



Prep Curriculum Overview

Term 3 2019

English: Sharing Stories

Spelling/Vocabulary/Phonics/Phonemic Awareness

- Jolly Phonics- Explicit teaching of letters and sounds
- Phonemic awareness
- Recognise and generate rhyming words, alliteration patterns, syllables, letter patterns and sounds in spoken words
- Orally blend and segment onset and rime
- Understand how to use knowledge of letters and sounds, onset and rime to spell words
- Segmenting/deletion/isolation: say the new word when one sound is substituted for another
- Build vocabulary through multiple speaking and listening experiences
- High-frequency words

Reading

- Explore concepts about print (e.g. directionality, return sweep and spaces between words) and correct reading behaviours (e.g. attending to meaning)
- Strategies to decode words
- Blend sounds to read consonant-vowel-consonant words
- Comprehension strategies to understand and discuss texts
- Reading aloud with attempts at fluency, intonation and pace
- High frequency word recognition
- Modelled, shared and guided reading
- Take Home Reading

Speaking/Listening

- Phonological sound awareness
- Listen to and respond orally to the communication of others
- Communicate feelings and emotions about personal events, experiences and objects
- Communicate clearly in informal groups and whole class settings
- Engage with stories, rhymes, songs and poems
- Foundation Q Oral Language Program

Writing

- Construct texts using word processing programs
- Recognise that sentences are key units for expressing ideas
- Create short texts using familiar words and beginning writing knowledge
- Recount writing – Sharing an experience
- Capital letters are used for names and to signal the beginning of sentences
- Full stops signal the end of sentences
- Handwriting- Explicit instruction of Queensland Beginner script
- Shared editing and proofreading

Texts Types / Structure

- Rhyme
- Recount

Literature

- Engage with stories, poems and rhymes (including those from other cultures)
- Viewing stories by Aboriginal & Torres Strait Islander people

Active Learning Processes

Thinking: Children think and enquire by:

- generating and discussing ideas and plans and solving problems

Investigating the Natural World: Children think and enquire by:

- investigating their ideas about phenomena in the natural world
- developing shared understandings about these phenomena

Investigating Technology: Children think and enquire by:

- investigating technology and considering how it affects everyday life

Investigating Environments: Children think and enquire by:

- investigating features of, and ways to sustain, environments

Imagining and responding: Children generate, represent and respond to ideas, experiences and possibilities by:

- experimenting with materials and processes in a variety of creative, imaginative and innovative ways
- discussing and responding to the qualities of their own and others' representations experiences and artistic works

Health and Physical Education

Being healthy, safe and active by:

- identifying and describing actions that help students be healthy and physically active

Communicating and interacting for health and wellbeing:

- identify actions that promote health and wellbeing

HASS: My Special Places

- Students study places where they live or other places that are familiar to them
- Students understand that a 'place' has features and a boundary that can be represented on maps or globes
- Students recognise that what makes a 'place' special depends on how people view the place or use it
- Students observe and represent the location and features of places using pictorial maps and models

Science: Move It, Move It!

- Students describe movements (bounce, roll, slide, spin) made by familiar objects
- Students select a familiar object that is best suited to complete a rolling game
- Students create a question to ask about the movements of familiar objects

Excursions / Special days:

- * Bunyaville excursion
- * Brisbane City Council Recycling incursion
- * Fathers' Day Afternoon Tea
- * Prep vision screen
- * Parent-Teacher interviews
- * Book Week costume parade

Maths:

Number and Algebra

- Count forwards consistently from any starting point (0 -20)
- Count objects to 10 with one-to-one correspondence
- Count to identify the next number in a counting sequence
- Identifying more, less and the same quantities
- Representing and partitioning amounts to five and beyond
- Connecting number names, numerals and quantities to 10 and beyond

Measurement and Geometry

- Use direct and indirect comparisons to decide which object is heavier and explain reasoning in everyday language
- Use direct and indirect comparisons to decide which object has a greater capacity and explain reasoning in everyday language
- Exploring change in location and using directional language to describe location
- Connecting events to the days of the week
- Explain the order of events
- Explain the duration of events

Digital Technologies: Book Creator

- There is no assessment this term for Digital Technologies. Students will be learning how to navigate iPads, how to take photos and how to use the Book Creator app

Assessment

English

- Written recount of the Bunyaville excursion
- Oral presentation to peers
- Read a predictable rhyme; listen for rhyme, letter patterns and sounds in words; orally complete rhyme

Maths

- Connecting events to the days of the week and explaining the order and duration of events
- Describe location
- Comparing mass and capacity

Science and Design and Technologies

- Rolling game

History

- Map of KG

Health

- Zones of Regulation