Term 1 Curriculum Overview
Prep

	Mathematics	Reading	Writing	Concept
Week 1 *Jan 31*	**Learning to Learn - Mathematics** *Numbers to 10, Lesson Structure, Problem Solving, Warm Ups, Number Talks, Material and Resource Familiarisation*	**Learning to Learn - Reading** *Lesson Structure, Letter Name & Sounds, Reading Behaviours, Independent Reading Practice, High Frequency Words*	**Learning to Learn - Writing** *Lesson Structure, Drawing to communicate our ideas, Letter Formation, 'Have a go' at writing*	**Humanities - History** I know who the people in my family are and can describe how they are related to each other. (VCHHK058) I know who is in my family. I can describe differences in family structures and what they have in common. (VCHHK059) I can find similarities and differences in our houses. I can identify differences and similarities between my daily life and the daily life during my parents' and grandparents' childhoods, including family traditions. (VCHHK061) I can discuss similarities and differences with my life and my family's lives. I can sequence significant events about personal and family history to create a chronological narrative. (VCHHC053) I can order important events from my life.
Week 2 *Feb 5*				
Week 3 *Feb 12*				
Week 4 *Feb 19*				
Week 5 *Feb 26*	**Place Value** **Counting** **Patterns** **Directional Language**	**Letter names** **Letter sounds** **High Frequency Words** **MSV** **Concepts about Print** **Comprehension**	**Ideas** **Organisation** **Word Choice** **Presentation** **Conventions: Spelling**	
Week 6 *Mar 4*	**Place Value** **Counting** **Patterns** **Directional Language**	**Letter names** **Letter sounds** **High Frequency Words** **MSV** **Concepts about Print** **Comprehension**	**Ideas** **Organisation** **Word Choice** **Presentation** **Conventions: Spelling**	
Week 7 *Mar 11*	**Place Value** **Counting** **Patterns** **Directional Language**	**Letter names** **Letter sounds** **High Frequency Words** **MSV** **Concepts about Print** **Comprehension**	**Ideas** **Organisation** **Word Choice** **Presentation** **Conventions: Spelling**	
Week 8 *Mar 18*	**Place Value** **Counting** **Patterns** **2D Shape**	**Letter names** **Letter sounds** **High Frequency Words** **MSV** **Comprehension**	**Ideas** **Organisation** **Word Choice** **Presentation** **Conventions: Spelling**	
Week 9 *Mar 25*	**Place Value** **Counting** **2D Shape**	**Letter names** **Letter sounds** **High Frequency Words** **MSV** **Comprehension**	**Ideas** **Organisation** **Word Choice** **Presentation** **Conventions: Spelling**	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of a 'quick check', an academic game or another form of student work sample.
Where learning cycles are outlined to be completed is where post-testing is likely to occur.
Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 1 Curriculum Overview: Mathematics
Prep

	Essential Learning	Learning Targets
Weeks 1 - 7	**Directional Language:** Students describe positions and follow directions that include the language of direction	➔ I can follow a sequence of simple instructions ➔ I can describe the position of objects in my everyday environment (the bag is on the hook, the teacher is next to the door) ➔ I can follow directions that include the language of location and direction (between, near, next to, forwards, backwards, on top, under)
Weeks 1 - 8	**Patterns:** Students can sort familiar objects, and copy and continue simple patterns.	➔ I can create simple repeating patterns with objects and drawings ➔ I can continue simple repeating patterns with objects and drawings ➔ I can identify which part of a pattern is being repeated ➔ I can copy simple repeating patterns with objects and drawings ➔ I can classify and sort objects based on their features
Weeks 1 - 9	**Place Value:** Students compare and order numbers to 20, and identify ordinal positions to tenth.	➔ I can compare and order collections to 20 ➔ I can identify ordinal positions to tenth ➔ I can subitise small collections of objects (to 5)
	Counting: Students connect number names and numerals with collections of up to 20 in order to count objects.	➔ I can read and recognise the numbers 30, 40, 50, 60, 70, 80, 90, 100 ➔ I can write numerals up to 20 ➔ I can connect number names with numerals and quantities up to 20 ➔ I can use one to one correspondence to count collections up to 20 ➔ I can recall the backward number word sequence from 20, from any starting point ➔ I can recall the forward number word sequence to 20, from any starting point
Weeks 8 - 9	**Shape:** Students name, sort and classify 2D shapes.	➔ I can sort shapes based on common features ➔ I can recognise and name 2D shapes (circle, triangle, square, rectangle) ➔ I can identify familiar 2D shapes in everyday life

Term 1 Curriculum Overview: Reading

Prep

	Essential Learning	Learning Targets
Weeks 1-7	**Concepts about Print:** Students can use CAP to navigate a text	➔ I can apply CAP to digital texts. ➔ I can read from left to right. ➔ I can locate the title and author. ➔ I can locate the front and back cover of the book.
Weeks 1 - 9	**MSV:** ***Meaning, Structure, Visual cues*** Students use letter-sound information with meaning and language structure to solve words.	➔ I can look at the picture. ➔ I can get my mouth ready for the word. ➔ I listen to my reading to see if it makes sense.
Weeks 1 - 9	**Comprehension:** Students use simple comprehension strategies to understand and discuss texts that they listen to, view or read.	➔ I can make a connection. ➔ I can make a prediction.
Weeks 1 - 9	**High Frequency Words:** Students recognise and read High Frequency words in a text.	➔ I can read High Frequency words without stretching out sounds. ➔ I can recognise and locate High Frequency words in a text.
Weeks 1 - 9	**Letter Names:** Students recognise and name all 26 upper and lowercase letters.	➔ I know all 52 letters by their name.
	Letter Sounds: Students use the sounds represented by most letters.	➔ I can identify the most common sounds of the 26 letters of the alphabet.

Term 1 Curriculum Overview: Writing
Prep

	Essential Learning	Learning Targets
	Conventions - Spelling: The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	→ I can correctly write some common one-syllable words with common phoneme/grapheme correspondences (e.g. am) → I can correctly write some common high frequency words with uncommon phoneme/grapheme correspondences (e.g. was) → I can write letters to correspond to a given sound. → I can write some familiar words including my name
	Presentation: The physical appearance of the piece.	→ I experiment with pencils, writing implements or devices during play → I write from left to right and at top of page → I produce simple handwriting movements and intentionally create letter-like shapes, strings or forms
	Ideas: The piece's content – its central message and details that support that message	→ I can choose a topic to write about, when given a prompt or starting sentence, drawing on familiar experiences and topics. → I can retell familiar texts using actions, talk, illustrations & beginning writing knowledge → I can convey my own message or idea through actions, talk or illustrations (including dictating to a scribe) → I can convey my own message by writing familiar words or phrases
	Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ I can use taught high frequency words in my writing (e.g. weekend used in a recount) → I can include simple familiar words and personally significant words in my writing. (e.g. simple familiar - saw, food, they; personally significant words - family names, dog, house)
	Organisation: The internal structure of the piece – the thread of logic, the pattern of meaning.	→ I can capture my ideas or thoughts by writing a simple sentence or a sentence fragment
	Conventions - Grammar and Punctuation:	→ I can identify capital letters and full stops and understand that they signal the beginning and end of sentences and capital letters are used for names.