Prep – Year Level Curriculum Overview 2015

Term 1 (10 Weeks)

Exploring our new world
- Students listen to and read texts to explore predictable text structures and common visual patterns represented in a range of literary and non-literary texts including fiction, 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.

Term 2 (10 Weeks)

PC: Weather in my world
- Students will be explicitly taught:
  - Patterns and algebra — identifying patterns and non-patterns, copying, continuing and describing simple repeating patterns.
  - Number and place value — recalling counting in ones, identifying numbers in the environment, representing quantities, comparing numbers, recalling counting sequences, visualising arrangements to five, matching number names, numerals and quantities, counting forwards and backwards from different starting points, identifying parts within a whole.

PC: On the move
- Students will be explicitly taught:
  - Data — ask questions to gather information.

PC: Weather in my world
- Our material world
- Exploring fabulous families.
- Inquiry question/s:
  - What is my history and how do I know?
  - In this unit, students:
    - understand how the past is different from the present
    - examine the nature of and structure of families
    - appreciate diversity within their family and others
    - share information about their family with others.

PC: Weather in my world
- Exploring our new world
- Inquiry question/s:
  - What are places like?
  - In this unit, students:
    - What is my place like?

Science (C2C)

Weather watch
- Students explore daily and seasonal changes in the weather. They make links to how these changes in their immediate environment affect them and their daily activities.

Our living world
- In this unit, students:
  - use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments.
  - Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things of not having needs met.
  - Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth’s resources and support the provision of the needs of living things.

History (C2C)

Exploring fabulous families.
- Inquiry question/s:
  - How can stories of the past be told and shared?
  - In this unit, students:
    - recognise that stories help to tell stories, remember the past and signify importance
    - listen to and appreciate family stories, and recognise how the past is communicated
    - compare and contrast their own family commemorations to those of others
    - discuss, create and order pictures of significant commemorations.

Geography (C2C)

Exploring fabulous families.
- Inquiry question/s:
  - How do we care for special places?
  - In this unit, students:
    - examine how things move. They draw conclusions about the factors influencing that movement.

PC: Weather in my world
- What is the weather like?
- Exploring our new world
- Inquiry question/s:
  - What is my place like?

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