

Prep, Term 2, 2025

Curriculum Overview



<p>English <i>This will be taught, assessed and reported on</i></p> <p>Students engage with texts that present straightforward sequences of events and clear instructions, with a focus on procedural texts such as <i>How to Wash a Woolly Mammoth</i>. These texts model how steps can be sequenced to explain how to carry out everyday tasks or imaginative scenarios. Students also engage with a range of informative and imaginative texts, including simple decodable texts aligned with phonic development and authentic texts such as picture books, films, non-fiction, and multimodal texts.</p> <p>Through these texts, students develop awareness of vocabulary used in familiar contexts, particularly those related to everyday tasks, personal interests, and classroom topics. They explore the language of instruction, including sequencing words, action verbs, and topic-specific vocabulary. Students identify how language is used to give clear directions and achieve specific purposes.</p> <p>Students participate in shared and independent writing and/or learning experiences to create short written procedural texts. They practise sequencing steps logically, using appropriate language to instruct or explain, and may draw on imaginative elements to make their procedures engaging and meaningful.</p>	<p>Maths <i>This will be taught, assessed and reported on</i></p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences • name, create and compare shapes, using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems
<p>Science <i>This will be taught, but not assessed or reported on</i></p> <p>Students learn that objects can be composed of one or more materials as they observe and manipulate a variety of everyday items, identifying the materials they are made of. The language used to describe the properties of materials is explicitly taught, with a range of hands-on, collaborative activities providing opportunities for students to develop their understanding. By using their senses, they sort and group materials based on observed properties such as colour, hardness, texture and flexibility.</p>	<p>HaSS <i>This will be taught, but not assessed or reported on</i></p> <p>With a focus on farming technology, students investigate how the present is different from or similar to the past. They will pose questions about the past and use sources, such as interviews, photographs, artefacts and original video footage to gather information and communicate their understandings.</p> <p>They will develop empathetic understanding by analysing how daily life in the past differed from theirs.</p>
<p>HPE <i>This will be taught, assessed and reported on</i></p> <p>For Health & Wellbeing, students will identify personal character traits that make them unique, begin to identify feelings in others and build positive responses, develop social skills and strategies for making new friends, as well as practise conflict resolution strategies to help manage and resolve disagreements constructively.</p> <p>For PE, students will engage in a program of golf instruction provided by a professional coach. They will also apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.</p>	<p>Auslan <i>This will be taught, but not assessed or reported on</i></p> <p>Students explore Auslan signs for basic emotions and feelings, such as happy, sad, and angry. They participate in games like Emotions Bingo and joined in the Emotions Song using gesture, facial expression, and simple signs. Students began combining signs to express how they feel.</p>
<p>Technologies</p> <p>In 2025, this learning area will be taught in Term 1.</p>	<p>The Arts <i>This will be taught, but not assessed or reported on</i></p> <p>Students explore rhymes and songs as stimulus for music making and responding. Students will:</p> <ul style="list-style-type: none"> • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes. • sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes.