

Kedron State Schools Expectations

- Be Respectful**
- Be Responsible**
- Be Safe**
- Be a Learner**

Choose your Attitude 	Quiet 	Be Organised 	Following Directions 	Getting Started 
Staying on Task 	Scan for Clues 	Ask for Help 	Completing Task 	Is this my Best Work? 

Prep Curriculum – Term 1

Year Level Teachers – Robyn Garrett, Annalise Dimasi, Belinda Dessay

English

Enjoying our new world

In this unit 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.*

Specific learning opportunities include:

- understanding connections between spoken language and print
- understanding of concepts of print and screen
- making connections to personal experiences
- identifying and using letters of the English alphabet
- communicating clearly and effectively in pair, group and class discussions

Monitoring of Learning

Writing first name

Recognising some beginning sounds

Pencil grip

Beginning writing skills

Beginning reading behaviours

Concepts of print

Maths

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

- **Number and place value** - recalling counting in ones, identifying numbers in the environment, representing quantities, comparing numbers, recalling counting sequences, representing quantities, visualising arrangements to five, matching numerals to quantities, counting forwards and backwards from different starting points, comparing quantities using 'more', 'less', 'same', identifying numbers before, after and next in a sequence, ordering quantities and numerals.
- **Patterns and algebra** - identifying how objects are similar or different, sorting objects based on similar features, identifying a rule for a 'sort', identifying questions, identifying patterns in the environment, copying and describing simple patterns, identifying patterns within counting sequences.
- **Using units of measurement** - sequencing stages within an activity, comparing duration of events using time language, directly comparing the size of objects, describing the objects.
- **Location and transformation** - using positional language to describe location, identifying positional opposites, representing locations with models and images.

Assessment

Grouping familiar objects

Students group familiar objects based on common characteristics.

Various Monitoring Tasks

Science

Our living world

In this unit, students will 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 the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.



Assessment

Exploring our living world – Collection of Work

Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. Students ask and respond to science questions.

Humanities and Social Science – HaSS Semester 1

My family history

In this unit students will explore the following inquiry question:

- *What is my history and how do I know?*

Learning opportunities support students to:

- 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.

Assessment

Collection of Work: students explore important events celebrated in their lives, and identify how people and objects help them to remember.

The ARTS - Drama

Going to the Vet

In this unit, students make and respond to drama by exploring the theme of going to the vet.

Students will:

- explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving going to the vet
- use voice, facial expression, movement and space to imagine and establish role and situation
- present drama that communicates ideas about going to the vet 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.

Assessment

Collection of Work: students respond to, make and perform drama based on the theme of going to the vet.

Health

I can do it

In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.

Assessment

Collection of Work: students identify settings where they can be active and move and play safely and different emotions that people experience.



Design Technology – Semester 1

Grow, grow, grow - Farming

In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.

Students will apply processes and production skills, in:

- investigating how food and fibre are grown to meet human needs
- generating and developing design ideas for a functional growing environment
- producing a simple drawing that represents their design
- evaluating their design and presentation processes, using personal preferences
- collaborating by working with others and managing by following sequenced steps for the project.

Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents Foundation year](#)