

Kedron State Schools Expectations

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

Choose your Attitude 	Quiet  Look  Listen 	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 4

Classroom teachers – Sue Johnstone, Robyn Garrett, Kirsten Lee

English

Responding to text

In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. 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:

- comprehending, understanding and making personal connections to the stories
- explaining and inferring about characters and events in imaginative texts
- navigating a text
- attempting to read fluently and using intonation
- attempting to work out unknown words and self-correcting
- recognising and using beginning sound and letter knowledge
- understanding writing conventions when writing simple sentences.

Assessment

Imaginative written response - Writing and creating a response to a familiar story – a new event and ending.

Short answer questions - Reading and comprehending a text.

Maths

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

Number and place value - counting forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups.

Using units of measurement - directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events.

Location and transformation - describe position, describe direction.

Assessment

Identifying numerals

Students connect number names, numerals and quantities to 10 and beyond.

Students count to and from 20.

Students use familiar counting sequences to solve problems

Investigating language to describe location

Students use appropriate language to describe location.

Investigating using measurement to construct a house

Students compare objects using mass, length and capacity.

Science

Move it, move it

In this unit students engage in activities from the five contexts of learning: play, real-life situations, Investigations, routines and transitions, and focused learning and teaching. Students will use their senses to observe and explore the properties and movement of objects. They will recognise that science involves exploring and observing using the senses. Students will engage in hands-on investigations and respond to questions about the factors that influence movement. They will share and reflect on observations and ideas and represent what they observe. Students will have the opportunity to apply and explain knowledge of movement in a familiar situation.

Assessment

Investigating movement

Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.



Humanities and Social Science – HaSS – Semester 2

My special places

In this unit, students will explore the following inquiry question:

- *What are places like and what makes them special?*

Learning opportunities support students to:

- draw on studies at the personal scale, including places where they live or other places that are familiar to them
- understand that a place has features and a boundary that can be represented on maps or globes
- recognise that what makes a place special is dependent on how people view the place or use the place
- observe and represent the location and features of places using pictorial maps and models
- examine sources to identify ways that people care for special places
- describe special places and the reasons they are special to people
- reflect on learning to suggest ways they could contribute to the caring of a special place.

The ARTS - Dance

Dancing characters

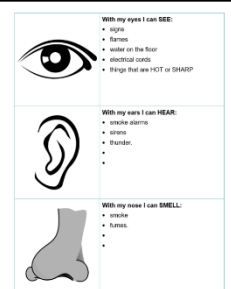
In this unit students make and respond to dance by exploring characters in stories and rhymes as stimulus.



Health

I am safe

In this unit students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.



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](#)