

Term 2 Curriculum Overview - Prep

| | Mathematics | Reading | Writing | Social & Emotional Learning | Concept |
|----------------------------------|--|---|---|--|---|
| Week 1 <i>April 15</i> | 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;"><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Resilience</i> Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be optimistic ● Accept and adapt ● Growth mindset ● Be courageous ● Bounce back <p style="text-align: center;"><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 3: Positive Coping</p> <p>Topic 4: Problem Solving</p> <p style="text-align: center;">Topic 5: Stress Management</p> | <p style="text-align: center;">Science</p> <p>Enduring Understanding: Living things have a variety of features and live in different places. They grow, change and have offspring.</p> <ul style="list-style-type: none"> ● <i>I understand that living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met.</i> ● <i>I understand that living things grow, change and have offspring similar to themselves.</i> ● <i>I can compare observations and predictions with those of others.</i> |
| Week 2 <i>April 22</i> | 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 <i>April 29</i> | 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 <i>May 6</i> | Place Value Counting Measurement Data | Letter Names Letter Sounds High Frequency Words MSV Comprehension | Ideas Organisation Presentation Conventions: Spelling | | |
| Week 5 <i>May 13</i> | Place Value Counting Money Duration Data | Letter Names Letter Sounds High Frequency Words MSV Comprehension | Ideas Word Choice Presentation Conventions: Spelling | | |
| Week 6 <i>May 20</i> | Place Value Counting Money Duration | Letter Names Letter Sounds High Frequency Words MSV Comprehension | Ideas Word Choice Presentation Conventions: Spelling | | |
| Week 7 <i>May 27</i> | Place Value Counting Money Duration | Letter Names Letter Sounds High Frequency Words MSV Comprehension | Ideas Organisation Presentation Conventions: Spelling | | |
| Week 8 <i>Jun 3</i> | Place Value Counting Money Duration | MSV High Frequency Words Fluency Comprehension | Organisation Presentation Conventions: Spelling | | |
| Week 9 <i>Jun 10</i> | Place Value Counting Money Duration | MSV High Frequency Words Fluency Comprehension | Organisation Conventions: Spelling | | |
| Week 10 <i>Jun 17</i> | Place Value Counting Money Duration | High Frequency Words Fluency Comprehension | Conventions: Grammar & Punctuation Sentence Fluency | | |

Week 11
Jun 24

Place Value
Counting
Money
Duration

High Frequency Words
Fluency
Comprehension

Conventions: Grammar & Punctuation
Sentence Fluency

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 - 11 | <p>Place Value: Students compare and order numbers to 20, and identify ordinal positions to tenth.</p> | <ul style="list-style-type: none"> → 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 |
| | <p>Counting: Students connect number names and numerals with collections of up to 20 in order to count objects</p> | <ul style="list-style-type: none"> → 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 | <p>Measurement: Students use everyday language to compare the length, mass and capacity of familiar objects</p> | <ul style="list-style-type: none"> → 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 |
| Week 1 - 5 | <p>Data: Students ask and answer questions to collect data, and interpret data displays</p> | <ul style="list-style-type: none"> → 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 | <p>Money: Students use money in simple everyday situations</p> | <ul style="list-style-type: none"> → 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 |
| | <p>Duration: Students describe the duration of familiar events, and order the days of the week</p> | <ul style="list-style-type: none"> → 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 - 11 | Comprehension: Students use simple comprehension strategies to understand and discuss texts that they listen to, view or read. | <ul style="list-style-type: none">→ 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 - 11 | High Frequency Words: Students recognise and read High Frequency words in a text. | <ul style="list-style-type: none">→ I can read High Frequency words without stretching out sounds.→ I can recognise and locate High Frequency words in a text. |
| Week 1 - 9 | MSV: <i>Meaning, Structure, Visual cues</i> Students use letter-sound information with meaning and language structure to solve words. | <ul style="list-style-type: none">→ 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 | Letter Names: Students recognise and name all 26 upper and lowercase letters. | <ul style="list-style-type: none">→ I know all 52 letters by their name. |
| | Letter Sounds: Students use the sounds represented by most letters. | <ul style="list-style-type: none">→ 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 - 8 | <p>Conventions - Spelling: The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</p> | <ul style="list-style-type: none"> → 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) |
| | <p>Presentation: The physical appearance of the piece.</p> | <ul style="list-style-type: none"> → I can correctly form all upper case letters → I can correctly form all lower case letters |
| Week 1 - 7 | <p>Ideas: The piece's content – its central message and details that support that message</p> | <ul style="list-style-type: none"> → 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 | <p>Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader</p> | <ul style="list-style-type: none"> → 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 | <p>Organisation: The internal structure of the piece – the thread of logic, the pattern of meaning.</p> | <ul style="list-style-type: none"> → 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 & 10-11 | <p>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.</p> | <ul style="list-style-type: none"> → I am beginning to mark the start of a sentence with a capital letter and the end of a sentence with a full stop. → I can participate in shared editing of my writing for capital letters, full stops and meaning. |
| Week 10 - 11 | <p>Sentence Fluency: The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p> | <ul style="list-style-type: none"> → I am beginning to use logical word order in my sentences. |

Term 2 Curriculum Overview: Social & Emotional Learning

Prep

| | Essential Learning | Learning Targets |
|------------|-----------------------------------|---|
| Weeks 1-11 | Topic 3: Positive Coping | <ul style="list-style-type: none"> → I can identify and express a range of emotions in my interactions with others → I can recognise personal qualities and achievements by describing activities I enjoy at school and home → I can begin to identify and practise basic skills for including and working with others in groups → I can identify and describe the different emotions people experience → I can identify actions that help me be healthy, safe and physically active → I can use personal and social skills when working with others in a range of activities → I can demonstrate, with guidance, practices to keep myself safe and healthy in different situations and activities |
| | Topic 4: Problem Solving | <ul style="list-style-type: none"> → I can identify and express a range of emotions in my interactions with others → I can recognise personal qualities and achievements by describing activities I enjoy at school and home → I can recognise that attempting new and challenging tasks is an important part of my development → I can identify and describe the different emotions people experience → I can identify actions that help me be healthy, safe and physically active → I can use personal and social skills when working with others in a range of activities → I can demonstrate, with guidance, practices to keep myself safe and healthy in different situations and activities |
| | Topic 5: Stress Management | <ul style="list-style-type: none"> → I can identify and express a range of emotions in my interactions with others → I can recognise that attempting new and challenging tasks is an important part of my development → I can begin to identify and practise basic skills for including and working with others in groups → I can identify and describe the different emotions people experience → I can identify actions that help me be healthy, safe and physically active → I can use personal and social skills when working with others in a range of activities |

→ I can demonstrate, with guidance, practices to keep myself safe and healthy in different situations and activities