

## 2024 Prep Curriculum Overview

Learning Area	Term 1
<b>English</b>	<p>In Prep, student become familiar with their new environment and begin to participate in shared reading of authentic texts such as picture books that expands on and reflects their world. These pictures books involve straight forward sequences of events and everyday happenings.</p> <p>In their learning of English, students:</p> <ul style="list-style-type: none"> <li>• understand that texts can take many forms and there are conventions when it comes to reading these texts</li> <li>• respond and interact in response to these stories to share feelings and thoughts about their events and characters</li> <li>• introduced to the concept of sentences being made up of a group of words through these authentic text</li> </ul> <p>Prep students are explicitly taught reading and writing skills aligned with Helensvale State School Word Reading Scope and Sequence In Term 1, they are introduced to the initial code of letter-sound correspondence including:</p> <ul style="list-style-type: none"> <li>○ s a t i m</li> <li>○ n o p</li> <li>○ b c g h</li> </ul> <p>They learn to segment, blend and encode a range of consonant-vowel-consonant word and engage with decodable texts aligned to targeted phonics instruction.</p>
<b>Mathematics</b>	<p>In this term students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>• Make connections between number names, numerals and quantities up to 10</li> <li>• Connect events and the days of the week</li> <li>• Count to and from 20</li> <li>• Group objects based on common characteristics</li> </ul> <p><b>Measurement and Geometry</b></p> <ul style="list-style-type: none"> <li>• Sort shapes and objects</li> <li>• Connect events and the days of the week</li> </ul>
<b>Science</b>	<p>In Science students:</p> <ul style="list-style-type: none"> <li>• use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols</li> <li>• observe that weather can change and identify the features that reflect a change in the weather</li> <li>• reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives</li> <li>• learn about the impact of daily and seasonal changes on plants and animals</li> <li>• reflect on how the weather affects living things and have communicate their observations about the weather</li> </ul>
<b>Humanities and Social Sciences</b>	<p>In Term 1, students learn about their world around them by:</p> <ul style="list-style-type: none"> <li>• identifying important events in their own lives</li> <li>• identifying how they and their families know about their past and commemorate events that are important to them</li> <li>• responds to questions about their own past</li> <li>• sequence familiar events in order.</li> </ul>
<b>Health and Physical Education</b>	<p>In Physical Education, students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. Students:</p> <ul style="list-style-type: none"> <li>• explore and apply safety rules during physical activities.</li> <li>• explore concepts of movement.</li> <li>• develop the fundamental movement skills of running, jumping, hopping and galloping</li> <li>• test and trial ideas to solve movement challenges.</li> </ul> <p>In Health, students explore information about what makes them unique and their strengths and achievements. They participate in play. Students:</p> <ul style="list-style-type: none"> <li>• understand that they are an individual with unique qualities</li> <li>• identify different settings where they can be active</li> <li>• describe actions that help keep them safe</li> </ul>

	<ul style="list-style-type: none"><li>• recognise and name emotions people may experience in different situations</li><li>• understand reasons for varying individual emotional responses in similar situations</li><li>• practise using strategies to support trying and success when faced with challenges.</li></ul>
<b>The Arts</b>	In Term 1, students will be introduced to the early concepts of Music. Students will compose, perform and respond to music demonstrating aural skills by staying in tune and keeping in time when they sing and play.
<b>Japanese</b>	Students begin to engage with the Japanese language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.