**Prep 2024 Curriculum & Assessment Plan ENGLISH V9**

| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
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| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE** | **Recount/Narrative**  I went Walking (2 weeks)  Rosie’s Walk (2 weeks)  Dear Zoo (2 weeks)  Recognise different types of literary texts and identify features including events, characters, and beginnings and endings  Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators | **Information**  Lions (2/3 weeks)  Snakes (2/3 weeks)  Identify some differences between imaginative and informative texts  Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly | **Persuasive Text Response**  Giraffes Can’t Dance (2 weeks)  Noni the Pony (2 weeks)  Respond to stories and share feelings and thoughts about their events and characters | **Recount/Narrative**  Mad Magpie (2 weeks)  Bear and Chook by the Sea (2 week)  Recognise different types of literary texts and identify features including events, characters, and beginnings and endings  Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators | **Information**  Magpies (2 weeks)  Bears (2 weeks)  Identify some differences between imaginative and informative texts  Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly | **Persuasive Text Response**  Ugly Fish (2 weeks)  The Very itchy Bear (2 weeks)  Room on the Broom (2 weeks)  Respond to stories and share feelings and thoughts about their events and characters | **Rhyme**  Rhyme Crime (2 weeks)   |  | | --- | | explore and replicate the rhythms and  sound patterns of literary texts  such as poems, rhymes and songs |      |  | | --- | |  | |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading:  * Engage in and interpret texts  1. Sentence making  * Build metalinguistic awareness (sound, word, sentence) * Highlight and discuss language patterns  1. Spelling and handwriting  * Practise spelling * Letter formation  1. Sentence writing  * Create meaningful written sentences  1. Rewriting  * Use language from authors to rewrite sentences with a new setting, event or character  1. Joint Re-reading  * Build print concepts and one-to one correspondence  1. Independent Construction  * Approximated writing and drawing | **R2L Teaching Cycle: Factual**   1. Preparing and reading:  * Discuss classification and description for reports * Purposes for reading and writing  1. Sentence making  * Revise metalinguistic awareness (sound, word, sentence) * Highlight and discuss language patterns  1. Spelling and handwriting  * Practise spelling * Letter formation  1. Sentence writing  * Create meaningful written sentences  1. Joint Re-reading  * Build print concepts and one-to one correspondence  1. Joint Construction  * Innovate on declarative sentences about animals  1. Independent Construction  * Reconstruct reports using classification and description sentences | **R2L Teaching Cycle: Story/Factual**   1. Preparing and reading:  * Engage in and interpret texts * Purposes for re-teling stories  1. Sentence making  * Revise metalinguistic awareness (sound, word, sentence) * Highlight and discuss language patterns  1. Spelling and handwriting  * Practise spelling * Letter formation  1. Sentence writing  * Create meaningful written sentences  1. Joint Re-reading  * Build print concepts and one-to one correspondence  1. Joint Construction  * Build descriptive and persuasive language. Discuss ways to link new character to text.  1. Independent Construction  * Build descriptive and persuasive language. Discuss ways to link new character to text. | **R2L Teaching Cycle: Story**   1. Preparing and reading:  * Engage in and interpret texts * Discuss structures  1. Sentence making  * Discuss literary language patterns of poems  1. Spelling and handwriting  * Practise spelling and letter formation  1. Sentence writing  * Create meaningful written sentences that develop into a short text  1. Joint Re-writing  * Re-write shortened version of the text  1. Joint Construction  * Write own illustrated version in three parts | **R2L Teaching Cycle: Factual**   1. Preparing and reading:  * Discuss classification and description for reports * Purposes for reading and writing  1. Sentence making  * Revise metalinguistic awareness (sound, word, sentence) * Highlight and discuss language patterns  1. Spelling and handwriting  * Practise spelling * Letter formation  1. Sentence writing  * Create meaningful written sentences  1. Joint Re-reading  * Build print concepts and one-to one correspondence  1. Joint Construction  * Innovate on declarative sentences about animals – extend texts  1. Independent Construction  * Reconstruct reports using classification and description sentences | **R2L Teaching Cycle: Story/Factual**   1. Preparing and reading:  * Engage in and interpret texts * Purposes for re-telling stories * Purposes for book reports  1. Sentence making  * Revise metalinguistic awareness (sound, word, sentence) * Highlight and discuss language patterns  1. Spelling and handwriting  * Practise spelling * Letter formation  1. Sentence writing  * Create meaningful written sentences  1. Joint Re-reading  * Build print concepts and one-to one correspondence  1. Joint Construction  * Build descriptive and persuasive language. Discuss ways to link new character to text.  1. Independent Construction  * Build descriptive and persuasive language. Discuss ways to link new character to text. | **R2L Teaching Cycle :**  **Story/Description**   1. Preparing and reading:  * Engage in and interpret texts * Purposes for re-telling stories/poems  1. Sentence making  * Revise metalinguistic awareness (sound, word, sentence) * Highlight and discuss language   Patterns and rhyme   1. Spelling and handwriting  * Practise spelling * Letter formation  1. Sentence writing  * Create meaningful written rhyme * Joint Re-reading * Build print concepts and one-to one correspondence  1. Joint Construction  * Build descriptive and rhyming language. T   and staging – what happens next?   1. Independent Construction  * Build descriptive and rhyming language. T   and staging – what happens next? |
| **ASSESSMENT** | **Summative**  **Speaking and listening:** Small group discussion about studied books  **Writing:** Illustration and writing to represent a studied story | **Summative**  **Writing:** Scaffolded re-write of a studied report (classification and description)  **Reading and viewing:** Reading comprehension (difference between fact and fiction) | **Summative**  **(Sem 2 Report)**  **PM**  **Writing:** Use persuasion to create a new character for the story (assess on Giraffes Can’t Dance) | **Summative**  **Writing:** Write a re-tell of a studied story in three parts (assess on Bear and Chook) | **Summative**  **Writing:** Scaffolded re-write of a studied report (classification and description)  **Reading and viewing:** Reading comprehension (difference between fact and fiction) | **Formative**  **Writing:** Use persuasion to create a new character for the story (assess on Ugly Fish) | **Formative assessment:**   * Spoken - poetry presentation * Checklist to be developed – monitoring? |
|  | **School / Year Level Moderation** | **School / Year Level Moderation** | **Cluster Moderation** | **School / Year Level Moderation** | **Cluster Moderation** | **School / Year Level Moderation** | **Year/Level Moderation** |
| **ACHIEVEMENT STANDARD** | By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.  They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.  They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops. | | | By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.  They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.  They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops. | | | |

**MATHEMATICS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** | |
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| **MATHEMATICS 5h/w** | **KA** | **FINDING OUR WAY AROUND**  **Location and transformation - finding our way around** | **CHEFS IN PREP**  **Cooking - measurement, shape, number** | **OPEN FOR BUSINESS**  **Prep shop (money, counting, value)** | | **GUIDED INQUIRY**  **Plan a celebration for the end of year.** |
| **CURRICULUM KNOWLEDGE** | * Patterns and algebra - identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern. * Number and place value - count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities. * Using units of measurement - sequence familiar events, compare the duration of events, compare objects based on length , mass and capacity using direct and indirect comparison. * Location and transformation - interpret the language of location, follow and give simple instructions, describe position. * Data representation and interpretation - answer simple questions, pose simple questions, identify information gathered by asking and answering questions. | * Using units of measurement - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations. * Shape - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes. * Number and place value - recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts. * Location and transformation - identify and describe pathways, give and follow movement directions, represent movement paths, describe locations. * Patterns and algebra - copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number. | * Using units of measurement - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events. * Number and place value - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole. * Patterns and algebra - identify, copy, continue and describe growing patterns, describe equal quantities. * Data representations and interpretation - identify questions, answer yes/no questions, use data displays to answer simple questions. | | * Number and place value - represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process. * Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects. * Location and transformation - describe position, describe direction. * Shape - describe, name and compare shapes. * Data representation and interpretation - generate yes/no questions, identify and interpret data collected. |
| **SKILL DEVELOPMENT** | * Counting forwards and backwards to 10 * Subitising to 6 * Numbers/ numeral names to 10 * Collections to 10 * Quantities to images * Sequencing and ordering to 10 * More/ less/ same * Patterns * Positional language/ location * Sorting and classification * Duration – time * Yes/no questions * Size – big, small * Similarities/ differences | * Length * Shapes – 2D and 3D * Countint forwards and backwards to 20 * Shape – lines/ irregular 2D, 3D * Partitioning * Location and transformation * Verbal and non-verbal directions * Repeating patterns * Duractions of time * Phases of the day * Money * Days of the week | * Mass – hefting, comparing * Equalising groups * Addition situations * Patterns – growing patterns * Equivalence * Part/ whole relations * Sharing into equal parts * Collecting and representing data – tally marks * Connecting days of the week to familiar events * Time – o’clock | | * Counting forwards and backwards to 100 * Counting from different starting points * Number names/ quantities/ numerals * Subitising to 6 * Counting on from a collection (10) * Comparing quantities * Sequencing to 25 * Before/ after * Equal sharing * Capacity * Weight * Length * Size * Location – describing location – under, over etc/ changes in location * Shape * Time * Money |
| **ASSESSMENT** | Assessment:  *Bag Sort* – Sort and classify a collection of objects (number and algebra / patterns and algebra) | Assessment:  *On my plate* – assessing number and place value.  *Shape sort* – assessment of shape knowledge. | Assessment:  *A week of events –* assessing time and events.  *Yes No* – assessing Data and asking yes / no questions. | | Assessment:  *Crazy Cards* – connecting number names, numerals and quantities. *Measurement mathematical guided inquiry –* to reason mathematically to solve an inquiry questions. |
| **ACHIEVEMENT STANDARD** | **Achievement standard**  By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.  Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences. | **Achievement standard**  By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.  Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information. | **Achievement standard**  By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.  Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information. | | **Achievement standard**  By the end of Foundation Year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.  Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information. |

**Grade Prep STEM**

| Term 1 | **Term 2** | **Term 3** | **Term 4** |
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| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Properties of Materials**  Why do people describe things differently? | **Living things and their external features**  Why are a spider and a fly alike and different? | **Move it, Move it**  Are wheels the only way to get around? | **Computer Science**  Computers, Are they Handy helpers? | |
| **Chemical Science-** Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations. | **Biological Science-** Students use their senses to observe the external features of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the all living things can be grouped based on thsee features. They analyse different types of environments and living things and how each provides for the needs of living things based on their external features. | **Physical Science-** Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.  Excursion- PEEC | **Digital Technologies-** Students will recognise digital systems that they interact with at home and school to explore what they do for a purpose. They will make a model of a digital system, using it in a role-play scenario and describing its features, for example a cardboard box with a keyboard and screen with app icons to identify key features of digital systems (hardware and Software).Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into the STEM program. | |
| **Assessment** | An inquiry-based task where students have to select the right materials to make an Easter hat suitable for wearing at the school Easter hat parade. They share and reflect on their observations and other familiar objects.  **Chemical sciences**  recognise that objects can be composed of different materials and describe the observable properties of those materials  **Science inquiry-** pose questions and make predictions based on experiences, to engage in investigations safely and make observations using their senses, so they can compare observations with predictions with guidance and share questions, predictions, observations and ideas with others.  **Technologies and society**  Students will explore how familiar products, services and environments are designed by people. They will generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose. | To represent, share and reflect on observations about the needs of living things and how an environment can affect them.  **Biological sciences**  observe external features of plants and animals and describe ways they can be grouped based on these features  **Science inquiry-** pose questions and make predictions based on experiences, to represent observations in provided templates and identify patterns with guidance, so to compare observations with predictions with guidance and share questions, predictions, observations and ideas with others | To share and reflect on observations and ask questions to form predictions about familiar objects to describe the properties and behaviours as to how they move.  **Physical sciences**  describe how objects move and how factors including their size, shape or material influence their movement.  **Science inquiry-** pose questions and make predictions based on experiences, to engage in investigations safely and make observations using their senses, to represent observations in provided templates and identify patterns in comparing these observations with predictions with guidance to then share questions, predictions, observations and ideas with others. | Assessment of student learning will be gathered from completing activities for a STEM portfolio.  **Digital systems-** recognise and explore digital systems (hardware and software) for a purpose  **Data representation-** represent data as objects, pictures and symbols  **Privacy and security-** identify some data that is personal and owned by them | |
| *Assessment of student learning will be gathered from completing a STEM portfolo.* | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | *Assessment of student learning will be gathered from completing a STEM portfolo.* | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | |

**HASS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HUMANITIES AND SOCIAL SCIENCES 30 m/w** | **KA** | **UNIT 1: MY FAMILY HISTORY**  **What is my history and how do I know?** | | **UNIT 2: MY SPECIAL PLACES**  **What are places like and what makes them special?** | |
| **CURRICULUM KNOWLEDGE** | * explore the nature and structure of families * identify their own personal history, particularly their own family backgrounds and relationships * examine diversity within their family and others * investigate familiar ways family and friends commemorate past events that are important to them * recognise how stories of families and the past can be communicated through sources that represent past events, present stories about personal and family events in the past that are commemorated. | | * draw on studies at the personal scale, including places where they live or other places that are familiar to them * understand that a ‘place’ has features and a boundary that can be represented on maps or globes * recognise that what makes a 'place' special depends on how people view the place or use the place * observe and represent the location and features of places using pictorial maps and models * examine sources to identify ways that people care for special places * 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. | |
| **ACHIEVEMENT STANDARD** | By the end of Foundation Year, students identify important events in their own lives and 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. They identify how they, their families and friends know about their past and commemorate events that are important to them.  Students respond to questions about their own past and places they belong to. They sequence familiar events in order. 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 relate stories about their past and share and compare observations about familiar places. | | By the end of Foundation Year, students identify important events in their own lives and 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. They identify how they, their families and friends know about their past and commemorate events that are important to them.  Students respond to questions about their own past and places they belong to. They sequence familiar events in order. 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 relate stories about their past and share and compare observations about familiar places. | |
| **ASSESSMENT** | ***Assessment task***  To explore important events celebrated in their lives, and to identify how people and objects help them to remember.  The assessment will gather evidence of the student’s ability to:   * identify important events in their own lives, including an event that is commemorated by their family * identify how they, their families and friends know about their past * recognise how important family events are commemorated * sequence familiar events in order * respond to questions about their own past * relate a story about an important event from their past. | | ***Assessment task***  To identify, represent and describe the features of familiar places, and suggest ways to care for these places.  The assessment will gather evidence of the student’s ability to:   * describe features of familiar places * recognise that places can be represented on maps and models * observe the familiar features of places and represent these features and their locations on pictorial maps and models * reflect on their learning to suggest ways to care for a familiar place * share and compare their observations about a familiar place. | |

| **Term 1** | **Term 2** | **Term 3** | | | **Term 4** |
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| **THE ARTS 1h/w** | **Curriculum knowledge** | Colour, Colour, Colour! (Visual Arts)  In foundation, learning in the Arts, fosters students’ understanding of how the arts enrich their lives and the lives of all people.   * Students explore colour and materials as a central element of art. * They will learn about the colour wheel, gain an understanding of primary and secondary colours through mixing * Exploration of warm and cool colour palettes and their impact in art works known and made * Respond and reflect to their own and others’ artwork | Fairytales Come to Life (Drama)  In foundation, learning in the Arts, fosters students’ understanding of how the arts enrich their lives and the lives of all people.   * Students explore dramatic forms and how to work as a group. * Students will learn about story told through actions and performance. They will do this by re-visiting a known story and transforming it into an improvised play. * Students negotiate with their team to create a beginning, middle and end of the performance, and agreed characters and actions * Stydebts will engage in play as a character and will deliver their part of the story * Students will reflect and respond to their own and others’ dramatic works | | Family Stories (Media Arts)  In foundation, learning in the Arts, fosters students’ understanding of how the arts enrich their lives and the lives of all people.   * Students explore characters and settings in media artworks inspired by a family story. * Plans will be made on both paper and by using a digital technology platform * Students will leqarn how to use Paint and Powerpoint programs to express their family art work * They will reflect and respond to their own and others art works. | An Imaginary Place To Visit (Visual Arts)  In foundation, learning in the Arts, fosters students’ understanding of how the arts enrich their lives and the lives of all people.   * Students will explore, organise and plan ideas to create an art pice using the lements of art with a focus on shape and texture * Students will create a collage of an imaginary place they they would like to visit if they could * Students will reflect and respond on their own created art piece. | |
| **Achievement standard** | By the end of the foundation year, students describe experiences, observations, ideas and/or feelings about art works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create art works in different forms. | By the end of the foundation year, students describe experiences, observations, ideas and/or feelings about art works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create art works in different forms. | | By the end of the foundation year, students describe experiences, observations, ideas and/or feelings about art works they encounter at school, home and/or in the community.  Students use play, imagination, arts knowledge, processes and/or skills to create art works in different forms. |
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| **Assessement** | * Produce a colour wheel in different forms and mediums * Discover and sort fanous art works and discuss the impact of their use of warm and cool colour palettes | * **Practical performance** * **Reflection on own performance** | * **Produce a family picture both digitally and on paper** * **In small groups the students will share and discuss their family art work and provide and emotional reaction to their own and others’ works** | | | * Informal discussions of different art pieces by collage artists * Create own collage through experimental stages and by using a number of different mediems * Students will describe and discuss own art pices and that of a famous work that is similar. |
|  | **Formative assessment – Teacher observations, work samples, checklists, worksheets**  **Summative assessment – Displayed art work** | **Formative assessment – Teacher observations, checklists**  **Summative assessment – Group performance** | **Formative assessment – Teacher observations, work samples, checklists**  **Summative assessment – Displayed art work (digital format)** | | | **Formative assessment – Teacher observations, work samples, checklists**  **Summative assessment – Displayed art work** |

**PREP SPECIALIST LESSONS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** | |
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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **PHYSICAL EDUCATION** | Swimming Unit 1  Games & Movement Development Program | Athletics  Introduction to Athletics | Gross Motor Program | | Swimming Unit 2  Foundation Life Saving  Ball Games Unit |
| By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. | By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. | By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. | | By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. |
| **Assessment: Teacher observations and checklists** | **Assessment: Teacher observations and checklists** | **Assessment: Teacher observation and checklists** | | **Assessment:** **Teacher Observations and checklists** |
| **HEALTH** | U1 - I can do it!   * Explore information about what makes them unique and their strengths and achievements. * Identify different settings where they can play safely and identify and describe the different emotions people experience. * Understand that they are an individual with unique qualities. * identify different settings where they can be active. * Describe actions that help keep them safe. * Recognise and name emotions people may experience in different situations. | **U2 – I am growing and changing**   * Explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity. * Explore how bodies grow and change by identifying the body parts and individual characteristics. * Identify and explore how we look after our bodies. * Investigate the importance of activity to look after our body. * Identify who helps me keep healthy and active. | U3 – Looking out for others   * Identify and describe different emotions people experience. * Explore different ways of communicating emotions including facial, physical and verbal expressions. * Understand how emotional responses may differ between people and in different situations. * Understand the personal and social skills that can be used to interact with others. * Practise working cooperatively and including others in group situations. | | U4 - I am safe   * Identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. * Understand what children should do to keep themselves safe in different situations. * Understand the dangers of different places and things in a household. * Understand how following rules can keep children safe at home * Understand the hazards associated with different water areas and how to stay safe in and around water. |
|  | **Assessment:** Worksamples and checklists | **Assessment:** Worksamples and checklists | **Assessment:** Worksamples and checklists | | **Assessment:** Worksamples and checklists |