

ENGLISH

Engaging with Stories for Enjoyment

Students will:

- ◆ engage with a variety of texts for enjoyment
- ◆ participate in shared reading, viewing and storytelling of texts that expand and reflect their world and involve sequences of everyday events
- ◆ experience traditional oral narratives and literature of First Nations Australians
- ◆ make connections between characters, setting and events and link ideas to personal experiences
- ◆ interact with others for the purpose of retelling a short, spoken text

In addition, students will:

- ◆ develop phonic and word knowledge by recognising individual sounds in spoken words
- ◆ explore sounds, letters and spellings
- ◆ blend and manipulate sounds in words

LIBRARY

- ◆ Introduction to Library routines— borrowing procedures
- ◆ Care of books—book marks, turning pages, storage
- ◆ Text type—narrative. Reading for enjoyment. Discuss beginning, middle, end of story
- ◆ Special days – Chinese New Year, Book Fair, Library Week, Easter

MUSIC

Let's Sing and Play Together

In this unit, students explore rhymes and songs as stimulus for music making and responding. They explore singing and speaking voices, listen to and move with different types of music and learn about simple percussion instruments.

HEALTH

You Can Do It

- ◆ Introduction to the characters in the program — Connie Confidence (main focus), Oscar Organisation, Gabby Get-Along, Pete Persistence and Ricky Resilience — via songs, puppetry, role-play and posters
- ◆ Book — *You Can Do It Bert*

PHYSICAL EDUCATION

Orientation to PE Procedure

- ◆ Exploration of a range of gross motor skills—running, jumping, hopping, skipping and galloping
- ◆ Development of social skills and understanding of procedure required in game situations—taking turns and following basic game rules

PREP—Term 1

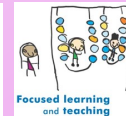
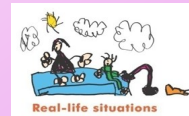
Together We Achieve

FIVE CONTEXTS OF LEARNING

In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community. Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom, and belonging to a school community, are key to the first year at school.

Prep students will engage in activities across the five contexts of learning:

- ◆ focused teaching and learning
- ◆ investigations and active learning
- ◆ real life situations
- ◆ routines and transitions
- ◆ play



When opportunities arise in the classroom, the appropriate curriculum areas will be addressed.

HUMANITIES and SOCIAL SCIENCES

Exploring Families

Students will:

- ◆ learn about the people in their family, where they were born and raised, and how they are related to each other
- ◆ learn about the celebrations and commemorations of significant events shared with their families and others
- ◆ pose questions about familiar objects, people, places and events
- ◆ share a perspective on information, such as stories about significant events and special places

UNDERSTANDING ASIA

Children will be introduced to Asia through the festivals, music and art of China. They will investigate some aspects of culture, places and animals.

MATHEMATICS

Number and Place Value

Students will:

- ◆ identify numbers in the environment
- ◆ recall counting sequences
- ◆ represent quantities
- ◆ compare quantities using 'more', 'less', 'same'
- ◆ visualise arrangements to five
- ◆ match and order quantities and numerals
- ◆ compare numbers
- ◆ count forwards and backwards from different starting points
- ◆ identify numbers before, after and next in a sequence

Patterns and Algebra

Students will:

- ◆ identify how objects are similar or different
- ◆ sort objects based on features and identify the sorting rule
- ◆ identify questions
- ◆ identify patterns in the environment
- ◆ copy and describe simple patterns
- ◆ identify patterns within counting sequences

Using Units of Measurement

Students will:

- ◆ sequence stages within an activity
- ◆ compare duration of events using time language
- ◆ describe objects and directly compare the size of objects

Location and Transformation

Students will:

- ◆ use positional language to describe location
- ◆ identify positional opposites
- ◆ represent locations with models and images

SCIENCE

Our Material World

Students will:

- ◆ engage in investigations safely and make observations using their senses
- ◆ explore the ways people make and use observations and questions to learn about the natural world
- ◆ recognise that objects can be composed of different materials and describe the observable properties of those materials
- ◆ pose questions and make predictions based on experiences
- ◆ share questions, predictions, observations and ideas with others