

Bundamba State School
Prep Term 3 Learning Map 2026



Dear Parents/ Caregivers,

Welcome to an exciting Term 3, 2026 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including:



July	August	September
100 Days of Prep Friday 17th July Whole School Assembly Friday 17 th July Newsletter Thursday 23 rd July Book Fair Wednesday 29 th July- Wednesday 5 th August Whole School Assembly Friday 31 st July	Whole School Assembly Friday 7 th August Bullying No Way Week Monday 10 th August Whole School Assembly Friday 14 th August Whole School Assembly Friday 21 st August Father's Day Raffle Monday 24 th August Book Week Parade Friday 28th August @9am	Student Free Day Friday 4 th September Whole School Assembly Friday 11 th September Last Day of School Friday 18 th September

We look forward to working together to achieve the best outcomes for your child.

Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS and SCIENCE.

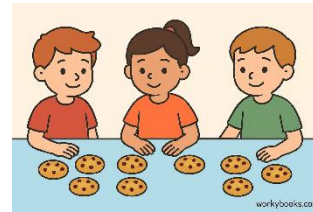
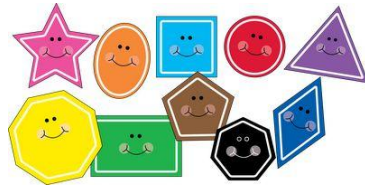
Year Prep Subject/ Learning Area	Assessments
English: Unit Title: Unit 3- Exploring and Sharing Experiences Students engage with texts that contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories, rhyming verse, poems, non-fiction, multimodal texts and dramatic performances. Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences and explore how feelings and preferences relating to these experiences might be expressed. Students engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.   	Assessment Task 3.1 Technique: Presentation Purpose: To create a short, spoken text to retell an experience.

Mathematics:

Unit Title: Unit 3- Number, Algebra, Space and Measurement

As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:

- build on understanding to make connections between number names, numerals and quantities, and partition and combine collections
- explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10
- name, create and compare shapes, using mathematical reasoning in active learning experiences
- build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration.



Assessment task 3.1 Number

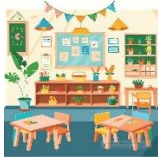
Purpose: To represent practical situations involving quantifying, equal sharing, adding to and taking away from collections to at least 10.

Assessment task 3.2 Measurement and Space

Purpose: To name, create and sort shapes, giving reasons. Identify and compare the attributes of objects and events, including length, capacity, mass and duration using direct comparisons.

The Arts:	Unit Title: Centre Stage for Planet Earth Students will combine elements of drama and media arts to create and film a mock television program about recycling and caring for our planet. They will play the role of hungry Recycle Bots who eat recycled trash to survive and keep the planet clean. By incorporating elements of movement, dance, and music through role play, students will use these skills to convince and inspire the audience to care for our environment by recycling everyday waste. 	Assessment Task –A Collection of Work Students will: Devise, perform and record a short drama role play in the role of a character.
HPE	Health Unit Title: Who can help me? Lets be safe! Students will explore ways to keep themselves safe and healthy in everyday situations. They will learn about their bodies, practise asking for, giving and refusing permission and identify trusted adults who can help when they feel unsafe or uncomfortable. Through games, role-play and class discussions, students will develop respectful communication skills, build confidence in making safe choices, and practise help-seeking strategies to support themselves and others. Movement Unit Title: Team Work Makes the Dream Work Students will explore how to work together, communicate respectfully and build positive relationships through fun games and movement activities. They will develop fundamental movement skills such as throwing, catching and kicking while learning the importance of teamwork, cooperation and encouragement. Students will participate in a variety of team challenges that build confidence, resilience and problem-solving skills. Separate to this unit, Lions FC Soccer will deliver an 8-week coaching program on Thursday afternoons from 3:00–4:00pm on the Junior Oval, beginning in Week 2, providing students with opportunities to practise their movement skills and teamwork in a fun and supportive environment.   	Health: Students will demonstrate ways to keep themselves safe by showing protective behaviours and identifying trusted adults they can go to for help. They will participate in role-play and class activities to practise making safe choices, communicating respectfully with others and using help-seeking strategies in different situations Movement: Students will perform a range of fundamental movement skills by participating in a variety of team challenges this term. There is no formal assessment or achievement grade for this Movement unit this term for Prep.

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Science:	Unit Title: Physical Science This term students continue to develop their curiosity about the physical world by observing how everyday objects such as toys, tools and animals move. They will explore factors that influence movement such as size, shape and material. Students will predict, investigate and share their ideas about the ways different and unusually shaped objects move. They will look for patterns of movement such as the relationship between size, materials and different wheels that influence movement. Students will continue to learn how to pose questions and make predictions based on their different experiences.	Monitoring task: Students will identify factors that influence the movement of objects, pose questions and make predictions based on their experiences. They will share questions, predictions, observations and ideas about their experiences with others.
HASS:	Unit Title: History – My Special Places In this unit, students will explore the following inquiry question: What are places like and what makes them special? Students recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. Students respond to questions about places they belong to. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students share and compare observations about familiar places.  	Assessment Task- My Special Places Purpose: To identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.