

# Prep Curriculum Framework

PREP ENGLISH							
CURRICULUM INTENT	TERM 1	TERM 2	TERM 3	TERM 4			
	RETELL (Oral)	POETRY	RETELL	IMAGINATIVE RESPONSE - LETTER			
CURRICULUM INTENT	Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning. (C2C Unit 1)	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 a range of language features. (C2C Unit 3)	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. (C2C Unit 2)	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. (C2C Unit 4)			
ASSESSMENT	<b>Talk about a favourite story</b> Students select a favourite story and create a short spoken response to elements of the story.	<b>Responding to a rhyming story</b> Students communicate an opinion about a familiar rhyming story and identify the use of rhyme <b>Create and recite a rhyme</b> Students listen to and demonstrate knowledge of rhyme through written and spoken communication. <b>Reading and comprehending</b> Students read aloud and respond orally to comprehension questions.	<b>Retell a story (Informative response – Written and Oral)</b> Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers	<b>Writing and creating a response to a story</b> Students write a letter to a main character from a familiar story and create a supporting image or illustration. <b>Reading and comprehending</b> Students read aloud and respond orally to comprehension questions.			
PREP ENGLISH ACHIEVEMENT STANDARD				WHEN ASSESSED			
Receptive modes (listening, reading and viewing)				T 1	T 2	T 3	T 4
Students use predicting and questioning strategies to make meaning from texts							
Students recall one or two events from texts with familiar topics							
Students understand that there are different types of texts and that these can have similar characteristics							
Students identify connections between texts and their personal experience.							
Students read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, sounds and letters and decoding and self-monitoring strategies							
Students recognise the letters of the English alphabet in both upper and lower case and know and use the most common sounds represented by most letters							
Students read high frequency words and blend sounds orally to read consonant-vowel-consonant words.							
Students use appropriate interaction skills to listen and respond to others in a familiar environment							
Students listen for rhyme, letter patterns and sounds in words							
Productive modes (speaking, writing and creating)				T 1	T 2	T 3	T 4
Students understand that their texts can reflect their own experiences.							
Students identify and describe likes and dislikes about familiar texts, objects, characters and events.							
In informal group and whole class settings, students communicate clearly.							
Students retell events and experiences with peers and known adults.							
Students identify and use rhyme, and orally blend and segment sounds in words.							
When writing, students use familiar words and phrases and images to convey ideas.							
Students writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.							

Students correctly form known upper- and lower-case letters.

## PREP - MATHEMATICS

Term 1	Term 2	Term 3	Term 4
<b>Summative Assessment</b>			
<p><b>Grouping familiar objects</b> Students group familiar objects based on common characteristics. (Bag sort)</p> <p><b>Number Watch</b> Students match numerals to quantities.</p> <p><b>Favourite Flavours</b> Students answer simple questions to collect information and make simple inferences.</p>	<p><b>Sorting shapes</b> Students sort shapes.</p> <p><b>Patterning</b> Students copy, continue and create patterns with objects.</p> <p><b>Understanding numbers from 1 to 20</b> Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.</p> <p><b>Use appropriate language to describe location</b> <i>(Assessed in Semester 1 Digital Technology unit).</i></p>	<p><b>Answering questions</b> Students answer simple questions to collect information and make simple inferences.</p> <p><b>Explaining duration and event sequences</b> Students connect events and days of the week, and explain the order and duration of events.</p> <p><b>Counting, Addition and Sharing</b> Students count to and from 20. Students model addition and sharing</p>	<p><b>Identifying numerals</b> Students connect number names, numerals and quantities up to 10 and count to and from 20.</p> <p><b>Compare objects using mass, length and capacity</b> To compare objects using mass, length and capacity.</p>

### PREP MATHEMATICS ACHIEVEMENT STANDARD

#### WHEN ASSESSED

	T 1	T 2	T 3	T 4
<b>Number and Algebra</b>				
<b>Number and place value</b>				
Students make connections between number names, numerals and quantities up to 10				
Students can count to and from 20				
I can model addition and sharing				
<b>Patterns and algebra</b>				
I can sort shapes and objects (patterning)				
I can order small collections (ordering numbers / subitising)				
<b>Measurement and Geometry</b>				
<b>Using units of measurement</b>				
Students compare objects using mass, length and capacity.				
Students connect events and the days of the week.				
Students explain the order and duration of events.				
<b>Shape</b>				
Students sort, describe and name familiar shapes and objects in the environment				
<b>Location and Transformation</b>				
Students use appropriate language to describe location.				
<b>Statistics and Probability</b>				
<b>Data representation and interpretation</b>				
I can answer simple questions to collect information.				
I can make simple inferences				

**PREP - SCIENCE**

Term 1	Term 2	Term 3	Term 4
<p><b>Our living world</b> In this unit, students will use their senses to observe the needs of living things, both animals and plants.</p>	<p><b>Our material world</b> Students will examine familiar objects using their senses and understand that objects are made of materials that have observable properties.</p>	<p><b>Weather watch</b> In this unit 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.</p>	<p><b>Move it, move it</b> Students will use their senses to observe and explore the properties and movement of objects. They will recognise that science involves exploring and observing using the senses</p>

**Summative Assessment**

<p><b>Exploring our living world</b> To represent and share observations about the needs of living things and how an environment can affect them.</p>	<p><b>Making a doll's house</b> Students describe the observable properties of materials from which an object is made. Students ask and respond to questions and share and reflect on observations.</p>	<p><b>Examining the weather</b> Students suggest how the weather affects themselves and other living things. Students share observations about the weather.</p>	<p><b>Investigating movement</b> Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>
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PREP SCIENCE ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
<b>Science Understanding</b>				
Students describe the properties and behaviour of familiar objects.				
<b>Science as a Human Endeavour</b>				
They suggest how the environment affects them and other living things.				
<b>Science Inquiry Skills</b>				
Students share and reflect on observations.				
Students ask and respond to questions about familiar objects and events.				

## PREP - HASS

### Semester 1

### Semester 2

**Unit 1 : My family history -** *What is my history and how do I know?*

**Unit 2: My special places -** *What are places like and what makes them special?*

### Summative Assessment

**Assessment task**

Students explore important events celebrated in their lives, and to identify how people and objects help them to remember.

**Part A:** I remember important events

Students will:

- sequence familiar personal events in time order
- identify important family events that are remembered and celebrated
- draw and tell about an important family event.

**Part B:** Objects and people tell me about my past

Students will:

- identify objects and the important family events they represent
- share ideas on ways to learn about important family events in the past.

**Part C:** Refer to Media Arts Assessment

**Assessment task**

Students identify, represent and describe the features of familiar places, and suggest ways to care for these places.

**Part A: My classroom is a familiar place**

Students will:

- identify the features of a familiar place (their classroom)
- represent the features of a familiar place and the location of features in a model and pictorial map
- describe the features of a familiar place.

**Part B: My classroom is a special place**

Students will:

- recognise why a familiar place (their classroom) is special to them and to other people
- identify other special places to which they belong
- reflect on learning to suggest ways to care for a familiar place, and why it is important to care for special places.

### PREP HASS ACHIEVEMENT STANDARD

#### WHEN ASSESSED

SEMESTER 1

SEMESTER 2

#### Knowledge and Understanding

Students identify important events in their own lives.

Students recognise why some places are special to people.

Students describe the features of familiar places.

Students recognise that places can be represented on maps and models.

Students identify how they, their families and friends know about their past and commemorate events that are important to them.

#### Inquiry and skills

Students respond to questions about their own past.

Students respond to questions about places they belong to.

Students sequence familiar events in order.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models.

Students reflect on their learning to suggest ways they can care for a familiar place.

Students relate stories about their past.

Students share and compare observations about familiar places.

## PREP - TECHNOLOGIES

DIGITAL TECHNOLOGY - Semester 1	DESIGN TECHNOLOGY - Semester 2
<p><b>Bee-Bots</b> Explore and work with algorithms to write a sequence of instructions to navigate virtual robots.</p>	<p><b>What can you build to help the Gingerbread Man to get safely across the river?</b></p>

### Summative Assessment

<p><i>Designs solutions to simple problems using a sequence of steps and decisions.</i></p> <ol style="list-style-type: none"> <li>1. Follow and describe a series of steps to program a Bee-Bot.</li> <li>2. Plan a route to program a Bee-Bot to follow a path from Little Red Riding Hood to grandma’s house using the direction cards (algorithm).</li> <li>3. Program the bee-bot to follow the directions.</li> <li>4. Amend the algorithm if needed.</li> </ol> <p><i>(Includes Mathematics Assessment for Location and Transformation – Semester 1)</i></p>	<p>Students create an object by applying their understanding of materials and by using skills of investigating, generating designs, producing, evaluating and managing.</p> <ul style="list-style-type: none"> <li>• Describe the purpose of an object and how it meets the needs of users.</li> <li>• Identify the features of materials.</li> <li>• Describe given needs or opportunities.</li> <li>• Create ideas and designed solutions.</li> <li>• Communicate design ideas for a spinning toy using simple drawings.</li> <li>• Demonstrate safe use of tools and equipment when making a design.</li> <li>• Evaluate ideas and designed solution based on personal preferences.</li> </ul>
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PREP – YEAR 2 TECHNOLOGIES ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 1
<b>DIGITAL TECHNOLOGIES</b>		
<b>Knowledge and Understanding</b>		
Students identify how common digital systems (hardware and software) are used to meet specific purposes.	█	█
Students use digital systems to represent simple patterns in data in different ways.	█	█
<b>Processes and Production Skills</b>		
Students design solutions to simple problems using a sequence of steps and decisions.	█	█
Students collect familiar data and display them to convey meaning.	█	█
Students create and organise ideas and information using information systems.	█	█
Students share information in safe online environments.	█	█
<b>DESIGN TECHNOLOGIES</b>		
<b>Knowledge and Understanding</b>		
Students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments.	█	█
Students identify the features and uses of technologies for each of the prescribed technologies contexts.	█	█
<b>Processes and Production Skills</b>		
Students create ideas and designed solutions within the given context.	█	█
Students describe given needs or opportunities.	█	█
Students create and evaluate their ideas and designed solutions based on personal preferences.	█	█
Students 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.	█	█

## PREP - THE ARTS

Term 1	Term 2	Term 3	Term 4
MEDIA	DANCE	VISUAL ARTS	DRAMA
<p><b>Family Stories</b></p> <p>In this unit, students create media artworks to present a story about their family.</p>	<p><b>Creative Dance</b> (Creative Dance Industries)</p> <p>In this unit students respond to, perform and choreograph dance.</p>	<p><b>Stormy Clouds</b></p> <p>In this unit, students explore how visual language can be used to communicate and relate to mood and experiences. <i>(C2C Unit 4)</i></p>	<p><b>Dramatic Play</b></p> <p>Students make and present drama using the elements of role situation and focus in dramatic play and improvisation.</p>

### Summative Assessment

<p>Students explore characters and settings in media artworks inspired by a family story.</p> <p><b>Part C In HASS Assessment:</b> Creating an electronic story (Media Arts Assessment)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>publish their drawing of an important family event by taking a picture of their drawing from Part A and uploading it to a platform</li> <li>Add text and sound to the created media artwork.</li> </ul>	<p>Students respond to, perform and choreograph dance.</p> <ul style="list-style-type: none"> <li><b>Part A: Responding</b></li> <li>describe the effect of the elements in dance they make, perform and view and where and why people dance.</li> <li><b>Part B: Making/Performing</b></li> <li>use the elements of dance to perform dance sequences that demonstrate fundamental movement skills to represent ideas. Demonstrate safe practice.</li> </ul>	<p>Students make and respond to artworks that show weather and feelings.</p> <ul style="list-style-type: none"> <li><b>Part A: Responding</b></li> <li>Describe feelings in the artwork they make and the work of others.</li> <li>Describe where and why artworks are made and presented.</li> <li><b>Part B: Making</b></li> <li>Create an artwork that shows weather and feelings.</li> </ul> <p><i>Link to Science Unit 3: Weather Watch</i></p>	<p>Students present drama using the elements of role, situation and focus in dramatic play and improvisation.</p>
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### PREP – YEAR 2 THE ARTS ACHIEVEMENT STANDARD

#### WHEN ASSESSED

	T 1	T 2	T 3	T 4
<b>DANCE</b>				
Students describe the effect of the elements in dance they make, perform and view.				
Students describe where and why people dance				
Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas.				
Students demonstrate safe practice.				
<b>DRAMA</b>				
Students describe what happens in drama they make, perform and view.				
Students identify some elements in drama and describe where and why there is drama.				
Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.				
<b>MEDIA ARTS</b>				
Students communicate about media artworks they make and view.				
Students communicate about where and why media artworks are made.				
Students make and share media artworks using story principles, composition, sound and technologies.				
<b>VISUAL ARTS</b>				
Students describe artworks they make and view.				
Students describe where and why artworks are made and presented.				
Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.				

MUSIC					
		SEMESTER 1		SEMESTER 2	
KNOWLEDGE, UNDERSTANDING & SKILLS	<i>Rhythm</i>	<ul style="list-style-type: none"> <li>• Sound/Silence</li> <li>• Beat</li> <li>• Fast/Slow</li> </ul>		<ul style="list-style-type: none"> <li>• Tempo</li> <li>• Rhythm (vs. Beat)</li> </ul>	
	<i>Pitch</i>	<ul style="list-style-type: none"> <li>• Singing voice vs. speaking voice</li> <li>• Unison</li> </ul>		<ul style="list-style-type: none"> <li>• High/Low</li> <li>• Pitch matching</li> </ul>	
	<i>Dynamics &amp; Expression</i>	<ul style="list-style-type: none"> <li>• Loud/Soft</li> </ul>			
	<i>Form &amp; Structure</i>	<ul style="list-style-type: none"> <li>• Repetition</li> </ul>		<ul style="list-style-type: none"> <li>• Echo</li> <li>• Same/Different</li> </ul>	
	<i>Timbre &amp; Texture</i>	<ul style="list-style-type: none"> <li>• Un-tuned percussion</li> <li>• How sound is produced (hit/shaken)</li> </ul>		<ul style="list-style-type: none"> <li>• Unison</li> </ul>	
	SKILLS	<p style="text-align: center;"><b>MAKING</b></p> <ul style="list-style-type: none"> <li>• Perform beat on un-tuned percussion</li> <li>• Point to beat pictures while singing known song</li> <li>• Participate in games/movement activities to discriminate between sound/silence; fast/slow</li> <li>• Identify familiar instrument timbre (aural skills)</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>• Actions to art music</li> <li>• Identify positive/ successful elements in peer performances</li> <li>• Reflect on lessons</li> </ul>	<p style="text-align: center;"><b>MAKING</b></p> <ul style="list-style-type: none"> <li>• Match pitch</li> <li>• Perform beat on un-tuned percussion</li> <li>• Clap rhythm of known song</li> <li>• Differentiate between high/low phrases/notes</li> <li>• Create new verses for known songs</li> <li>• Identify familiar instrument timbre (aural skills)</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>• Actions to art music</li> <li>• Reflect/evaluate own performance</li> <li>• Identify positive/ successful elements in peer performances</li> <li>• Reflect on lessons</li> </ul>
<i>Summative Assessment</i>					
<i>Perform</i>	Point to beat while singing		Sing + beat on un-tuned perc.		
<i>Respond</i>	Personal respond to unknown piece – <i>How does it make me feel?</i> <i>Identify an instrument</i>		Respond to piece of music – feeling & identify instrument		
<i>Create</i>			Q & A – create answer on bongo (4 beat)		
<i>Aural Skills</i>					
PREP – YEAR 2 THE ARTS ACHIEVEMENT STANDARD				WHEN ASSESSED	
				SEMESTER 1	SEMESTER 2
MUSIC					
Students communicate about the music they listen to, make and perform and where and why people make music.					
Students communicate about where and why people make music.					
Students improvise, compose, arrange and perform music.					
They demonstrate aural skills by staying in tune and keeping in time when they sing and play.					

## PREP - HEALTH AND PHYSICAL EDUCATION

### HEALTH

#### SEMESTER 1

#### **I am Growing and changing**

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.  
(C2C Unit 2)

#### SEMESTER 2

#### **I am safe (FIRE EDUCATION)**

Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.  
(C2C Unit 4)

#### Summative Assessment

#### **Collection of work**

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.

#### **Collection of work**

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.

### PHYSICAL EDUCATION

#### Term 1

**Perceptual Motor Activities**  
**Hand/Eye Co Operative Games**

#### Term 2

**Ball Skills**

#### Term 3

**Athletics**  
**Soccer**

#### Term 4

**Skipping**  
**Ten Pin Bowling**  
**Hand/Eye Co Operative Games**

#### Summative Assessment

#### **Perceptual Motor Activities**

- Demonstrates and experiments with movement concepts (e.g. Balance-spread feet wider- force absorption, bent knees on landing)
- Demonstrates and experiments with movement concepts in a variety of rolls. (e.g. forward rolls, hand stands, Pencil Rolls, and tumbling)
- Demonstrates and experiments with movement concepts, Team work activities and various floor routines
- Demonstrates correct foot patterns (e.g. hop, jump, skip, leap, slide) alone and in combinations and can transition from one surface to another (e.g. jump, step, swing)

#### **Hand/Eye Co Operative Games**

- Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co-operative team based games.

#### **Ball Skills**

- Demonstrates increased mastery of object control skills, individually and with partner, with Hitting with bats and racquets, Throwing, Catching Kicking and Aiming (e.g.) cricket bats, baseball bats, hockey sticks, Tennis racquets

#### **Athletics**

Demonstrates skillful technique in space awareness, balance, control, jumping, landing and running. Shows significant ability in sprints, ballgames and modified field events.

#### **Soccer**

Demonstrates correctly a wide range of movement Skills into specialized sequences in Shooting, Passing, Trapping, Dribbling, Games Sense, concepts and understanding of rules in Soccer. (eg: Instep Kick and Trap)

#### **Skipping**

- Demonstrates skillful technique in space awareness, balance, control, jumping, landing, with a short single skipping rope, and long skipping rope.
- Can perform various sequences, skills and movements using a short/long skipping rope.

#### **Tenpin Bowling**

- Demonstrates correctly a wide range of movement Skills into specialized sequences in:
  - Aiming at Pins
  - Correct Technique in Holding the Ball
  - Underarm Bowling Technique
  - Correct foot technique
  - Games Sense and concepts of rules of modified games.

#### **Hand/Eye Co Operative Games**

- Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co-operative team based games.



PREP HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
<b>PERSONAL, SOCIAL and COMMUNITY HEALTH</b>				
<b>Being healthy, safe and active</b>				
Students recognise how they are growing and changing.				
Students identify different settings where they can be active.				
Students demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.				
<b>Communicating and interacting for health and wellbeing</b>				
Students identify and describe the different emotions people experience.				
<b>Contributing to healthy and active communities</b>				
Students identify actions that help them be healthy, safe and physically active.				
<b>MOVEMENT and PHYSICAL ACTIVITY</b>				
<b>Moving our body</b>				
Students perform fundamental movement skills.				
<b>Understanding movement</b>				
Students describe how their body responds to movement.				
<b>Learning through Movement</b>				
Students use personal and social skills when working with others in a range of activities.				
Students solve movement challenges.				
Students demonstrate how to move and play safely.				