

Term 4 Prep/1 Curriculum Snapshot

Our vision is for all students to be:

- successful learners;
- confident and creative individuals;
- independent, self-directed
- active and informed citizens.

Our values:

- Be a Learner
- Be Respectful
- Be Safe

We believe that all students can learn and achieve. Student learning occurs when;

- learning is inclusive, integrated, engaging, relevant and purposeful;
- language is developed and consistent across the curriculum;
- learning experiences are challenging to develop critical and creative thinkers;
- data is used to inform teaching and planning;
- differences are recognised and valued; and
- a safe and supportive learning environment is provided.

Our School Priority

A school wide improvement in writing including teacher knowledge, student performance and moderation.



English Responding to and Creating a Story

In this unit, 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 that includes illustrations.

Assessment tasks

Students listen to and innovate on a familiar imaginative story to create a new story for a favourite character (Prep and modified for Yr 1).

Reading Comprehension task (Prep and Yr 1).

Science Spot the Difference

Changes are happening all around us. Chocolate melts in the sun, water evaporates from puddles and cement hardens in the open air. Students will examine how fast or slow changes can happen and the consequences of change.

Assessment task - Students will participate in an investigation, make observations and respond to questions (Year 1 and modified for Prep).

Health and Physical Education (HPE) Looking Out For Others and Equipped to Move

Health In this unit, students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.

Assessment Interview - Students identify and describe the different emotions people experience (Prep and modified for Yr 1).

Physical Education In this unit, students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.

Assessment practical task - Students perform movement sequences that incorporate the elements of movement, equipment and music. (Yr 1 and modified for Prep).

Technologies Handy Helpers

Digital Technologies—In this unit, students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.

Assessment Task— Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.

Mathematics

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:

Number and place value - counting forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups (Prep).

Recall, represent and count collections; position and locate numbers on linear representations; represent and record two-digit numbers, identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems. (Yr 1).

Using units of measurement - directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events (Prep).

Describe duration in time, tell time to the half hour, represent times on digital and analog clocks (Yr 1).

Location and transformation - describe position, describe direction (Prep).

Give and follow directions; investigate position, direction and movement (Yr 1)

Assessment tasks

Explain the order and duration of events (Prep)

Measuring using informal units (Yr 1), Explaining durations and telling time (Yr 1), This little Piggy Goes Home (location—Yr 1).

The Arts (Mrs Greer) Cultural Dance

Dance—In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.

Assessment collection of work— Students respond to, choreograph and perform dance that represents a group.

Humanities and Social Sciences (HASS) Special Places

In this unit, will explore what places are like and what makes them special. They will recognise the features of places and collect data about observations of a local place.

Assessment Task— Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place. (Prep and Year 1).

High Expectations- These four questions guide our intentional approach to improving the progress of students.

How are our students doing?

How do we know?

What are we doing to improve students' learning?

How do we know when it's working?