

Prep Yearly Curriculum Plan

Curriculum Area	Focus	Term 1	Term 2	Term 3	Term 4
English	Reading Comprehension	<p>Understanding the meaning of words</p> <p>Name what they can see in a picture</p> <p>Use pictures to identify what the book might be about (topic)</p> <p>Make connections between text and personal experiences</p> <p>Follow a simple pictorial timetable</p>	<p>Understand the meaning of words</p> <p>Use pictures to retell a story or sequence of events</p> <p>Make connections between text and personal experiences, as well as other texts read</p> <p>Answering literal questions: characters and setting.</p> <p>Predict what might happen next</p> <p>Recall some information from text read (character, setting, event)</p>	<p>Understand the meaning of words</p> <p>Answering literal questions: who, what, where, when.</p> <p>Predict what might happen next</p> <p>Retell information from text</p> <p>Use pictures to help infer meaning</p>	<p>Understand the meaning of words</p> <p>Compare different types of texts</p> <p>Answering literal questions: who, what, where, when.</p> <p>Predict what might happen next</p> <p>Retell information from text read in order</p> <p>Use pictures to help infer meaning</p>
	Reading Mechanics	<p>Book Concepts: Hold a book and turn the pages, point to pictures and words</p> <p>Phonemic Awareness: word awareness, syllables, identify initial sound, rhyme recognition, oral blending</p> <p>Letter-Sound awareness: say letter sound</p> <p>Blending</p> <p>Sight words</p>	<p>Book concepts: follow text left to right, top to bottom while being read, identify difference between a letter, word and sentence</p> <p>Phonemic Awareness: oral blending, oral segmenting, indentifying position of sounds in words</p> <p>Letter/sound recognition</p> <p>Reading words: smooth</p>	<p>Phonemic Awareness: Onset and Rime, manipulating sounds</p> <p>Letter/sound recognition: 2 letter sounds, letter names</p> <p>Reading words: blending</p> <p>Fluency: smooth blending, sight recognition of common words</p> <p>Read a sentence or short text</p>	<p>Phonemic Awareness: Onset and Rime, alliteration</p> <p>Letter/sound recognition: 2 letter sounds, letter names</p> <p>Reading words: smooth blending, sight recognition of common words</p> <p>Fluency: pace and beginning to use expression</p>

			blending, sight recognition of common words		Read a short text
	Writing	Orally say a sentence Hold pencil correctly Read & write own name Sound-Letter - begin to write lower case letters Draw a picture to express ideas.	Orally tell a story, recount event Sound-Letter Awareness: write lower case letters Write words phonetically Write a sentence/list of words Use finger spaces Use a full stop	Orally tell a story, recount event Write a sentence with finger spaces and full stop Draw a detailed picture to match writing Information Reports: Label a picture, facts Narrative: Character and settings	Orally tell a story, recount event Write a sentence with finger spaces and full stop Draw a detailed picture to match writing Procedure: Label a picture, write instructions Narrative: Write a story
	Handwriting	Form straight, curved & zig-zag lines, Form clockwise & anti-clockwise circles Write letter sounds using correct formations Write from left to right	Form lower case letters correctly (especially c, o, a, d, g) Begin to write letters with correct size Write on a line	Form lower case letters correctly Write letters with correct size Write on the lines Begin to form upper case letters correctly	Form all lower case letters correctly Write letters with correct size Write on the lines Begin to form upper case letters correctly
	Spelling	Write initial sound of word Correctly spelling common words: I	Sound out and write words Correctly spelling common words: I, the, a, my, he/she	Sound out and write words Correctly spelling common words: one, was, saw, he, she, my, we, they	Sound out and write words Correctly spelling common words

	Speaking & Listening	<p>Good listening behaviours: Respond when name is said, look at speaker</p> <p>Greet and respond to others: say hello, answer a question (how are you)</p> <p>Express needs and wants in sentences</p> <p>Follow two step instructions</p>	<p>Use simple phrases and simple sentences to express needs and wants</p> <p>Sequence two ideas</p> <p>Volume of voice: inside vs outside, loud vs soft</p> <p>Good listening behaviours: eye contact, turning body to face the person</p> <p>Take turns to speak</p>	<p>Express needs and wants</p> <p>Express likes/dislikes</p> <p>Respond to others (conversation)</p> <p>Ask a question to show interest</p> <p>Communicate in small group and whole-class settings</p> <p>Share experiences with peers and known adults</p>	<p>Retell events</p> <p>Express likes/dislikes</p> <p>Ask a question</p> <p>Share experiences with peers and known adults</p> <p>Listen to others</p>
Mathematics	Number	<p>Count by 1s to 25</p> <p>Count a collection of objects</p> <p>More/less</p> <p>Visually recognise a collection without counting each item</p> <p>Sort objects and shapes based on an attribute</p> <p>Pattern: copy and make a pattern using colour and shape</p>	<p>Read and write numerals to 10</p> <p>Counting forwards by 1s past 25</p> <p>Counting a collection of objects (larger than 25)</p> <p>Manipulate a collection</p> <p>Identify position of object in a line (first, second, third, last)</p> <p>Represent a 2 digit number using materials (tens only)</p>	<p>Counting forwards by 1s to 120</p> <p>Counting backwards by 1s from 25</p> <p>Counting a collection</p> <p>Identify position of objects in a line (first to tenth)</p> <p>Represent 2 digit numbers using materials showing tens and ones</p> <p>Skip counting by 10s to count a collection</p> <p>Read 2 digit numerals and match to a collection</p>	<p>Counting forwards by 1s to 120</p> <p>Skip counting by 10s to 120</p> <p>Counting backwards by 1s from 25 and beyond</p> <p>Counting a collection</p> <p>Represent 2 digit numbers using materials showing tens and ones</p> <p>Read and write 2 digit numerals to match a collection</p>
	Operations	<p>1 more/ 1 less</p> <p>Multiplication: making equal groups</p>	<p>1 more/1 less,</p> <p>Addition: counting all</p>	<p>Addition: counting on, addition facts</p> <p>Sharing: equal groups</p>	<p>Subtraction</p>

	Measurement	Length: Describe objects (long/short) Mass: Describe and compare 2 objects (heavy/light, heavier/lighter)	Length: Compare objects Capacity: Full, empty, half-full Time: Today, Tomorrow, Yesterday, days of the week	Length: Order objects Capacity: Compare objects Mass: Compare objects Time: Days of the week, comparing duration of events	Length: Informal measurement Time: Order events in their day, match events to days of the week
	Geometry	Name basic 2D shapes and sort these shapes according to their attributes. Location: Describe position of objects (on, next to, under, behind)	Shape: Identify 2D shapes in their environment, name, sort and describe 2D shapes Location: Describe position of objects (beside, in front of, in between, on top of, forwards, backwards), follow instructions	Shape: Identify 3D shapes in their environment, name 3D shapes, describe 3D shapes Location: follow instructions, give instructions using appropriate language	Shape: Compare 2D and 3D shapes, sort into groups
	Statistics		Contribute to class graph Answer a yes/no question	Describe most/least popular Can ask a question and collect data	Collect and organise data into a display Interpret simple data displays
	Probability		Play games to understand they will not always win	Say if something is likely/unlikely to happen	
		Theme: All about Me/Senses	Theme: Community - People and Places	Theme: Living Things	Theme: Creativity: Toys
Science	Biological			Common features of animals and plants Explore growth and change	
	Chemical				Material used to make objects/toys (wood, metal, plastic, wool) Physical change of toys:

					bend, stretch, twist
	Earth & Space			Change in seasons/day Weather: shelter, clothes	
	Physical	Senses: sight (light), hearing (sound), touch, smell and taste		Movement of body (animals, people)	Explore how objects move Push/Pull
	Inquiry Skills	Identifying and using their senses to describe objects around them.		Using observations to predict Classify and match groups	Pose question: I wonder if...
Geography	Concepts & Skills		Community: Identify where they live, who they live with, places they visit Mapping: Identify what a map is		
	Knowledge		Community: Home, School, Lynbrook, Victoria, Australia Explore dreamtime stories and places described Places in the community and people who work there Places where activities are held	Places provide shelter	
History	Concepts & Skills	Personal: Who they are, where they come from Sharing personal experiences/events/photos from home			Celebrations: personal significance
	Knowledge	Who is in their family Where and when they were born	Use language before, next, then, after		Explore toys now vs past Explore traditional toys

Dance		PMP - safe movement of body	PMP - safe movement of body	Create sequenced dance moves Express what dance moves they enjoy and why	
Design & Technology			Select materials to create/construct		Follow simple sequenced steps to create a design Explore use of forces in toy design
Digital Technologies		Safe technology use (online)	Explore digital devices in role play areas Identify digital devices in the community		Use a digital device for a specific purpose Use a sequence of steps
Drama			Explore ideas for characters and situations through dramatic play	Use voice, facial expression, movement and space to show character's feelings and situation	Perform drama that communicated ideas and stories
Media Arts			Explore characters and settings		
Health		Name parts of the body Identify people and actions that help keep themselves safe and healthy	Practice personal and social skills to interact with others	Describe how their body grows and changes	Connect emotions with different situations
Critical & Creative Thinking		Express likes/dislikes	Answer questions about how they are feeling and why Express feelings about learning	Explore question stems Begin to explain their thinking (how they worked it out)	Thinking of others: actions and emotions Express their point of view and explain why they think that
Ethical Capability		Follow school rules Making good choices	Follow school rules Explore feelings in response to a negative action	Making choices	Effect of actions on others

Intercultural Capability		Celebrating differences - respecting each other, discuss characteristics/features of groups they belong to			Explore toys from different cultures
Personal & Social Capability		Safety Self care Identify friends Independence	Express feelings Identify what groups they belong to Social skills: empathy and teamwork Explore resilience	Identify strengths Empathy and Teamwork: inclusion of others and working together Resilience: problems and solutions Growth Mindset	Growth Mindset: attempting new and challenging tasks are important Recognise that problems and challenges are part of everyday life and explore how to overcome them
Co-curricular Activities		Twilight Picnic Community Walk Easter Bonnet Parade Harmony Day	Casey Safety Village Excursion Community Helpers visits	100 days of School Responsible Pet Incursion Moonlit Sanctuary Excursion Prep Concert	Toys incursion Drama incursion (toys)