

PREP OVERVIEW

ENGLISH	6.5 hours/week	Achievement Standard	<p>Receptive modes (listening, reading and viewing) 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.</p> <p>They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to 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) Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p> <p>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 phrases 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 Overviews	Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
		<p>Enjoying our new world (C2C Unit 1) 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 - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p>	<p>Enjoying and retelling stories (C2C Unit 2) Students 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 sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p>Interacting with others (C2C Unit 3) 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. Students identify common visual patterns. 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 create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Responding to text (C2C Unit 4) Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students 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>	
MATHEMATICS	4.5 hours/week	Achievement standard	<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 and make simple inferences.</p>			
		Unit Overviews	Semester 1		Semester 2	
		<p>Students develop understandings of:</p> <p>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, copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number.</p> <p>Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, 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, recall forwards and backwards counting sequences, subsidies collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts</p> <p>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, describe the duration of events, compare and order durations, sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects</p> <p>Shape — compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes, describe, name and compare shapes</p> <p>Location and transformation — identify and describe pathways, give and follow movement directions, represent movement paths, describe locations, use positional language to describe location, identify positional opposites, representing locations with models and images, describe position, describe direction. Digital Technologies Unit 1 - Program This!</p>	<p>Students develop understandings of:</p> <p>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, represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process</p> <p>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, directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects</p> <p>Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities</p> <p>Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions, generate yes/no questions, identify and interpret data collected.</p>			

SCIENCE	1 hour/week	Achievement Standard	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. Students share and reflect on observations, ask and respond to question about familiar objects and events.			
			Term1	Term 2	Term 3	Term 4
			Earth & Space Sciences	Physical Sciences	Chemical Sciences	Biological Sciences
		Unit Overviews	Weather watch (C2C Unit 3) Students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes 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.	Move it, move it (C2C Unit 4) 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 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 observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.	Our material world (C2C Unit 2) Students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes 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.	Our living world (C2C Unit 1) 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 needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about some sustainable practices that they could implement to support and protect their local living things. Design Technologies Prep Unit 1 - From Seed to Plate
TECHNOLOGIES	DESIGN & TECHNOLOGIES 0.5 hour/week	Achievement Standard	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. 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.			
			Semester 1		Semester 2	
		Unit Overview		From seed to plate (C2C Unit 2) Students explore how plants are grown and how food is selected and prepared for healthy eating. They design solutions for a garden to enable successful food production and make a food from garden produce. Students apply these processes and production skills: <ul style="list-style-type: none"> investigating how food is grown to meet needs generating and refining design ideas for a watering system producing a simple drawing that represents the design evaluating their design and presentation processes collaborating and managing by working with others and by following sequenced steps for the project. Science Prep Unit 1 – Our living world This Design Technologies Unit will be reported in the Early Year Curriculum Guidelines in Active Learning Processes.		
DIGITAL TECHNOLOGIES 0.5 hour/week	Achievement Standard	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. 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.				
	Unit Overview	Program This! (C2C Unit 1) (use of Blue-Bots and Scratch Jnr) Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They: <ul style="list-style-type: none"> explore and describe how digital and information systems are used for particular purposes in daily life describe, follow and apply a sequence of steps and decisions (algorithms) to solve problems in non-digital and digital contexts develop foundational skills in computational and systems thinking when solving problems develop foundational skills in computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information. Maths Prep Unit 1 &2 - Location and transformation HASS Unit 1 - My Special Places This Digital Technologies Unit will be reported in the Early Year Curriculum Guidelines in Active Learning Processes.				

Achievement Standard	<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>	
	Semester 1	Semester 2
	Unit 1	Unit 2
Unit Overviews	<p>My Special Places (C2C Unit 2)</p> <p>Inquiry questions: <i>What are places like and what makes them special?</i></p> <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>Digital Technologies Unit 1 - Program This!</p>	<p>My Family History (C2C Unit 1)</p> <p>Inquiry questions: <i>What is my history and how do I know?</i></p> <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>Media Arts Prep Unit 3 - Family stories</p>

Achievement Standard	<p>By the end of Year 2, students describe *artworks they make and 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. Students describe the effect of the elements in dance they make, perform and view and 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. Students describe what happens in drama they make, perform and view. They 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. Students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies. Students communicate about the music they listen to, make and perform and 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. Students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imaginings, using different techniques & processes.</p>			
	Term 1	Term 2	Term 3	Term 4
	Visual Arts	Drama	Media Arts	Dance
Unit Overviews	<p>Stormy clouds (C2C Unit 4)</p> <p>Students explore how visual language can be used to communicate and relate to mood and experiences. Students:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning display artworks and share ideas about choices made for visual language, techniques and processes in their artworks describe and interpret mood and atmosphere created by weather in artworks. <p>Science Prep Unit 3 – Weather Watch</p>	<p>Stories come to life (C2C Unit 5)</p> <p>In this unit, students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words those used by Aboriginal Peoples and Torres Strait Islander Peoples use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about place/space to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. <p>English Prep Unit 2 – Enjoying and retelling stories</p>	<p>Family stories (C2C Unit 1)</p> <p>Students create media artworks (photography) to present a story about their family. Students:</p> <ul style="list-style-type: none"> explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story present stories in digital form to communicate ideas describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language. <p>HASS Prep Unit 2 – Tell me a story about the past</p>	<p>Animal Movement (C2C Unit 3)</p> <p>Students make and respond to dance by exploring dance animal movements as a stimulus. Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. <p>Science Prep Unit 4 – Our Living World</p>

All The Arts Units will be reported in the Early Years Curriculum Guidelines in Active Learning Processes.

	Music 0.5 hours/week	Unit Overviews	<p>Students explore rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Students build on their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe) , media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Students consolidate their musical skills through rhymes, songs, instruments (e.g. marimba, ukulele, djembe), media, games as a stimulus for music making and responding.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces using voice, movement and body percussion in a range of chants, songs/poetry and rhymes sing and play instruments (e.g. marimba, ukulele, djembe) to improvise, practice a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community and different places create compositions and perform music to communicate ideas to an audience respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples e.g. commemorative and celebratory occasions. 	<p>Ensemble</p> <p>Students will perform a set piece of music to engage an audience.</p> <p>Students will:</p> <ul style="list-style-type: none"> respond to how the elements of music are used to communicate meaning in the music performed respond to how their music making is influenced by music and performances use aural and expressive skills to review and refine whole class performances, through feedback for a polished performance perform music with the use of expressive skills, technical skills and aural skills (accurate pitch and rhythm) 	
<p>All units are developed using the Australian Curriculum: The Music Foundation to 2 content descriptions and achievement standard. In Prep – Year 2, the learning progression and musical repertoire is determined by students’ development of knowledge, understanding and skills in Music.</p>							
HEALTH & PHYSICAL EDUCATION	Personal, social & community health 1.0 hour/week	Achievement Standard	<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 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>				
	Unit Overviews	Semester 1		Semester 2			
		Unit 1		Unit 2			
		<p>I am Growing and Changing (C2C Unit 2)</p> <p>In this unit 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 will:</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>Looking Out for Others (C2C Unit 3)</p> <p>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</p> <p>Students will:</p> <ul style="list-style-type: none"> explore different ways of communicating emotions including facial, physical and verbal expressions understand how emotional responses may differ between people and in different situations understand the personal and social skills that can be used to interact with others practise working cooperatively and including others in group situations. 				
<p>These Health Unit will be reported in the Early Year Curriculum Guidelines in Health & Physical Learning.</p>							
HEALTH & PHYSICAL EDUCATION	Movement & Physical Activity 0.75 hours/week	Unit Overviews	Term1	Term 2	Term 3	Term 4	
			Gross Motor	Athletics	Ball Skills	Swimming	
<p>Let’s Get Moving (C2C Unit 1)</p> <p>In this unit students will develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore movement and examine the rules and procedures required for successful participation in physical activity develop and perform the fundamental movement skills of running, jumping, hopping and galloping and apply them in simple activities and games examine how to solve a movement challenge by testing and trialling possible solutions apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. 			<p>Running, Jumping, Throwing</p> <p>In this unit students will develop the object control skills of rolling, catching, throwing, jumping and running through active participation in athletic events. They will use personal and social skills to follow rules and cooperate with others.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore rules and safe practices for moving safely and using athletics equipment in physical activities explore the personal and social skills needed to cooperate with others in physical activities develop fundamental movement skills to direct and receive objects apply the fundamental movement skills of running, jumping, hopping and test to solve movement challenges. 		<p>Playing with Balls (C2C Unit 2)</p> <p>In this unit students will develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore rules and moving safely and using balls in physical activities explore the personal and social skills needed to cooperate with others in physical activities develop fundamental movement skills to direct and receive objects apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. 		<p>Water Awareness</p> <p>In this unit students will explore movement in the water environment and safe practices.</p> <p>Students will</p> <ul style="list-style-type: none"> fundamental movement skills water familiarisation follow safety procedures (entry, exit) perform a sequence of movements. (face down)