PREP Curriculum Overview Term 4 2026



PEDAGOGICAL FRAMEWORK
Gradual Release of Responsibility

1. What am I learning?
2. Why am I learning this?
3. How will I know that I have learnt it?

ENGLISH

1. Students **create** a retell that includes the beginning, middle and ending events of a familiar story.
2. To **explore** ideas about familiar contemporary literature and stories comprising the oral narratives of First Nations Australians.
3. **Students will:**
   - **Recall** and **draw** the sequence of events
   - **Use** appropriate words and phrases from the story including learnt vocabulary
   - **Write** simple sentences **using** capitals letters, full stops and spaces between words.

MATHEMATICS

1. Students **develop** knowledge within the number and space (position and location) strands of the Australian Curriculum.
2. To **understand** how to apply maths skills and concepts in their everyday lives.
3. **Students will:**
   - **Make connections** between number names, numerals and positions in sequences
   - **Represent** practical situations involving subtraction and sharing
   - **Use** positional language to **identify** a location.

SCIENCE

1. Students **identify** factors that influence how objects move.
2. To **understand** how shape and material can influence the movement of different objects.
3. **Students will:**
   - **Observe** and **describe** how everyday items move
   - **Compare** how different materials affect how objects move
   - **Pose** questions about everyday objects and materials
   - **Make** predictions based on their experiences
   - **Conduct** safe science investigations.

HUMANITIES AND SOCIAL SCIENCES

1. Students **investigate** the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located.
2. To **develop** a deeper understanding of the significance of Country to First Nations Australians and the importance of Acknowledgement of Country.
3. **Students will:**
   - **Identify** the meaning of 'Country'
   - **Discuss** the importance of Country to First Nations Australians
   - **Learn** and **recognise** the Traditional Lands the school community is located on
   - **Make** their own connections to Country
   - **Show** respect for Country.

LIBRARY (Specialist Teacher)

1. Students **develop** knowledge of reading strategies.
2. To **develop** their knowledge of language and text conventions.
3. **Students will:**
   - **Retell** events from a known story
   - **Make connections** with texts
   - **Make** predictions about an event or text.

PHYSICAL EDUCATION (Specialist Teacher)

1. Students **develop** swimming skills and fundamental movement skills.
2. To **understand** how to be safe in water and **develop** body awareness.
3. **Students will:**
   - **Develop** water awareness and safety
   - **Follow** procedures to enter and exit the pool safely
   - **Explore** ways to move their bodies.

HEALTH

1. Students **identify** and **demonstrate** protective behaviours to keep themselves safe.
2. To **understand** how to seek or deny permission and ask for help if needed.
3. **Students will:**
   - **Identify** body parts and **understand** public and private body parts
   - **Understand** asking for, giving or denying permission
   - **Recognise** feelings in their body to **identify** safe and unsafe situations
   - **Identify** trusted adults and **practice** strategies for seeking help.

THE ARTS – VISUAL ARTS (Specialist Teacher)

1. Students **create** and **design** different artworks about aspects of their own lives.
2. To **develop** awareness, experiences and knowledge of how to artistically represent the world around them.
3. **Students will:**
   - **Complete** a series of artworks about their own lives including a self-portrait collage of their own house and painting of their family
   - **Analyse** examples of artworks by other artists
   - **Discuss** ideas and skills required for techniques to represent each subject.

THE ARTS – MUSIC (Specialist Teacher)

1. Students **make** music **using** ukulele and voice.
2. To **develop** aural skills and **improvise** and **arrange** musical patterns.
3. **Students will:**
   - Echo sing to **copy** the teacher
   - **Perform** the same movements on an instrument as the teacher
   - **Sing** known songs from memory.

SPECIAL EVENTS

- Swimming lessons – Week 3 to Week 7
- Pevan and Sarah Excursion – 22 October
- JS Arts Jam – 13 November
- Year 3 Dance Performance – 25 November
- Year 3 to Year 5 Track dance: 3–9 Steps Forward Performance – 2 December
- Free Dress Day & Christmas Appeal – Week 9 TBC
- End of year performance – 7 December
- Inflatable Grove – 10 December
- Prep – Year 5 Reports emailed – 10 December