

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	<p>Enjoying our new world</p> <p>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.</p>	<p>Enjoying and retelling stories</p> <p>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 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 sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p>Interacting with others</p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. 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 create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Responding to text</p> <p>Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. 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.</p>
	Assessment	<p>There is no summative assessment of student learning in this unit. Monitor student learning through the unit.</p> <p>Early Start – Literacy</p> <p>Letter and Sound knowledge pre-test (teacher interview, checklist)</p>	<p>Retell a story</p> <p>Informative response — oral & written</p> <p>Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers. (Billy Goat’s Gruff)</p> <p>Letter – sound knowledge (checklist)</p> <p>Observation of reading behaviours (checklist)</p>	<p>Create and recite a rhyme</p> <p>Imaginative response — oral</p> <p>Students listen and demonstrate knowledge of rhyme through written and spoken communication.</p> <p>Present nursery rhyme to peers and others.</p> <p>Responding to a rhyming story</p> <p>Informative response — written</p> <p>Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p> <p>Write about favourite nursery rhyme.</p> <p>Rhyme recognition</p> <p>Letter-sound knowledge (checklist)</p>	<p>Writing and creating a response to a story</p> <p>Imaginative response – written</p> <p>Students write a letter to a main character from a familiar story and create a supporting image or illustration.</p> <p>Reading and comprehension</p> <p>Short answer questions</p> <p>Students read aloud and respond orally to comprehension questions.</p>
Maths	Units	<p>Number and place value</p> <ul style="list-style-type: none"> recall counting in ones identify numbers in the environment represent quantities compare numbers recall counting sequences represent quantities visualise arrangements to six match numerals to quantities count forwards & backwards to 10 compare quantities using ‘more’, ‘less’, ‘same’, identify numbers before, after & next in a sequence, order quantities & numerals. <p>Patterns and algebra</p> <ul style="list-style-type: none"> identify how objects are similar or different sort objects based on similar features identify a rule for a ‘sort’, identify questions identify patterns in the environment copy & describe simple patterns identify patterns within counting sequences. <p>Using units of measurement</p> <ul style="list-style-type: none"> sequence stages within an activity compare duration of events using time language directly compare the size of objects describe the objects. <p>Location & transformation</p> <ul style="list-style-type: none"> use positional language to describe location identify positional opposites represent locations with models & images. 	<p>Number and place value</p> <ul style="list-style-type: none"> count to identify how many recall forwards and backwards counting sequences to 20 compare quantities connect number names, numerals and quantities represent quantities partition quantities subitise collections to six. <p>Patterns and algebra</p> <ul style="list-style-type: none"> describe and continue repeating patterns, use numbers to describe repeat patterns. <p>Using units of measurement</p> <ul style="list-style-type: none"> compare the length of objects using direct comparison compare the height of objects describe the thickness and length of objects compare the length of objects using indirect comparison compare and order durations, order daily events. <p>Shape</p> <ul style="list-style-type: none"> describe lines describe familiar two-dimensional shapes compare and sort objects based on shape and function explore two-dimensional shape. <p>Location and transformation</p> <ul style="list-style-type: none"> identify positions describe movement give and follow movement directions explore locations. <p>Data representation & interpretation</p> <ul style="list-style-type: none"> use questions to collect information. Data representation and interpretation — use questions to collect information. 	<p>Number and place value</p> <ul style="list-style-type: none"> compare quantities equalise quantities combine small collections represent addition situations identify parts and the whole partition quantities flexibly share collections identify equal parts of a whole. <p>Patterns and algebra</p> <ul style="list-style-type: none"> identify, copy, continue and describe growing patterns. <p>Using units of measurement</p> <ul style="list-style-type: none"> make direct and indirect comparisons of mass explain comparisons of mass sequence familiar events in time order sequence the days of the week connect days of the week to familiar events. <p>Shape</p> <ul style="list-style-type: none"> compare and sort objects based on shape and function construct using familiar three-dimensional objects explore three-dimensional shape. <p>Data representations & interpretation</p> <ul style="list-style-type: none"> identify questions answer yes/no questions use data displays to answer simple questions. 	<p>Number and place value</p> <ul style="list-style-type: none"> represent quantities compare numbers match number names numerals and quantities identify parts within a whole combine collections making equal groups describing the joining process. <p>Patterns and algebra</p> <ul style="list-style-type: none"> identify, copy, continue and describe growing patterns. sort objects based on similar features <p>Using units of measurement</p> <ul style="list-style-type: none"> directly and indirectly compare the duration of events directly and indirectly compare the mass, length and capacity of objects. <p>Location and transformation</p> <ul style="list-style-type: none"> describe position describe direction. give and follow movement directions explore locations.
	Assessment	<p>Portfolio (photos, videos, observations, interviews etc.) – use Prep Maths Continua/checklist and Marking Guide</p> <p>Early Start – Numeracy</p>	<p>Portfolio (photos, videos, observations, interviews etc.) – use Prep Maths Continua/checklist and Marking Guide</p> <p>Term 2 Rich Task: I can use materials to create a house which can withstand wind and rain for a character from a Traditional Story.</p>	<p>Portfolio (photos, videos, observations, interviews etc.) – use Prep Maths Continua/checklist and Marking Guide</p>	<p>Portfolio (photos, videos, observations, interviews etc.) – use Prep Maths Continua/checklist and Marking Guide</p>

Learning Area		Term 1	Term 2	Term 3	Term 4
Science	Units	<p>Our living world</p> <p>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 when their needs are not met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth's resources and support the provision of the needs of living things.</p>	<p>Our material world</p> <p>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. Through exploration and discussion, language is focused to describe the properties of the materials from which objects are made. Students then observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life.</p>	<p>Weather watch</p> <p>Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students using sensory experiences to explore daily and seasonal changes in the local weather and to reflect on the impact of these changes on plants, animals and daily life. Students are provided opportunities to explore specific regional weather events and interpretations of weather phenomena through various cultural perspectives. Students then formulate generalisations about the signs and signals relating to weather.</p>	<p>Move it, move it</p> <p>Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students observing and asking questions about how things move. Students gather different types of information about factors influencing movement and apply and explain knowledge of movement in a familiar situation.</p>
	Assessment	<p>Term 1 Rich Task: What do I know about me and how do I care for myself? What do I need to survive and care for myself? What do I need to survive? What does a plant /animal need to survive? Highlight what is the same and different. Multi-media presentation about themselves Section 2—How do I care for myself / living things</p>	<p>Term 2 Rich Task: I can use materials to create a house which can withstand wind and rain for a character from a Traditional Story.</p>	<p>Term 3 Rich Task: To suggest how the weather affects themselves and other living things. To share observations about the weather. What weather symbol did you use in your picture? Describe what you would observe with your senses if you were in the picture? How would that type of weather affect other living things? What clothes are the people wearing in your picture? Why are they suitable for that type of weather? How does a change in the weather affect you? Other living things?</p>	<p>Term 4 Rich Task: Investigating Movement Describe the properties and behaviour of familiar objects. Share and reflect on observations and ask questions about familiar objects.</p>
HASS	Units	<p>My family history</p> <p>In this unit students will explore the following inquiry question: What is my history and how do I know? Learning opportunities support students to:</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 • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated. 		<p>My special places</p> <p>In this unit, students will explore the following inquiry question: What are places like and what makes them special? Learning opportunities support students to:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a place has features and a boundary that can be represented on maps or globes • recognise that what makes a place special is dependent on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place. 	
	Assessment	<p>Term 1 Rich Task: What do I know about me and how do I care for myself? What do I know about myself and my family? Who are the people in my family? Where was I born and raised? Multi-media presentation about themselves Section 1—All about me and my family</p>	<p>Term 2 Rich Task: I know that I am growing and changing and it is important to stay healthy so that I can celebrate events with my family and friends.</p>	<p>Term 3 Rich Task: To identify, represent and describe the features of familiar places. What features have you shown in your picture? What other features can you see/hear/feel/smell? Do all classrooms have the same features? Who uses these features? Why do we have these features in our classroom/playground? What do maps and models help us learn about the features in our classroom?</p>	<p>Term 4 Rich Task: My Special Place Recognise why some places are special to people. Respond to questions about places they belong to. Reflect on their learning to suggest ways they can care for a familiar place.</p>
Health	Units (To be taught and assessed by Triad Teacher)	<p>I can do it</p> <p>In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will 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.</p>	<p>I am growing and changing</p> <p>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.</p>	<p>Looking out for others</p> <p>In this unit, students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.</p>	<p>I am safe</p> <p>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.</p>
	Assessment	<p>Term 1 Rich Task: What do I know about me and how do I care for myself? What do I do to keep myself safe? Where do you like to play at home? What makes it safe? How do I feel when I play there? Multi-media presentation about themselves Section 2—How do I care for myself / living things Section 3—How I stay safe</p>	<p>Term 2 Rich Task: I know that I am growing and changing and it is important to stay healthy so that I can celebrate events with my family and friends.</p>	<p>Term 3 Rich Task: For students to identify and describe the different emotions people experience. How are the people in the picture feeling? How do you know they are feeling that way? What might they be saying?</p>	<p>Term 4 Rich Task: I Am Safe Identify actions that help them be safe. Demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.</p>