PREP CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4
	Incursion: Raw Art	**Incursion: 100 days of Prep** **Incursion: Henny Penny** **Incursion: Under 8's Day**	**Excursion: Teddy Bears Picnic**	**Incursion: Make and Meld - Properties of Materials**
ENGLISH	**Literary Discussion – Imaginative stories** Students explore imaginative texts about starting school, belonging and friendship. They make connections to personal experiences and express preferences for characters and stories through shared reading, discussion and simple writing tasks.	**Informative – Living things** Students engage with informative and imaginative texts that build knowledge across learning areas. They identify features of stories and information texts and create short reports or statements about familiar topics using developing writing and spelling skills.	**Spoken Retell – Party Experience** Students read and view texts with everyday events and experiences. They expand their vocabulary, connect to personal and character experiences and create short spoken and written retells of stories and real-life happenings.	**Written Retell – Imaginative Stories** Students read and create imaginative texts with clear characters, settings and events. They explore how language and images work together to tell stories and write their own simple imaginative stories using learnt vocabulary and basic punctuation.
MATHS	**Number, Algebra, Space, Statistics** • use physical and virtual materials to look for and make connections between number names, numerals and quantities • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning • explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data.	**Number, Measurement** • 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 • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events.	**Number, Algebra, Space, Measurement** • build on understanding to make connections between number names, numerals and quantities, and partition and combine collections • 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 • name, create and compare shapes, using mathematical reasoning in active learning experiences • 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 and duration.	**Number, Algebra** • look for and make connections between number names, numerals and quantities, compare quantities to at least 20 using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts.
SCIENCE	**Science as a Human Endeavour** Students are introduced to science as a way of exploring and making sense of the world around them. They learn that scientists observe, ask questions and use their senses to find out about living things, objects and events. Through hands-on experiences, students begin to see how science helps people understand and care for their environment and daily lives.	**Biological Science** Students use their senses to explore the external features of plants and animals and learn how to group plants and animals with similar characteristics. They apply this knowledge to design and make a digital or physical scientific model of a plant or animal.	**Physical Science** Students explore how objects move and what affects their movement, such as size, shape and material. They observe, predict and compare how different toys and objects move, using digital tools to measure and find patterns in motion.	**Chemical Science** Students will learn that objects are made of materials that have observable properties. They will understand that some materials are transparent while others are opaque. They will experiment with colour and describe how objects and materials look and feel. They will look at the absorbency of various materials and the reasons for multiple choices in materials for clothing and houses around the world. They will complete the unit with a design challenge

HASS	**History- My family and our celebrations**		**Geography- Special places we live and belong to**	
	Students develop knowledge of their personal and family histories by sharing observations, examining evidence, and comparing the past with the present. They explore significant people, events, and celebrations that are important to them and their families, including diverse family and kinship structures. As they investigate, students pose questions, gather and record information, and use historical terms to describe their findings. Through these inquiries, they build curiosity, imagination, and a stronger sense of identity by connecting past and present experiences.		Students develop knowledge of the places they live in and belong to by observing and describing their features and why they are important. They explore why people live in or visit certain places and the different meanings these places have for them. As they investigate, students ask questions, gather information from stories, media, and family experiences, and use geographical terms to share their ideas and draw conclusions. They also learn about the importance of Country/Place to First Nations Australians, building a deeper connection to their surroundings and a sense of belonging and responsibility.	
HPE/HEALTH	**Exploring identity and emotions**	**Developing fundamental movement skills and making healthy choices**	**Exploring protective behaviours and help-seeking strategies**	**Identifying community health information and developing fundamental movement skills**
	Students explore their identity by investigating who they are and the people in the world around them. They describe the different emotions that people experience. Through exploration, play and minor games, students recognise that they experience a range of emotions in different situations and develop an awareness of how individuals can have similarities and differences. Students practise personal and social skills to interact respectfully with others and develop self-regulation skills through exploration and active play.	Students explore safe and healthy practices at school and at home. They investigate different types of health symbols such as those on food products and household substances and how advertising influences food choices. Students practise and develop locomotor and non-locomotor skills and experiment with ways to move their bodies safely through a range of movement contexts and identify the benefits of being physically active. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive.	Students recognise and demonstrate protective behaviours and help-seeking strategies to support the development of safe and healthy personal practices. They explore body awareness and how to seek, give and deny permission. Through role-play, active play and discussions, students practise personal and social skills to interact respectfully with others. They identify and rehearse protective behaviours and help-seeking strategies to support themselves and others in a range of situations, such as when they feel unsafe or uncomfortable.	Students identify health information in community strategies, symbols and messages that keep them safe in water and road environments. Through participation in active play and movement situations, students understand how to use health information to keep themselves healthy and safe. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive. In a range of movement contexts, students practise locomotor, non-locomotor and object control skills and experiment with ways to move their bodies safely and confidently and identify the benefits of physical activity.
TECHNOLOGY		**Digital Technologies**		**Design and Technologies**
		Students build confidence using digital devices and software for specific purposes. Through guided play with familiar devices like smartphones, tablets, and laptops, they learn how to use technology effectively. They explore ways to collect and record information, such as using objects, pictures, or symbols—for example, tracking the weather. Students also learn about personal and public data, understanding what information belongs to them.		Students identify familiar products, services and environments. They create a designed solution for a school-selected context. Students create, communicate and choose design ideas. They follow steps and use materials and equipment to safely make a designed solution.
THE ARTS	**Visual Art**	**Drama**	**Media Art**	**Dance**
	Students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.	Students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.	Students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.	Students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community. Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.
LANGUAGES	**Around the world**	**NAIDOC/Animals and Colours**	**The Hungry Caterpillar**	**The Gift Shop**
	Using the countries of origin within the class, students will embark on a tour around the world, visiting those countries, exploring similarities and differences in language and culture between the visiting countries and Australia.	In this depth study, students will be interacting with classmates and the teacher to identify a variety cultures, with a deep focus on the Indigenous culture colours, greeting expressions. Students will begin to associate sound and meaning with Japanese written symbols.	'Harapeko aomushi' means a hungry caterpillar. Eith "Tgaging hrough 'the very hungry caterpillar by Elic Carle, students learn a life cycle of caterpillar/butterfly, colours, family members, days of week and eating related expression in Japanese.	Students will play and experiment with language through songs, dances, rhymes, games and role-play. The unit explores Christmas customs in both Japan and Australia and observes the similarities and differences. As a shared custom children will learn how to give and exchange gifts using Japanese Language.