

# PREP



PREP				
<b>ENGLISH</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>➤ ENGLISH Overview</li> <li>➤ Heggerty's Phonemic PLD</li> <li>➤ Spelling and dictation Phonics</li> <li>➤ Targeted Reading</li> <li>➤ Rigorous Shared Reading</li> </ul>	<b>T1 Retelling Familiar Stories</b> Listen to a variety of picture books being read aloud and orally retell the stories. <b>Reading:</b> Listening Comprehension <b>Speaking &amp; Listening:</b> Retell a Story PLD- Pre-reading Screen – week 5/6, PLD End of Term1- Reading Screen	<b>T2 Rhyme Time</b> Listen to a variety of rhyming picture books being read aloud and respond orally. <b>Reading:</b> Responding to a Rhyming Story <b>Written:</b> Write a rhyming sentence <b>Speaking &amp; Listening:</b> Present a Rhyme PLD- Early Reading screen mid-term 2 PLD – End of term 2 Reading & Spelling Screen	<b>T3 Retelling Fairy-tales</b> Listen to a variety of Fairy Tales being read aloud and retell the stories. Explore how information texts differ from imaginative texts. <b>Reading:</b> Decoding & Listening Comprehension <b>Writing &amp; Speaking &amp; Listening:</b> Retell a story event and a fact. Present retell and answer questions. PLD – End of term 3 Reading & Spelling Screen	<b>T4 Picture Books – Exploring Narratives</b> Listen to a variety of picture books being read aloud and write a response to a character from the story. <b>Reading:</b> Decoding & Listening Comprehension <b>Writing:</b> Write a letter to a character stating an opinion or preference in response to the story. PLD – End of term 4 Reading & Spelling Screen
<b>MATHS</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<ul style="list-style-type: none"> <li>➤ MATHS Overview</li> <li>➤ Maths Mentals</li> <li>➤ Problem Solving</li> <li>➤ Investigations</li> </ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>• numbers 1 to 10</li> <li>• introduce patterns</li> </ul> <b>Space</b> <ul style="list-style-type: none"> <li>• describing position and location</li> <li>• naming basic shapes</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>• comparing length of objects</li> </ul> <i>Exploring numbers to 10 and repeating patterns(monitoring)</i> <i>Describing position and location (monitoring)</i>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>• compare and represent quantities from 1 to 10</li> <li>• partitioning collections to 10</li> <li>• consolidate patterns</li> </ul> <b>Space</b> <ul style="list-style-type: none"> <li>• name, create, compare and sort shapes</li> <li>• features of basic shapes</li> </ul> <i>Partitioning numbers to 10</i> <i>Identifying and sorting shapes</i>	<b>Number</b> <ul style="list-style-type: none"> <li>• numbers zero to at least 20</li> <li>• equal sharing of collections to at least 10</li> <li>• quantifying and adding collections to 10</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>• comparing mass of objects</li> <li>• comparisons of duration and events</li> </ul> <b>Statistics</b> <ul style="list-style-type: none"> <li>• use physical materials to represent, sort, quantify and compare data</li> </ul> <i>Exploring duration of events (monitoring)</i> <i>Collecting, sorting and comparing data</i> <i>Quantifying and sharing numbers to at least 10</i>	<b>Number</b> <ul style="list-style-type: none"> <li>• compare quantities from zero to at least 20</li> <li>• quantifying, adding to and taking away from collections to 20</li> </ul> <b>Measurement</b> <ul style="list-style-type: none"> <li>• comparing capacity of objects</li> </ul> <i>Applying number knowledge</i> <i>Exploring numbers to at least 20</i> <i>Solving addition and subtraction problems with numbers to 10</i>
<b>SCIENCE</b>	<b>Term 1 (Teach &amp; Monitor)</b>	<b>Term 2 (Teach &amp; Monitor)</b>	<b>Term 3 (Teach &amp; Monitor)</b>	<b>Term 4 (Teach &amp; Monitor)</b>
<ul style="list-style-type: none"> <li>➤ SCIENCE Overview</li> </ul>	<b>T1 Our Living Creek</b> Exploring our Living world	<b>T2 Weather Watch</b> Weather Report	<b>T3 Our Material World</b> Making a garden ornament	<b>T4 Investigating Movement</b> Exploring moving toys
<b>HASS</b>	<b>Term 1 (Teach &amp; Monitor)</b>	<b>Term 2 (Teach &amp; Monitor)</b>	<b>Term 3 (Teach &amp; Monitor)</b>	<b>Term 4 (Teach &amp; Monitor)</b>
<ul style="list-style-type: none"> <li>➤ HASS Overview</li> </ul>	<b>T1/2 Families - Explanation and Description of Personal Family History</b>		<b>T3/4 My Special Places - Describing Special Places</b>	
<b>TECHNOLOGY</b>	<b>Term 1 (Teach &amp; Monitor)</b>	<b>Term 2 (Teach &amp; Monitor)</b>	<b>Term 3 (Teach &amp; Monitor)</b>	<b>Term 4 (Teach &amp; Monitor)</b>
<ul style="list-style-type: none"> <li>➤ DIGITAL TECHNOLOGY</li> </ul>	<b>T1 Unit: Digital Systems</b>	<b>T2 Unit: Sequencing Instructions</b>	<b>T3 Unit: Recognise and Explore Digital Systems</b>	<b>T4 Unit: Colby Programming</b>
<b>ARTS</b>	<b>Term 1 Music (Teach &amp; Monitor)</b>	<b>Term 2 Music (Teach &amp; Monitor)</b>	<b>Term 3 Music (Teach &amp; Monitor)</b>	<b>Term 4 Music (Teach &amp; Monitor)</b>
<ul style="list-style-type: none"> <li>➤ ARTS Overview</li> <li>➤ Band</li> <li>➤ Strings</li> <li>➤ Choir</li> <li>➤ Concerts</li> </ul>	T1 & T2 Singing songs, rhymes and playing games. Develop aural skills and co-ordination. Learning to imitate pitch and rhythm. Respond to music. Keep a steady beat.		T3 Imitating sounds, pitch and rhythmic patterns. Percussion Instruments <b>Term 3 Drama (Reporting)</b> T3 Fairytale – using voice, movement, soundscapes and improvisations, facial expressions, movement and space to bring Fairytales to life.	T4 Imitating sounds, pitch and rhythmic patterns. Percussion Instruments
<b>PE</b>	<b>Term 1(Reporting)</b>	<b>Term 2 (Reporting)</b>	<b>Term 3 (Reporting)</b>	<b>Term 4 (Reporting)</b>
<ul style="list-style-type: none"> <li>➤ PE Overview</li> </ul>	<b>T1</b> Perceptual Motor Program – 6 Weeks Cross Country Training – 4 Weeks	<b>T2</b> Athletics – Running, Relays, High & Long Jump	<b>T3</b> Perceptual Motor Program Striking & Fielding; Net & Wall; and Invasion Games	<b>T4</b> Perceptual Motor Program Striking & Fielding; Net & Wall; and Invasion Games
<b>HEALTH</b>	<b>Term 1(Reporting)</b>	<b>Term 2 (Reporting)</b>	<b>Term 3 (Reporting)</b>	<b>Term 4 (Reporting)</b>
<ul style="list-style-type: none"> <li>➤ Health Overview</li> </ul>	<b>I Can Do It</b> What makes us unique? Safe settings. Different emotions.	<b>I am Growing and Changing</b> Healthy and active lifestyles	<b>Looking out for Others</b>	
<b>EXCURSIONS &amp; INCURSIONS</b>	Mindful Monkeys - Incursion	Under 8's Week : Pirate Day- Pirate Show	Circus Logan Arts Centre - 'Imagine'	Post Office Walk Outdoor Day – Dinosaur Show
<b>EVENTS</b>	Easter Hat Parade	School Photos Under 8's Day T2 Cross Country Carnival Colour Run National Storytime Day ANZAC Day Ceremony	Athletics Carnival School Disco NAIDOC Week performance State of Origin Free Dress Day Book Parade Life Ed	School Family Fun Day Swimming Lessons Day for Daniel Talent Quest Junior Water Fun Day OWL Awards Day