

PREP Curriculum Overview Term 2 2022



PEDAGOGICAL FRAMEWORK Gradual Release of Responsibility



1

2

3

What am I learning?

Why am I learning this?

How will I know that I have learnt it?

ENGLISH

- 1 Students will write a rhyming sentence. They listen to and respond to others in a familiar environment. They will sequence and orally present events to a familiar audience.
- 2 To create a sentence that makes sense in a rhyme that others are able to read. To participate effectively in group activities.
- 3
 - Generate rhyming words using onset and rime
 - Attempts capital letters and full stops to punctuate sentences
 - Listen to, remember and follow simple instructions
 - Orally communicate the sequenced events of a personal experience

HEALTH

- 1 Students will develop knowledge of how we grow and change over time, different settings where they can be active and how their body responds to movement.
- 2 To recognise suitable settings to be physically active in, understand they are growing and changing and how their body responds to physical movement.
- 3
 - Use language to describe how their body responds to physical movement
 - Use language to describe body movements
 - Describe how they have grown
 - Describe how they are yet to grow
 - Describe activities they can do based on their growth
 - Select and describe different settings to be active in

MATHEMATICS

- 1 Students make connections with numbers to 10. They count to and from 20 and order small collections. They copy and create patterns. They will compare the mass of objects.
- 2 To understand number, measurement and patterns and how we use them in everyday life.
- 3
 - Make connections between number names, numerals and quantities up to 10.
 - Count to 20
 - Order of small collection
 - Compare the mass of objects by hefting

PHYSICAL EDUCATION - Specialist teacher

- 1 Students are learning how to participate in a variety of games and activities to improve and develop body and spatial awareness and fundamental movement skills with a focus on running technique and hurdles.
- 2 To refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.
- 3
 - Run with the correct technique and
 - Jump over the hurdles while running

SCIENCE

- 1 Students develop knowledge and understanding that objects are made of materials that have observable properties.
- 2 To purposefully select materials based on the suitability of their properties.
- 3
 - Make a wind chime that is durable, waterproof, moves in the wind and makes sound
 - Respond to questions about familiar objects

THE ARTS MUSIC – Specialist Teacher

- 1 Students consolidate their musical skills through rhymes, songs, instruments (marimba, ukulele, djembe), media. They will experience games as a stimulus for music making and responding.
- 2 To develop aural skills, improvise and arrange musical patterns.
- 3
 - Perform same movement on instrument as teacher
 - Echo sing to copy teacher

DESIGN AND TECHNOLOGIES

- 1 Students will design and make a wind chime
- 2 To expose students to the design process
- 3
 - Draw a simple, labelled design
 - Brainstorm, share and discuss ideas
 - Explain their design to an adult
 - Create, test and make modifications to their design and object if required

HUMANITIES AND SOCIAL SCIENCES

- 1 Students will identify family commemorations and celebrations. They will sequence familiar events in order and respond to questions about their own past.
- 2 To understand why commemorations and celebrations are important to our family and friends. To understand ways family and friends commemorate past events that are important to them.
- 3 Draw and recall a story about a family celebration, sharing their family traditions and sequence of orders and explain why the celebration is important to them and their family.

THE ARTS VISUAL ARTS – Specialist Teacher

- 1 Students are learning how to use a multiple of mediums to create artworks to make illustrations to compliment narratives.
- 2 To have experience with different mediums to create artworks and learn how illustrations can help further develop a story.
- 3
 - Use paint, water colours, oil pastels, and pencil
 - Create sketches to match stories
 - Sketch people and animals confidently
 - Respond about the differences and techniques of these artworks

SPECIAL EVENTS

- **Mother's Day Afternoon Tea**
Friday 6th May 14:15-14:45
- **Under 8's Day**
Monday 16th May 9:00-11:00
- **Sports Fun Afternoon**
6th June 12:00-1:30
- **100 Days of Prep Celebration**