



## Prep – Curriculum Overview – 2025

Learning Area		Term 1	Term 2	Term 3	Term 4
English (7 hours per week)	<b>English Units</b>  <b>7 hours per week</b>	<b>Sharing Thoughts and Feelings</b> <b>Imaginative Text</b>  Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students engage in shared and/or independent writing and/or learning experiences to create short texts. .	<b>Exploring and Creating Informative texts</b> <b>Information Text</b>  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. They read, view and comprehend texts including simple decodable texts aligned with phonic development. 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. 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.	<b>Exploring and sharing experiences</b> <b>Personal Recount</b>  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. 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. 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. 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.	<b>Exploring Imaginative Text</b> <b>Narrative Text</b>  Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. 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 and poems. Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images. Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.
	<b>Assessment</b>	<b>Assessment task 1.1 — Speaking and listening</b>	<b>Assessment task 2.1 — Reading, viewing and comprehending informative texts</b>  <b>Assessment task 2.2 — Writing and creating informative texts</b>	<b>Assessment task 3.1 — Speaking and listening</b>	<b>Assessment task 4.1 — Reading, viewing and comprehending imaginative texts</b>  <b>Assessment task 4.2 — Writing and creating responses to imaginative texts</b>
Maths (5 hours per week)	<b>Maths Units</b>  <b>5 hours per week</b>	<b>Number and Algebra</b> <ul style="list-style-type: none"><li>look for and make connections between number names, numerals and quantities</li><li>learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li><li>develop a sense of sameness, difference and change when engaging in play-based activities about patterns</li></ul> <b>Space</b> <ul style="list-style-type: none"><li>develop a sense of sameness, difference and change when engaging in play-based activities describing position and location</li><li>bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location</li></ul> <b>Statistics</b> <ul style="list-style-type: none"><li>explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data</li><li>bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning</li></ul>	<b>Number</b> <ul style="list-style-type: none"><li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li><li>explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10</li></ul> <b>Measurement</b> <ul style="list-style-type: none"><li>build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events</li></ul>	<b>Number</b> <ul style="list-style-type: none"><li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li><li>explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10</li></ul> <b>Space</b> <ul style="list-style-type: none"><li>name, create and compare shapes, using elementary mathematical reasoning in active learning experiences</li><li>develop a sense of sameness, difference and change when engaging in play-based activities about shapes</li></ul> <b>Measurement</b> <ul style="list-style-type: none"><li>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</li></ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"><li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li><li>learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li></ul>
	<b>Assessment</b>	<b>Assessment task 1.1 — Statistics</b>  <b>Monitoring Task – Space</b> Position and Location	<b>Assessment task 2.1 — Number</b>	<b>Assessment task 3.1 — Number</b> <b>Assessment task 3.2 — Measurement and Space</b>	<b>Assessment task 4.1 — Number</b>

Learning Area		Term 1	Term 2	Term 3	Term 4
Science	Science Units  30mins per week		Biological Science  AS: Students group plants and animals based on external features. Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.	Chemical Science  AS: They describe the observable properties of the materials that make up objects. Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.	Physical Science  AS: They identify factors that influence the movement of objects. Students pose questions and make predictions based on their experiences. They engage in investigations and make observations safely. With guidance, they represent observations and identify patterns. With guidance, they compare their observations with their predictions. They share questions, predictions, observations and ideas about their experiences with others.
			Teach and Monitor	Teach and Monitor	Teach and Monitor
HASS	HASS Units  30mins per week	My family history In this unit students will explore the following inquiry question: What is my history and how do I know? Learning opportunities support students to: <ul style="list-style-type: none"><li>explore the nature and structure of families</li><li>identify their own personal history, particularly their own family backgrounds and relationships</li><li>examine diversity within their family and others</li><li>investigate familiar ways family and friends commemorate past events that are important to them</li><li>recognise how stories of families and the past can be communicated through sources that represent past events</li><li>present stories about personal and family events in the past that are commemorated.</li></ul>		My special places In this unit, students will explore the following inquiry question: What are places like and what makes them special? Learning opportunities support students to: <ul style="list-style-type: none"><li>draw on studies at the personal scale, including places where they live or other places that are familiar to them</li><li>understand that a place has features and a boundary that can be represented on maps or globes</li><li>recognise that what makes a place special is dependent on how people view the place or use the place</li><li>observe and represent the location and features of places using pictorial maps and models</li><li>examine sources to identify ways that people care for special places</li><li>describe special places and the reasons they are special to people</li><li>reflect on learning to suggest ways they could contribute to the caring of a special place.</li></ul>	
		Teach and Monitor	Teach and Monitor	Teach and Monitor	Teach and Monitor
The Arts	Arts Unit  1 hours per week	Visual Arts Creating a 2D Artwork In Visual Arts, throughout the semester, students have had multiple experiences to experiment with colour, shape and texture and express their imagination. Students will create an artwork by representing characters, objects and/or landscapes through imagination for a new event to a familiar story.			
Technology - Design	Technology Unit  30mins per week			Design Technologies- Links with Science Unit- ‘Our Material World’  Throughout the Technology unit students explore, plan and construct using their knowledge of the properties of building materials. Students will design and create a house for a story character which is wind and waterproof. Students will then respond to questions about observable properties of materials and reflect on the suitability of their chosen design.	