

2017 CURRICULUM OVERVIEW – PREP H and PREP B

Term 1

English — Enjoying our new world

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 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.

They learn about the letters of the alphabet using the phonics program – *Letterland*.

<http://www.letterland.com.au/>

Mathematics

In this unit, students have opportunities to develop understandings of:

- Patterns and algebra — identify how objects are similar or different and sort them according to a chosen criteria; patterning
- Using units of measurement — duration of events; size of objects
- Number and place value — recall counting in ones forwards and backwards, identify numbers in the environment, represent and compare quantities, match numerals to quantities; sequence numbers
- Location and direction — describe and represent location

Science – Our living world

Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things of not having needs met.

History – Exploring families

In this unit, students investigate their personal history, particularly family backgrounds and relationships. They examine the nature of and structure of families and recognise similarities and differences between families. They appreciate diversity within their family and others.

Term 2

English — Enjoying and retelling stories

Students will 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 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. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

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Mathematics

Students develop understandings of:

- Using units of measurement — compare the length, height, thickness of objects using direct and indirect comparison; describe, compare and order the duration of events.

- Shape — compare and sort objects based on shape and function; sort and describe familiar two-dimensional shapes; name and construct familiar three-dimensional objects.
- Number and place value — recall forwards and backwards counting sequences; partition parts of a whole; recognise collections to five, count to identify how many; compare quantities; connect number names and quantities; sequence quantities.
- Location and transformation — identify and describe pathways, give and follow movement directions.
- Data representation and interpretation— use questions to collect information.

Patterns and algebra — copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number

Science – Our material world

Students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. The unit provides opportunities for students to examine familiar objects using their senses and understand that objects are made of materials that have observable features.

Geography - What is my place like?

In this unit, students explore places in which students live or other places of similar size that are familiar to them or that they are curious about. They understand that a ‘place’ has features and a boundary, which can be represented on maps or globes. Students understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to.

Term 3

English - Interacting with others

In this unit, students listen to, view and interpret a range of texts, including poetry and rhymes. Students will create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.

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Mathematics

Students develop understandings of:

- Using units of measurement — make direct and indirect 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 and combine collections, represent addition situations, identify parts and the whole, share collections.
- Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities
- Data representations and interpretation — identify and answer yes/no questions, use data displays to answer simple questions

Science - Weather watch

Students use sensory experiences to observe the weather. They explore the daily and seasonal changes in the local environment. They are given opportunities to reflect on the impact of these changes on clothing, shelter and activities and on plants and animals.

History - Tell me a story about the past

In this unit, students identify familiar ways family and friends commemorate past events that are important to them. They explore the way in which stories of families and the past can be and have been communicated

Term 4

English – Responding to texts

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.

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Mathematics

Students develop understandings of:

- Number and place value — represent and compare quantities; match number names, numerals and quantities; identify parts within a whole; combine collections; making equal groups; describing the joining process
- Using units of measurement — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects
- Location and transformation — describe position, describe direction
- Shape — describe, name and compare shapes

Science – Move it, move it

This unit involves students using their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.

Geography – How do we care for special places?

In this unit, students describe the location of important places using geographical terms such as near and far. Students describe special places and the reasons they are special to people.