	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' understanding of number and mathematical concepts.</p> <p>They 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"> • sorting and classifying objects according to the length, capacity or mass • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Short answer response assessments which may be hands on, digital or paper base
	<p>Term 2 Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events. • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location 	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' understanding of number and mathematical concepts.</p> <p>They 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"> • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts
Science	<p>Biological and Earth Space Sciences Students observe and learn about the external features of plants and animals through viewing information books, videos and diagrams. Through investigation and discussion, students will describe,</p>	<p>Students participate in class discussions about the observable features of different animals and plants. They complete a cut and sort and label the observable features of a plant.</p>

	and group plants and animals based on their observable features using scientific language and representations.	<p>Students choose their favourite animal from learning across the semester to create a labelled diagram using vocabulary lists and create model of their animal using materials.</p> <p>In Prep, Science is experienced and, therefore, not summatively assessed or reported on.</p>
HASS	<p>History – My Personal World 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"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • present stories about personal and family events in the past that are commemorated. 	<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. Students demonstrate their understanding of how families grow and change by completing a cut and sort of stages of life pictures.</p> <p>In Prep, HASS is experienced and, therefore, not summatively assessed or reported on.</p>
The Arts	<p>Drama Students explore elements of drama such as role, voice, movements and situation by participating in freeze frame improvisation. They explain what happens in their dramatical improvisation they view and make to an audience.</p>	<p>Students describe what occurs in drama they make and view. They use elements of drama when performing an improvisation.</p> <p>In Prep, Drama is experienced and, therefore, not summatively assessed or reported on.</p>
	<p>Media In this unit, students will explore media arts through a range of short films. They will discuss and create their own short story through storyboards and respond to films through interviews with peers.</p>	<p>Students demonstrate their understanding through creating a storyboard to retell the beginning, middle and end of a familiar story.</p> <p>In Prep, Media Arts is experienced and, therefore, not summatively assessed or reported on.</p>
	<p>Music Students will learn how music can be created and performed. They begin learning about the essential elements of music including beat and pitch. Students respond to music they listen to with sounds and movements.</p>	<p>Students demonstrate their understanding through keeping the beat in time to music they listen to using body percussion and/or movement. They sing individually and as a class to show their accuracy, pitch and tone. Students demonstrate how accurately they can hear and imitate basic rhythmic patterns by clapping and performing on simple untuned percussion instruments.</p> <p>In Prep, Music is experienced and, therefore, not summatively assessed or reported on.</p>
Design and Digital Technologies	<p>Design Technologies 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>Students complete a design cycle (design, construct, reflect) to create a model that shows the observable features of an animal. They also demonstrate safe use of tools and equipment.</p> <p>In Prep, Design Technologies is experienced and, therefore, not summatively assessed or reported on.</p>

<p>Health and Physical Education</p>	<p>Health Students identify different emotions people experience in different situations. They explore facial clues and reasons people may experience these emotions. Students develop skills to initiate respectful social interaction and strategies they can use to help them feel safe in different situations.</p> <p>Movement Students will learn a range of fundamental locomotor movement skills, including balancing, running, jumping, crawling, leaping, climbing and rolling through a range of movement situations and apply them to solve movement challenges.</p>	<p>Health 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 identify behaviours that demonstrate respect for themselves and others.</p> <p>Movement Observations of students participating in throwing and catching games. They also are observed applying different locomotor skills to move from one point to another.</p>
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