# PREP Yearly Overview Updated March 2021

| | Term 1 | Term 2 | Term 3 | Term 4 |
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| English | **Land of Rhyme**<br>***Students will listen to and read texts to explore predictable text structures and common visual patterns represented in a range of literary texts. Students will be exposed to a variety of rhyming texts and narratives. Texts featured in the unit include - Julia Donaldson texts, Mem Fox texts, Alison Lester texts, Pamela Allen texts, The Magic Hat and Shoes for Grandpa.***<br><br><u>Diagnostic Assessment</u> –Concepts of Print<br><u>Formative Assessment-</u> Observations, consultations and samples of work<br><u>Summative Assessment</u> –Daily Diary (writing checklist) | **Recount**<br>  <br>***Students will participate in the creation of an invitation to a Mothers' day Morning Tea. Students will then complete an oral Recount of the day.***<br>***Throughout the tern, students will practise recounting everyday events orally.***<br>***The Enchanted Wood will be read for enjoyment.***<br>***Indigenous texts will also be explored in this unit to link with NAIDOC Day activities.***<br><br><u>Diagnostic Assessment</u> – Code Level, High Frequency Words (Reading), Writing Sample<br><u>Formative Assessment-</u> Observations, consultations and samples of work<br><u>Summative Assessment</u> - Oral Recount of morning, Daily Diary (writing checklist) | **It's all about the information!**<br>  <br>***In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation.***<br><br>***Students will create a variety of short texts, both imaginative and informative.***<br><br>***Students will engage with visual literacies as a part of their experiences making lemonade. They will record the process of making lemonade.***<br><br>***The Magic Faraway Tree will be read for enjoyment.***<br><br><u>Formative Assessment-</u> Observations, consultations and samples of work<br><u>Summative Assessment</u> – Daily Diary (writing checklist) | **Celebrations**<br>  <br>***In this unit, students will listen to and engage with a range of literary and non-literary texts. A focus will be on literal comprehension and inferential comprehension. Students will also practice creating and sequencing texts, writing sentences, words, labels and phrases; and using capital letters and full stops.***<br><br>***A celebration will be planned for an end of year party celebration.***<br><br>***Students will create an invitation to the Prep end of year celebration.***<br><br>***The Folk of the Faraway Tree will be read for enjoyment.***<br><br>***Students will orally deconstruct stories.***<br><br><u>Diagnostic Assessment</u> – Code Level, High Frequency Words (Reading, segmenting & writing), Writing Sample, PM Benchmark<br><br><u>Formative Assessment-</u> Observations, consultations and samples of work<br><u>Summative Assessment</u> – Daily Diary (writing checklist) |
| Maths | **Term 1 Maths**<br>***Students will work mathematically within the content strand: Number and Algebra. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Cohort Numeracy lessons commence.***<br><br><u>The focus threads this term:</u><br>• Number & Place Value<br><br>**Assessment for number is ongoing (end of year checklist)** | **Term 2 Maths**<br>***Students will work mathematically within the two content strands: Number and Algebra and Measurement. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Cohort Numeracy lessons continue.***<br><br><u>The focus threads this term:</u><br>• Number & Place Value<br>• Patterns & Algebra<br>• Shape<br><br>**Assessment for number is ongoing (end of year checklist)**<br><br>**Summative Assessment – Number Representation Placemat, Shape sorting task** | **Term 3 Maths**<br>***Students will work mathematically within the three content strands: Number and Algebra and Measurement and Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Cohort Numeracy lessons continue.***<br><u>The focus threads this term:</u><br>• Number & Place Value<br>• Measurement<br>• Location & Transformation<br>• Data Representation & Interpretation<br><br>**Assessment for number is ongoing (end of year checklist)**<br><br>**Summative Assessment – Comparing Measurements investigation, Positional Language interview, Data Questions** | **Term 4 Maths**<br>***Students will work mathematically within the two content strands: Number and Algebra and Measurement and Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught ant apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Cohort Numeracy lessons continue.***<br><br><u>The focus threads this term:</u><br>• Number & Place Value<br>• Shape (3D)<br><br>**Assessment for number is ongoing (end of year checklist)**<br><br>**Summative Assessment – 3D Shape task** |

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<td>Science</td>
<td>Earth and Spaces Sciences<br>Daily and seasonal changes in our environment affect everyday life<br>  <br>Students use sensory experiences to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment. They are given opportunities to reflect on the impact of these changes on daily life<br>Students will have the opportunity to present the weather to their classmates.</td>
<td>Physical Science – Spin, Slide, Bounce and Roll<br>The way objects move depends on a variety of factors, including their size and shape<br>Students learn that people, animals and toys move in different ways. With guidance, they investigate how shape, size and surface affects how far objects will roll.<br>  <br></td>
<td>Biology – Alive and Well<br>Living things have basic needs, including food and water<br>Students learn that people and animals (living things) have basic needs to ensure their survival, including air, water, food, a home and space. They learn that people and animals have senses to help them find out about their world and keep them safe.<br>  <br></td>
<td>Chemical Science<br>Objects are made of materials that have observable properties<br>  <br><br>Students will design and construct a collage using a variety of materials with a range of observable properties.<br><br>Students will describe the properties of the materials used and justify the use of these materials using descriptive vocabulary.</td>
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<td>Humanities and Social Sciences</td>
<td colspan="2">Students will investigate their own personal story, including their family background and relationships within their family. Through an appreciation of family stories, students will develop an understanding of their own history. They will also examine family structures and appreciate that diverse family groups today have commonalities as well as differences. Narratives that feature family structure will be utilised to model family structures where necessary.<br><br>What is my personal family history? Who are the people in my family; where were we born and how are we related. Families are made up of different structures and groups.<br>  <br></td>
<td colspan="2">Where I live<br><br>Students explore the place they live in and belong to, and learn to observe and describe its features. They will identify Australia, Qld, Brisbane, Gold Coast and Mt Tamborine on a map. Students talk about their own special places, and what makes them special. The idea of location (a part of the concept of space) is introduced through drawing story-maps and creating models to show where places and features are located, and by learning about the globe as a representation of the Earth on which places can be located.<br><br>School Yard Map (Week 4, Term 4) “My Special Place – The Prep Yard”<br><br>Portfolio of work<br>  </td>
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<td>Music</td>
<td>Beat and No beat<br><br>Assessment:<br>Write and perform 4 x 4 beat charts using symbols<br>Listening: steady beat tests<br>Performing: responding to beat with music<br>Creating: improvising simple beat patterns with the body</td>
<td>Pitch and Tempo<br>A: Pitch<br>Assessment:<br>Writing: matching pictures with high and low sounds<br>Odd one out<br>Playing: matching high and low pitch patterns with played patterns<br>Performing: copying pitch patterns with the body<br>Pitch testing<br>Creating: in partners, using instruments, creating pitch patterns with high and low sounds<br><br>B: Tempo<br>Assessment:<br>Writing: Write and perform Beat circle scores<br>Listening: fast and slow music samples<br>Performing: using body percussion, respond to changes in tempo in recorded music<br>Creating: in partners, using instruments, creating a piece that is fast or slow</td>
<td>Dynamics and Tone<br>A: Dynamics<br>Assessment:<br>Writing: marking music as loud or soft<br>Playing: pkay patterns with loud or soft dynamics<br>Listening: louder and softer patterns in music<br>Performing: using short melodic patterns, copy short phrases with appropriate dynamics<br><br>B: Tone Colour<br>Assessment:<br>Listening: matching instrument sounds to their pictures<br>Instrument Bingo<br>Performing: selecting instruments to repeat short phrases with appropriate instruments<br>Creating: selecting appropriate instruments for lullaby, march and dance</td>
<td>Texture and Form and Style<br>A: Texture<br>Assessment:<br>Writing: matching recorded sounds to texture<br>Playing: play patterns with different textures<br>Creating: develop different drawings about texture<br><br>B: Form and style<br>Assessment:<br>Listening: matching same and different sections, matching styles<br>Performing: selecting sections/styles to create movements, moving to music in appropriate styles<br>Creating: use mirror action with partners to show raps</td>
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| **Dance/Drama** | | | **Introduction to Dance: *Exploring The Elements of Dance***<br>**(6 Weeks)**<br><br>Students will participate in a variety of activities as they explore the basic elements of dance. They will work independently, in pairs and in small groups as they investigate how BASTE (Body, Action, Space, Time and Energy) are the fundamental concepts and vocabulary that help to develop movement skills and understand dance as an artistic practice.<br><br>**Assessment – Observations** | |
| **PE** | **Fundamental Moving Skills**<br>In this band, students have opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.<br><br>• Locomotor skills including: Running, jogging, changing speeds, animal movements and balancing.<br>• Non locomotor skills including twisting, using hula hoops and reaching.<br>• Fitness components with continuous running and skipping. | **Locomotor Skills**<br>In this band, students have opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.<br><br>• Locomotor skills including: Walking, running and zigzag movements.<br>• Movement skills of throwing, catching and balancing.<br>• Working with a partner to achieve a goal. | **Play Time**<br>In this band, students have opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.<br><br>• Locomotor skills including: Walking, running and full body movements.<br>• Movement skills of throwing, catching and balancing.<br>• Working with a partner and fair play. | **Tabloid Games**<br>In this band, students have opportunities to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.<br><br>• Locomotor skills including: Walking, running and full body movements.<br>• Movement skills of throwing, catching and balancing.<br>• Working with a partner and fair play. |
| **LOTE** | How are you?<br>▪ Students will explore and engage with a variety of activities to introduce themselves and asking and responding how they are in Japanese<br>▪ Students will become familiar with various Japanese seasonal festivals<br>▪ Students will sing Japanese children songs<br>Students will notice that Japanese is written differently<br>Activities:<br>Name card<br>Greeting book<br>How are you card games<br>Songs:<br>Greeting songs<br>Moshi moshi anone<br>Festivals:<br>New year sheep<br>Setsubun festival<br>Dolls festival<br>Cherry blossom viewing | **Body & Colours**<br>▪ Students will explore and engage with a variety of activities to describe their body features in Japanese.<br>▪ Students will become familiar with various Japanese seasonal festivals (Cherry blossom viewing, Children's day, Tsuyu -Rainy season)<br>▪ Students will sing Japanese children songs (Body parts, seasonal songs)<br>▪ Students will notice that Japanese is written differently (Body parts)<br>▪ Notice how Japanese children look after their health – blushing teeth, wash hands, wearing mask etc<br>▪ Stating which part of the body is aching – play doctors<br>**Activities:**<br>Body label<br>Fukuwarai game<br>Colour snap<br>**Songs:**<br>Body part song<br>Colour song<br>Frog song<br>**Festivals:**<br>Children's day. | **Numbers& Birthdays**<br>- Students will explore and engage with a variety of activities to count numbers in Japanese.<br>- Students will become familiar with various Japanese seasonal festivals (Star festival, Lantern festival)<br>- Students will sing Japanese children songs (Numbers, birthday, Star song))<br>- Students will notice that Japanese is written differently (Numbers in Kanji)<br>- Notice the similarities and differences how people celebrate their birthday in Japan and Australia<br>- Notice the way to congratulating different milestones in life. 1 years old, 20 & 60 years old<br>**Activities**<br>Number bingo<br>Board game<br>Janken counter<br>Birthday survey<br>**Songs:**<br>Number song<br>Month<br>Birthday song<br>**Festivals:**<br>Star festival<br>Obon/lantern festivals<br>Hanabi | **Let's Play (traditional toys)**<br>▪ Students will explore and engage with a variety of activities to play Japanese traditional toys<br>▪ Students will notice that old traditional toys still popular among Japanese children.<br>▪ Students notice the similarities and differences of toys in Australia/Japan, New and Old.<br>▪ Students use simple phrases to pass items, taking turns during the game.<br>▪ Students describe the toy's shape and colours.<br>▪ Students ask and make a comment about the game using simple Japanese.<br>**Activities**<br>Traditional toys – kendama, darumaotoshi, ohajiki, tonton zumo, taketonbo, etc<br>**Songs:**<br>Christmas song in Japanese<br>**Festivals:**<br>Moon viewing festivals<br>3-5-7 years old festivals<br>Christmas<br>New Year |