



## Prep - Learning and Assessment Unit Work for Semester 1

*The below learning and assessment will be reported on in Semester 1 Report Cards.*

English	<p><b>Engaging with stories for enjoyment</b> Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along.</p>
	<p><b>Assessment purpose:</b> To share ideas about a familiar imaginative story with peers</p>
	<p><b>Exploring informative texts</b> Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these.</p>
	<p><b>Assessment purpose:</b></p> <ol style="list-style-type: none"> <li>To read, view and comprehend a simple informative text.</li> <li>To create a short, written informative text, using words and images, about a topic.</li> </ol>
Mathematics	<p><b>Term 1:</b> <b>Students develop understandings of:</b> <b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities</li> <li>learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li> <li>develop a sense of sameness, difference and change when engaging in play-based activities about patterns</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>develop a sense of sameness, difference and change when engaging in play-based activities describing position and location</li> <li>bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data</li> <li>bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning</li> </ul>
	<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li><i>Describing position and location</i></li> <li><i>Collecting, sorting and comparing data</i></li> </ol>
	<p><b>Term 2:</b> <b>Students develop understandings of:</b> <b>Number</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</li> <li>explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events</li> </ul>

	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <i>Partitioning and combining collections and representing practical situations</i></li> <li>• <i>Subitising collections</i></li> </ul>
Science	<p><b>Earth's resources</b></p> <p>In this unit, students in Prep–Year 4 will investigate Earth's resources, describe how Earth's resources are used and identify the importance of conserving resources for the future of all living things. Students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. They will relate this to their local area, make observations and predict consequences of future occurrences and human activity.</p>
	<p><b>Assessment:</b> Using Earth's resources</p>
	<p><b>Growth of living things</b></p> <p>In this unit, students in Prep to Year 2 will examine how living things, including plants and animals, change as they grow. They will ask questions about, investigate and compare the changes that occur to different living things during their life stages.</p>
	<p><b>Assessment:</b> Exploring growth</p>
HASS	<p><b>My family history</b></p> <p>Inquiry questions: What is my history and how do I know? Students:</p> <ul style="list-style-type: none"> <li>• explore the nature and structure of families</li> <li>• identify their own personal history, particularly their own family backgrounds and relationships</li> <li>• examine diversity within their family and others</li> <li>• investigate familiar ways family and friends commemorate past events that are important to them</li> <li>• recognise how stories of families and the past can be communicated through sources that represent past events</li> <li>• present stories about personal and family events in the past that are commemorated.</li> </ul>
	<p><b>Assessment:</b></p> <p>To explore important events celebrated in their lives, and to identify how people and objects help them to remember.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• identify important events in their own lives, including an event that is commemorated by their family</li> <li>• identify how they, their families and friends know about their past</li> <li>• recognise how important family events are commemorated</li> <li>• sequence familiar events in order</li> <li>• respond to questions about their own past</li> <li>• relate a story about an important event from their past.</li> </ul>
Design Technology	<p><b>The Engineers are here.</b></p> <p>Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a grabber with moving parts. Students apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>• investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>• generating and developing design ideas</li> <li>• producing a grabber that meets the design brief</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul> <p><b>Assessment:</b> Designed and created a puppet from common materials that had an element of movement. Students evaluated the effectiveness of their puppet and suggested ways to improve it.</p>

<b>The Arts</b>	<p><b>In Media Arts, students:</b></p> <ul style="list-style-type: none"> <li>• become aware of structure, intent, character and settings in ideas and stories</li> <li>• explore ideas and learn about composition, sound and technologies to construct stories</li> <li>• learn how their ideas can be communicated through selecting and organising the elements of media arts.</li> </ul>
	<p><b>Assessment:</b> Students create and develop a folio of works in Media arts as assessment.</p>
<b>Health</b>	<p><b>I am growing and changing</b></p> <p>Students explore how their bodies are growing and changing, identify the actions that will keep them healthy such as diet, hygiene and physical activity.</p> <p><b>Assessment:</b></p> <p>Short answer questions The assessment will gather evidence of the student’s ability to: Recognise how they are growing and changing, and recognise actions that help them stay healthy and physically active.</p>
<b>Physical Education</b>	<p><b>Swimming / Let’s get moving</b></p> <p>Students develop the fundamental movement skills of swimming, running, hopping, jumping and galloping through large muscle movements and active participation in games or movement challenges.</p> <p><b>Assessment:</b></p> <p>Observations and assessment of practical skills.</p>

**For further information: please contact your classroom teacher or specialist teacher.**