

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
PREP OVERVIEW									
ENGLISH PREP	7 hours/week	<p>Achievement standard</p> <p>By the end of the Foundation year, students use predicting and questioning strategies to make meaning from <u>texts</u>. They recall one or two events from <u>texts</u> with familiar topics. They understand that there are different <u>types of texts</u> and that these can have similar characteristics. They identify connections between <u>texts</u> and their personal experience. They <u>read</u> short, predictable <u>texts</u> with familiar vocabulary and supportive images, drawing on their developing knowledge of <u>concepts about print</u> and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They <u>listen</u> to and use appropriate <u>language features</u> to respond to others in a familiar environment. They <u>listen</u> for rhyme, letter patterns and sounds in words. Students understand that their <u>texts</u> can reflect their own experiences. They identify and describe likes and dislikes about familiar <u>texts</u>, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and <u>phrases</u> and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>							
	Unit Overview	<p>Exploring our new world</p> <p>Students listen to and read texts to explore predictable text structures and common visual patterns represented in a range of literary and non-literary texts including fiction, non-fiction books and everyday texts.</p>		<p>Enjoying and retelling stories</p> <p>Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>		<p>Interacting with others</p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes to develop an understanding of sound and letter knowledge, a range of language features and identify common visual patterns. Students will create and recite a rhyming story to a familiar audience. They will show understanding of the rhyming story by creating some gestures to go with it. Students will write and draw a personal response to a rhyming story including justification for their opinion.</p>		<p>Responding to text</p> <p>Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which includes illustrations.</p>	
MATHEMATICS PREP	5 hours/week	<p>Achievement standard</p> <p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.</p>							
	Unit Overview	<p>In this unit through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning — students have opportunities to develop understandings of:</p> <p>Number and place value — explore principles of counting, explore numbers in the environment, represent and subitise quantities, connect numerals to quantities, compare quantities, order numerals and quantities, record representations of quantities</p> <p>Patterns and algebra — sort and classify objects, sequence of numbers to 20, describe and create patterns</p> <p>Using units of measurement — sequence routines and events, compare the duration of events, explore size</p> <p>Location — identify language of location, represent locations</p> <p>Data — ask questions to gather information.</p>		<p>In this unit through the sub-strands — Number and place value, Patterns and algebra, Using units of measurement, Shape and Location and transformation students have opportunities to develop understandings of:</p> <p>Number — counting forwards and backwards from a given number to 10, subitising random and formal arrangements to 5 and forming numbers to ten using five as a reference</p> <p>Patterning — copying, continuing, creating and describing repeating patterns, using materials, sounds, movements or drawings</p> <p>Mass and length — directly comparing to determine which is heavier or longer</p> <p>Shape-matching and describing familiar three dimensional shapes, two dimensional shapes and lines</p> <p>Addition — identifying parts of the whole.</p>		<p>Through the sub-strands — Number and place value, Using units of measurement, Shape and Data representation and interpretation students have opportunities to develop understandings of:</p> <p>Data — answering questions to collect data</p> <p>Volume — comparing the volume and capacity of containers and objects</p> <p>Number sense — connect number names, numerals and quantities, addition and sharing</p> <p>Time — comparing and ordering the duration of events, connecting days of the week to events</p> <p>Shape — sort, describe and name familiar shapes and objects.</p>		<p>Through the sub-strands — Using units of measurement, Shape and Data representation and interpretation students have opportunities to develop understandings of:</p> <p>Number sense — connecting number names, numerals and quantities</p> <p>Measurement — comparing the length and volume of objects</p> <p>Location — position and movement</p> <p>Addition — comparing amounts to ten and combining small amounts</p> <p>Shape and Time — sorting, describing and naming familiar shapes and objects, comparing and ordering the duration of events and connecting days of the week to events.</p>	
SCIENCE PREP	1 hour/week	<p>Achievement standard</p> <p>By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with <u>materials</u> and objects. They identify a range of habitats. They describe changes to things in their <u>local environment</u> and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.</p>							
	Unit Overview	<p>Our living world</p> <p>Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things when their needs are not met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth's resources and support the provision of the needs of living things.</p>		<p>Our material world</p> <p>Students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. The unit provides opportunities for students to examine familiar objects using their senses. Through exploration and discussion, language is focused to describe the properties of the materials from which objects are made. Students then observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life.</p>		<p>Weather watch</p> <p>Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students using sensory experiences to explore daily and seasonal changes in the local weather and to reflect on the impact of these changes on plants, animals and daily life. Students are provided opportunities to explore specific regional weather events and interpretations of weather phenomena through various cultural perspectives. Students then formulate generalisations about the signs and signals relating to weather.</p>		<p>Move it, move it</p> <p>Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students observing and asking questions about how things move. Students gather different types of information about factors influencing movement and apply and explain knowledge of movement in a familiar situation.</p>	

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HISTORY PREP	Achievement standard	<p>By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.</p> <p>Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.</p>							
	1 hour /week Unit Overview	<p>UNIT 1 Exploring Fabulous Families</p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> What is my history and how do I know? <p>In this unit, students:</p> <ul style="list-style-type: none"> understand how the past is different from the present investigate their personal history, particularly family relationships examine the nature of and structure of families recognise similarities and differences between families appreciate diversity within their family and others share information about their family with others. <p>Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning – focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.</p>				<p>Unit 2 – Tell me a story about the past</p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> How can stories of the past be told and shared? What stories do other people tell about the past? <p>In this unit, students:</p> <ul style="list-style-type: none"> understand how they, and the stories of others communicate information about the past recognise that sources help to tell stories, remember the past and signify importance recognise that families commemorate different and similar events according to their beliefs and what is important to them listen to and appreciate family stories, and recognise how the past is communicated listen to and appreciate the stories of Aboriginal peoples and Torres Strait Islander peoples and recognise how the past is communicated compare and contrast their own family commemorations to those of others discuss, create and order pictures of significant commemorations. 			
SOCIAL & PERSONAL LEARNING		<p>Social Learning</p> <p>Children sustain relationships by:</p> <ul style="list-style-type: none"> Acknowledging and negotiating rights, roles and responsibilities in a range of contexts Co operating with others in social situations. <p>Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.</p> <p>Personal Learning</p> <p>Children build a positive sense of self by:</p> <ul style="list-style-type: none"> Developing a sense of personal identity as a capable learner. <p>Acting with increasing independence and responsibility towards learning and personal organisation.</p>							
HEALTH & PHYSICAL LEARNING		<p>Making Healthy Choices</p> <ul style="list-style-type: none"> Children build a sense of wellbeing by making choices about their own and other’s health and safety with increasing independence. <p>Gross Motor</p> <ul style="list-style-type: none"> Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment. <p>Fine Motor</p> <ul style="list-style-type: none"> Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects 							
LANGUAGE LEARNING & COMMUNICATION: ORAL LEARNING		<p>ORAL LANGUAGE</p> <p>Children expand their oral language by:</p> <ul style="list-style-type: none"> Using spoken language (including home language , or signed or augmentative communication) for a range of purposes. Exploring the patterns and conventions of spoken, signed or augmentative language <p>Interacting with peers and familiar auditors using, with support, the conventions associated with formal and informal group settings including attentive listening</p>							

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ACTIVE LEARNING PROGRESS	<p>THINKING</p> <ul style="list-style-type: none"> Children think and enquire by generating and discussing ideas and plans and solving problems. <p>INVESTIGATING THE NATURAL WORLD</p> <ul style="list-style-type: none"> Children think and enquire by investigating their ideas about phenomena in the natural world Developing shared understandings about these phenomena <p>INVESTIGATING TECHNOLOGY</p> <ul style="list-style-type: none"> Children think and enquire by investigating technology and considering how it affects everyday life. <p>INVESTIGATING ENVIRONMENTS</p> <ul style="list-style-type: none"> Children think and enquire by investigating features of, and ways to sustain, environments. <p>IMAGING AND RESPONDING</p> <ul style="list-style-type: none"> 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 							

Prep Content descriptors for spelling.

<p>Language</p> <p>Expressing and developing ideas</p> <p>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words</p> <ul style="list-style-type: none"> recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds <p>Know how to use onset and rime to spell words</p> <ul style="list-style-type: none"> breaking words into onset and rime, for example c/at building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot 	<p>Sound and letter knowledge</p> <p>Recognise rhymes, syllables and sounds (phonemes) in spoken words</p> <ul style="list-style-type: none"> listening to the sounds a student hears in the word, and writing letters to represent those sounds identifying rhyme and syllables in spoken words identifying and manipulating sounds (phonemes) in spoken words identifying onset and rime in one-syllable spoken words <p>Recognise the letters of the alphabet and know there are lower and upper case letters</p> <ul style="list-style-type: none"> identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community <p>using familiar and common letters in handwritten and digital communications</p>
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