



Prep Curriculum and Assessment Plan 2019

Our Belief: Every student, every classroom, every day

We develop fine, caring and principled citizens who are literate, numerate and curious. Our students acquire useful and important bodies of knowledge and a broad repertoire of learning strategies and assets that will serve them throughout their lives.

LITERATE, NUMERATE & CURIOUS

HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS

COMMUNICATION, COLLABORATION, COURAGEOUS, INQUIRERS, THINKERS, SELF-MANAGERS

PREP YEAR - ENGLISH

		Semester 1		Semester 2	
		Term 1	Term 2	Term 3	Term 4
ACHIEVEMENT STANDARD	<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case, know, and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes (speaking, writing and creating)</p> <p>Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, 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, and orally blend and segment sounds in words. When writing, students use familiar words, phrases, and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>				
	ENGLISH	<p>Responding to Stories</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 that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</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. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates.</p> <p>Students can prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p>Rhyming</p> <p>In this unit, students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and arrange of language features. Students identify common visual patterns.</p> <p>They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p> <p>Students will create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Letters</p>
ASSESSMENT					

PREP YEAR – MATHEMATICS

<p>ACHIEVEMENT STANDARDS (AC)</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.</p> <p>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 and make simple inferences.</p>			
<p>MATHS</p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences • Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects • Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images. 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five • Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number • Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events • Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes • Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations • Data representation and interpretation — use questions to collect information. 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities • Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — count 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. • Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events • Location and transformation — describe position, describe direction.
<p>ASSESSMENT</p>	<p>Monitoring Tasks</p> <ul style="list-style-type: none"> • Grouping familiar objects. • Investigating numbers in the environment • Investigating patterns in the environment • Investigating the size of objects • Matching numerals to quantities • Ordering of events <p>End of Term Written Assessment Task Early Start Numeracy</p>	<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Understanding numbers from 1 to 20 • Sorting Shapes <p>Monitoring Tasks</p> <ul style="list-style-type: none"> • Comparing objects using length • Investigating characteristics of shapes and objects • Investigating language to describe location 	<p>Assessment Tasks</p> <ul style="list-style-type: none"> • Answering Questions • Explaining duration and event sequences <p>Monitoring Tasks</p> <ul style="list-style-type: none"> • Comparing objects using mass • Investigating connections between quantities • Investigating the duration of a week 	<p>Assessment Task</p> <ul style="list-style-type: none"> • Identifying numerals <p>Monitoring Tasks</p> <ul style="list-style-type: none"> • Investigating language to describe • Investigating using measurement to construct a house

PREP YEAR – SCIENCE

<p>ACHIEVEMENT STANDARDS</p>	<p>By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.</p> <p>Students share and reflect on observations, and ask and respond to questions about familiar objects and events.</p>			
<p>SCIENCE</p>	<p>Unit 1: Staying Alive – Biological Sciences</p> <p>Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.</p>	<p>Unit 2: Our Material World - Chemical Sciences</p> <p>Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p>Unit 3: Weather in my world – Earth & Space Sciences</p> <p>Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p>	<p>Unit 4: On the move – Physical Sciences</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. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>
<p>ASSESSMENT</p>	<p>Assessment Task -Exploring our living world</p> <p>Collection of work</p> <p>Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.</p>	<p>Assessment Task – Make a Wind Ornament</p> <p>Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations.</p>	<p>Assessment Task – Examining the Weather</p> <p>Students suggest how the weather affects themselves and other living things. They share observations about the weather.</p>	<p>Assessment Task – Investigating Movement</p> <p>Collection of work</p> <p>Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>

PREP YEAR – HASS

<p>ACHIEVEMENT STANDARDS (AC)</p>	<p>By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.</p> <p>Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.</p>	
<p>HASS</p>	<p>Unit 1: My family history</p> <p>Inquiry questions:</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"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated 	<p>Unit 2: My special places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are places like and what makes them special? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place
<p>ASSESSMENT</p>	<p>Assessment task</p> <p>To explore important events celebrated in their lives, and identify how people and objects help them to remember.</p>	<p>Assessment task</p> <p>To identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.</p>

PREP YEAR – TECHNOLOGY

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.</p>	
TECHNOLOGY	<p>Grow, grow, grow</p> <p>In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • investigating how food and fibre are grown to meet human needs • generating and developing design ideas for a functional growing environment • producing a simple drawing that represents their design • evaluating their design and presentation processes, using personal preferences • collaborating by working with others and managing by following sequenced steps for the project 	
ASSESSMENT	<p>Assessment task</p> <p>Students design solutions around produce. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe the purpose of farms and their products and how they meet people's needs • identify technologies used to produce food • explain how to grow food to meet needs • explain how different technologies can make the food grow successfully • explain how technologies meet plant needs • describes the purpose of products that meet food needs • state a need for food • identify a use, technology or need 	

PREP – STEAM

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks. Students use the elements and processes of arts subjects to make and share artworks that represent ideas.</p> <p>By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.</p> <p>Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.</p>	
TECHNOLOGY AND THE ARTS	<p>Students to investigate living things, their needs and environment. Students will explore Urimbirra and use digital devices to record their observations. They will design and create homes for animals using construction materials and discuss how they could improve their designs. Students will make collections of natural materials and use them to create artwork that explores shape, colour and texture.</p>	<p>Students will explore and investigate growing food, the technologies involved and design their</p>

PREP – HEALTH AND PHYSICAL EDUCATION

ACHIEVEMENT STANDARDS (AC)	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	
HEALTH & PHYSICAL EDUCATION	<p>I am Growing and changing</p> <p>Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore how bodies grow and change by identifying the body parts and individual characteristics • identify and explore how we look after our bodies • investigate the importance of activity to look after our body • identify who helps me keep healthy and active 	<p>I am safe</p> <p>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand what children should do to keep themselves safe in different situations • understand the dangers of different places and things in a household • understand how following rules can keep children safe at home • understand the safe behaviours to follow with medicines and around poisons • understand the hazards associated with different water areas and how to stay safe in and around water • understand how fires start and how to be safe in fire emergencies • describe and demonstrate protective behaviours and actions that help keep them safe in various situations
ASSESSMENT	<p>Collection of work</p> <p>Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work</p> <p>Assessment may gather evidence of the students ability to:</p> <ul style="list-style-type: none"> • recognise how they are growing and changing • recognise actions that help them be healthy, safe and physically active 	<p>Collection of work</p> <p>Students complete a series of tasks relating to a single cohesive context. They recognise actions that help keep them safe with medicines and poisons and in situations involving water and fire.</p> <p>Assessment may gather evidence of the students ability to:</p> <ul style="list-style-type: none"> • identify actions that help them be safe • demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities