

Learning Area Term Overview

Year Prep Term 4 2020

Assessment

English	<p>Responding to text</p> <p>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.</p>	<p>Reading and comprehending <i>Short answer questions</i></p> <p>Students read aloud and respond orally to comprehension questions.</p> <p>Responding to and creating an imaginative story <i>Imaginative response</i></p> <p>Students listen to and innovate on a familiar imaginative story to create a new story for a favourite character.</p>
Mathematics	<p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • 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 	<p>Identifying numerals <i>Short answer questions</i></p> <p>Students connect number names, numerals and quantities up to 10 and count to and from 20.</p> <p>Investigating language to describe location <i>Short answer questions</i></p> <p>Students use appropriate language to describe location.</p>
Science	<p>Move it, move it</p> <p>In this unit students 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.</p>	<p>Investigating movement <i>Collection of work</i></p> <p>Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>

HASS - Geography		How do we care for special places? In this unit, students: <ul style="list-style-type: none"> • draw on studies at the personal scale, including places in which students live or other places that are familiar to them • understand that what makes a 'place' special is dependent on how people view the place or use the place • pose questions about the meaning places have for people • listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a 'place' or 'places', particularly the visible elements or features of a place • Observe and describe the location and features of places using geographical terms such as near and far • use sources to identify ways that people care for special places, and record • 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. 		Research task Students investigate why the classroom is a special place, reflect on why it is important to other people and suggest ways that it can be cared for.
		HPE	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.	I am safe <i>Collection of Work</i> Students identify actions that help keep them safe with medicines and poisons and in situations involving water and fire. Students demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations
Movement Who wants to play? In this unit students will demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.	Who wants to play? <i>Practical</i> Students use personal and social skills when working with others and describe their feelings after participating in a range of active games.			
Design & Technologies		It's showtime! In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. Students will apply these processes and production skills: <ul style="list-style-type: none"> • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. 		It's showtime! <i>Portfolio</i> Students design a character puppet with moving parts to use in a puppet show.
The Arts – Music		Let's sing and play together Students will: <ul style="list-style-type: none"> • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes • sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community • create compositions and perform music to communicate ideas to an audience • respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples. 		No assessment