Prep Semester 2 Key Learning Area Overview		
Learning Area	Overview of Content	Assessment
English	**Term 3** **Interacting with others** Students listen to, view and interpret a range of multimodal texts, with a focus on poetry and rhymes. They further develop an understanding of sound (phonemes) and letter (graphemes) knowledge and awareness of onset and rhyme. Students continue to focus on developing letter/sound knowledge and beginning writing behaviours. Students continue to develop their writing skills through the Casey Caterpillar writing program and explore writing through daily reading and writing activities. Students participate in activities to further develop their reading skills including, sight words, synthetic phonics, guided reading and home reading.	**Responding to a rhyming story -** Students respond to rhyming words from a familiar story and identify the use of rhyme within it. **Oral:** Students recite a familiar rhyming verse to an audience. They listen while others present their rhyme and show knowledge of rhyme, by identifying the rhyming words that they have used.
	Term 4 **Responding to text** Students examine and respond to literature and, explore text structure and organisation. They will investigate written communication including reading and writing letters. 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. Students continue to develop their writing skills through the Casey Caterpillar writing program and explore writing through daily reading and writing activities. Students participate in activities to further develop their reading skills including, sight words, synthetic phonics, guided reading and home reading.	**Written:** Letter writing Students demonstrate their developing writing skills through the writing of a letter. Students select a character from a familiar story and write a letter to that character that includes illustrations. **Reading:** Students read aloud and respond orally to comprehension questions.
Maths	**Term 3** Students engage and participate in activities investigating numbers to 10 and beyond. They name, count and order objects, compare and equalise quantities, identify parts of a whole and partition numbers flexibly. Students continue to develop their understandings of joining (addition) and separating (subtraction) to 10. Students further their understanding of measurement by using units of measurement to make direct and indirect comparisons of mass, length and capacity. Students explore data representations and interpretations by learning to identify questions, answer yes/no questions, and use data displays (simple graphs) to answer simple questions.	Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include but are not limited to: • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Short answer response assessments which may be digital or paper based. • Students answer simple questions and use tally marks to collect information and make simple inferences.

	Term 4 Students consolidate numbers to 20. They name, count and order objects, compare and equalise quantities, identify parts of a whole and partition numbers flexibly. Students continue to develop their understandings of joining (addition) and separating (subtraction) to 20. Students explore, compare and sort 2D and 3D objects. Students investigate position and direction by identifying positions, describing movement and giving and following directions. They begin investigating the concept of time, sequencing everyday events and their connection to specific days of the week.	Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include but are not limited to: • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Short answer response assessments which may be digital or paper based.
Science	**Term 3** **Chemical Sciences – What's It Made of?** Students learn about and participate in class discussions about materials that make up everyday objects and the properties that they are made from. They investigate a number of everyday objects and record their findings.	Students investigate a number of everyday objects, sorting and classifying objects according to what they are made of and record their findings on an observation sheet. They will demonstrate their learning on their ability to make an outdoors wind ornament with consideration to the materials they use.
	Term 4 **Physical Science – On The Move** Students spend time playing with toys and objects that roll, slide, spin and bounce. They share language to describe the ways in which toys and objects move. Students build a class / individual vocabulary list and use these words in context.	Students select four objects and describe the way that they move. Student record the movement of these objects through art.
HASS	**Geography – Special Places** Students explore the following inquiry question: What are places like and what makes them special? Students reflect on places where they live, places that are familiar to them including their Prep classroom and, describe the reasons that these places are special to themselves or others. They investigate that a place has features and boundaries that can be represented as a map. Students explore their classroom to help them recognise why it is a special place, why their classroom is important to other people and suggest ways that it can be cared for.	Students make observations and record geographical information about familiar places. They ask questions to collect information about why a familiar place (classroom) is important to them and to others. They identify and represent the location of key features of a familiar place by drawing maps and creating models. Students suggest ways in which they and others can care for their classroom.
The Arts	**Term 3 and 4** **Visual Arts** Students create artworks in response to the text "Room on the Broom", by Julia Donaldson. Students experiment with different media and learn about the art elements, line, shape, colour, form, and texture.	**Visual Arts** Students describe artworks and art elements. Students create a folio of artworks including drawing, paint and collage; and a sculpture using clay or playdough, of a character.
	Term 3 **Drama** Students make and respond to drama by exploring imaged places and movements, using a text as a stimulus. Process drama and dramatic play elements are used to make and perform a drama scene, that demonstrates fundamental movement skills that communicate an idea.	**Drama** Students perform a dramatic piece based on a scene of a familiar text, demonstrating fundamental drama skills.

	Term 4 **Dance** Students will demonstrate with safe dance practices a dance that communicates a feeling of happiness and or sadness. They will identify and connect with a particular dance to express their chosen feeling.	**Dance** Students will present a dance individually or in pairs, to represent the feeling of a heavy heart. They will explore ideas and creative movements to express this emotion with locomotive and non-locomotive actions, which include spin, jump, skip, stretch, bend. Children will be observing safe dance practices.
Design and Digital Technologies	**Digital Technologies** Students will learn and apply digital technology knowledge and skills, through guided play and tasks integrated into other subject areas. They will explore and describe how digital systems are used for particular purposes in daily life. Students will identify examples of digital and non-digital devices and explain the purpose for different digital devices. They will also describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital and digital contexts. Students will develop foundational skills in computational and systems thinking when solving problems and work with others to create and organise ideas and information. They use Blue Bot devices to follow, create and problem solve algorithms.	Students complete assessments in a variety of ways to demonstrate their understanding of coding concepts. These assessments include but are not limited to: • Ongoing teacher observations • Student work samples • Planning and writing algorithms (codes) to navigate a Blue-Bot to a given location • Writing algorithms using symbols and words • Problem solving to debug algorithms
Health and Physical Education	**Term 3** **Health** Students recognise how their body is growing and changing. They describe how their body responds to movement, types of foods and how the influence of good nutrition contributes to a healthy body. **Movement** Students will demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.	**Health** Students identify and name parts of the body. They demonstrate an understanding of what their body needs to grow by describing its needs including water, healthy food, rest and exercise. **Movement** Observations of students participating in a range of ball/beanbag games. Skills being assessed include underarm throwing and two-handed catching.
	Term 4 **Health** Students learn about identifying and describing different emotions people experience. They will explore and practice ways to interact with others in a variety of settings **Movement** Students participate in performing fundamental movement skills to music. They will explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.	**Health** Students identify and describe the different emotions people experience. They will identify and describe the bodies reactions to different types of emotions. Students will be asked to identify emotions in different situations. **Movement** Observations of students participating in a range of fundamental movements skills through perceptual motor games and activities. Skills being balancing, climbing, hopping, and jumping.