



# Curriculum, Teaching and Learning Overview 2024

## Prep Year

	<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>	<b>Term Four</b>
English	<b>Examining and creating imaginative texts</b> In this unit, students describe characters and events from narrative stories and link to personal experiences. Students retell familiar narrative stories.	<b>Examining persuasion in product packaging</b> In this unit, students read and view product packaging and respond orally to comprehension questions. Students create and present texts about favourite foods.	<b>Exploring informative texts</b> In this unit, students create informative texts with a supporting image. Students demonstrate reading accuracy, fluency and comprehension of informative texts.	<b>Reading, writing and performing poetry</b> In this unit, students read poems, and write and present rhymes.
Mathematics	<b>Number and place value, Location and transformation, Data representation and interpretation</b> In this unit, students connect number names, numerals and quantities up to 10 and count to and from 20. Students describe position and movement using everyday language of location and direction. Students answer simple questions to collect information and make simple inferences.	<b>Number and place value, Using units of measurement (time)</b> In this unit, students group familiar objects based on common characteristics and identify and continue patterns. Students connect events and days of the week, and explain the order and duration of events.	<b>Number and place value, Shape, Using units of measurement</b> In this unit, students make connections between number names, numerals and quantities up to 10 and count to and from 20. Students sort shapes and objects. Students compare objects using length, mass and capacity and explain thinking.	<b>Number and place value</b> In this unit, students connect number names, numerals and quantities up to 10 and count to and from 20.
Science	<b>Earth and Space Sciences</b> In this unit, students describe objects and events that they encounter in their everyday lives. To describe changes in the local environment. To respond to questions and sort and share observations.	<b>Biological Sciences</b> In this unit, students describe how different places meet the needs of living things. To respond to questions and share observations with others	<b>Physical Sciences</b> In this unit, students describe the properties and behaviour of familiar objects. To share and reflect on observations and ask questions about familiar objects. To participate in a guided investigation designing a sound instrument, and describe the effects of interacting with it	<b>Chemical Sciences</b> In this unit, students describe the effects of physically changing a material to make a boat that floats. To make a prediction, participate in a guided investigation and record and share observations.
Humanities and Social Sciences (HASS)	<b>Changing life and communities</b> In this unit, students will investigate their personal history and identify and describe important dates and changes in their own lives.		<b>People and places</b> In this Unit, students will explore what places are like and what makes them special. They will recognise the features of places and collect data about observations of a local place.	
The Arts	<b>Dancing characters</b> In this unit students make and respond to dance by exploring characters in stories and rhymes as stimulus		<b>Family stories</b> In this unit, students will explore characters and settings in media artworks inspired by a family story.	
Technologies	<b>Spin it!</b> In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy .		<b>Digital Technologies-Handy Helpers</b> In this unit, students recognise and explore digital systems and their purpose. Students will investigate, create, communicate, manage and operate ICT.	
Health and Physical Education (HPE)	<b>Personal, Social and Community Health-I can do it</b> In this unit, students explore information about what makes them unique, identifying their strengths and achievements. Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.  <b>Movement and Physical Activity-Let's get moving</b> In this unit, students explore how to move and play safely during physical activity. Students develop the fundamental movement skills of running, jumping, hopping and galloping. Students apply fundamental movement skills and solve movement challenges.	<b>Personal, Social and Community Health-I am growing and changing</b> In this unit, students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.  <b>Movement and Physical Activity-Catch that bean</b> In this unit, students demonstrate personal and social skills for working with others in a range of activities. Students develop the fundamental movement skills of two-handed catching and under-arm throwing and explore dynamic balances with beanbags. Students apply these skills to solve movement challenges.	<b>Personal, Social and Community Health-Looking out for others</b> In this unit, students identify and describe different emotions people experience. Students explore and practise ways to interact with others in a variety of settings.  <b>Movement and Physical Activity-Who wants to play?</b> In this unit, students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.	<b>Personal, Social and Community Health-I am safe</b> In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.  <b>Movement and Physical Activity-Animal groove</b> In this unit, students perform fundamental movement skills to music. Students explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.
Languages (Auslan)	During Auslan lessons, students learn fingerspelling and use high-frequency personal and schools signs. Students engage with Auslan multi-media texts. Students identify similarities and differences in ways they interact when communicating in English and in Auslan.			