

# Prep Curriculum Overview

## Term 3 2018

### 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: says 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
- How capital letters are used for names, and to signal the beginning of sentences and full stops signal the end of sentences
- Handwriting- Explicit instruction of Queensland Beginner script
- Shared editing and proofreading

#### Texts Types / Structure

- Poetry- Rhyme
- Recount

#### Literature

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

### Social and Personal Learning

#### SL: Children sustain relationships by:

- acknowledging and negotiating rights, roles and responsibilities in a range of contexts
- cooperating with others in social situations.

#### PL: Children build a positive sense of self by:

- developing a sense of personal identity as a capable learner
- acting with increasing independence and responsibility towards learning and personal organisation.

#### DIV: Children build early understandings about diversity by:

- investigating and communicating positively about the social and cultural practices of people in their community.

### Health and Personal Learning

- Healthy foods
- Actions to keep our bodies healthy
- Personal hygiene

### Science

#### Physical Sciences:

- Investigate how the properties of objects, influence movement
- Predict, observe and communicate findings
- Apply and explain their knowledge of movement
- Design a robot!
- Learn about how animals move

### HASS

- Make observations and pose questions about familiar places
- Represent the location and features of familiar places on maps
- Investigate why places are important to people

### Active Learning Process

#### 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.

### Assessment:

#### English

- Visual sequencing and written description of events from a familiar story with an oral retell

#### Maths

- Sequencing events and the days of the week
- Comparing lengths of objects

#### Science

- How it moves conference

#### HASS

- Represent the location of familiar places and their features on a map

#### Health

- Food sort and conference

### Maths:

#### Number and Algebra

- Count consistently forwards and backwards (0-20)
- Count objects to 20 with one-to-one correspondence
- Subitise (identify amount in) small groups
- Count to identify the next number in a counting sequence
- Identify more and less, same
- Introduce equivalence
- Introduce part and whole concepts
- Represent and partition amounts to five and beyond
- Connect number names, numerals and quantities to twenty
- Comparing and ordering quantities
- Combining small collections
- Represent practical situations to model addition and sharing

#### Measurement and Geometry

- Time:
  - Identify and recall daily sequence of events
  - Sequence days of the week
  - Sequence events in a day
  - Identify starting and finishing points in a sequence

#### Statistics and Probability

- Pose simple yes / no questions to collect information
- Represent responses:
  - Data displays
  - Pictographs
- Interpret data displays
- **Problem Solving**
- Weekly exposure to word problems

### Excursions / Special days:

- Bunyaville Environmental Education Centre excursion
- Father's Day Afternoon Tea
- Book Week Parade & author talk
- Lap-a-thon
- World of Maths
- Woolworth's Discovery Tour