

Term 2 Curriculum Overview

Prep

	Mathematics	Reading	Writing	Concept
Week 1 Apr 24	Place Value Counting Measurement Data	Letter Names Letter Sounds High Frequency Words MSV Comprehension	Ideas Organisation Word Choice Presentation Conventions: Grammar & Punctuation Conventions: Spelling	<p style="text-align: center;">Humanities - Geography</p> <p><i>'All places have unique features and can be cared for in different ways'</i></p> <p>I understand the reasons why some places are special and some places are important to people and how they can be looked after.</p> <p>I know the definition of places as parts of the Earth's surface that have been given meaning by people.</p> <p>I can identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently.</p> <p>I can identify how people are connected to different places.</p> <p>I can represent data and the location of places and their features by constructing tables, plans and labelled maps.</p>
Week 2 May 1	Place Value Counting Measurement Data	Letter Names Letter Sounds High Frequency Words MSV Comprehension	Ideas Organisation Word Choice Presentation Conventions: Grammar & Punctuation Conventions: Spelling	
Week 3 May 8	Place Value Counting Measurement Data	Letter Names Letter Sounds High Frequency Words MSV Comprehension	Ideas Organisation Word Choice Presentation Conventions: Grammar & Punctuation Conventions: Spelling	
Week 4 May 15	Place Value Counting Measurement Data	Letter Names Letter Sounds High Frequency Words MSV Comprehension	Ideas Organisation Presentation Conventions: Spelling	
Week 5 May 22	Place Value Counting Money Duration	Letter Names Letter Sounds High Frequency Words MSV Comprehension	Ideas Word Choice Presentation Conventions: Spelling	
Week 6 May 29	Place Value Counting Money Duration	High Frequency Words MSV Comprehension	Ideas Word Choice Presentation Conventions: Spelling	
Week 7 Jun 5	Place Value Counting Money Duration	MSV Comprehension	Ideas Organisation Presentation Conventions: Spelling	
Week 8 Jun 12	Place Value Counting Money Duration	MSV	Organisation Presentation Conventions: Spelling	
Week 9 Jun 19	Place Value Counting Money Duration	MSV	Organisation 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 an online test, 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 2 Curriculum Overview: Mathematics

Prep

	Essential Learning	Learning Targets
Week 1 - 9	Place Value: Students compare and order numbers to 20, and identify ordinal positions to tenth.	→ 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
	Counting: Students connect number names and numerals with collections of up to 20 in order to count objects	→ 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
Week 1 - 4	Measurement: Students use everyday language to compare the length, mass and capacity of familiar objects	→ I can explain the attribute of capacity as how much an item can hold → I can compare the capacity of familiar objects using everyday language → I can explain the attribute of mass as how heavy an item is → I can compare the mass of familiar objects using everyday language → I can explain the attribute of length as how long an item is → I can compare the length of familiar objects using everyday language
	Data: Students ask and answer questions to collect data, and interpret data displays	→ I can accurately interpret data, making simple statements → I can display my data using objects and/or drawings → I can answer questions with 2 possible answers → I can ask simple questions to collect data
Week 5 - 9	Money: Students use money in simple everyday situations	→ I can use money to pay for items in play situations → I can explain how I have sorted my money → I can sort and match coins and notes based on similar features
	Duration: Students describe the duration of familiar events, and order the days of the week	→ I can use the language of time (longer, shorter) to compare the duration of familiar events → I can sequence familiar events → I can explain when something happened/will happen → I can identify the day that some regular, familiar events occur → I can name and order the days of the week

Term 2 Curriculum Overview: Reading

Prep

	Essential Learning	Learning Targets
Week 1 - 9	MSV: <i>Meaning, Structure, Visual cues</i> 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.
Week 1 - 7	Comprehension: Students use simple comprehension strategies to understand and discuss texts that they listen to, view or read.	→ I can retell parts of the story → I can ask or answer questions about a text. → I can make a connection. → I can make a prediction.
Week 1 - 6	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.
Week 1 - 5	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 2 Curriculum Overview: Writing

Prep

	Essential Learning	Learning Targets
Week 1 - 9	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)
	Presentation: The physical appearance of the piece.	→ I can correctly form all upper case letters → I can correctly form all lower case letters
Week 1 - 7	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
Week 1 - 3 & 5 - 6	Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ 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) → I can use taught high frequency words in my writing (e.g. weekend used in a recount)
Week 1 - 4 & 7 - 9	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 → I can create short texts, in different forms (simple recount or narrative)
Week 1 - 3	Conventions - Grammar & Punctuation: The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	→ I am beginning to mark the start of a sentence with a capital letter and the end of a sentence with a full stop.