### ENGLISH

**Unit 3**

**LEARNING EXPECTATION**

Interacting with others: Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and arrange of language features.

**Assessment Item(s)**

- Students will create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.

**Unit 4**

**LEARNING EXPECTATION**

Responding to text: 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.

**Assessment Item(s)**

- Interview - Responding to text
- Written - Writing and creating a response to a story.

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### MATHS

**Unit 3**

**LEARNING EXPECTATION**

Students have opportunities to develop understandings of: using units of measurement; number and place value; patterns and algebra; data representations and interpretation.

**Assessment Item(s)**

- Monitoring Tasks
  - A week of events – Time: students complete a weekly timetable about what their toy did when they visited school.
  - Beads - Number and Place value: students create a string of beads that represents addition to 10.
  - Exploring equivalence: Schoolbag – Mass: Students investigate the weight of their school bag.
  - Observation - Yes or No – Data: students collect data on who likes what type of sandwich at school.

**Unit 4**

**LEARNING EXPECTATION**

Students have the opportunities to develop understanding of: number and place value; using units of measurement; location and transformation; and shape.

**Assessment Item(s)**

- Observation - Crazy cards
- Portfolio - Measurement mathematical guided inquiry

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### SCIENCE

**Unit 3**

**LEARNING EXPECTATION**

The Earth and Us: Students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment.

**Assessment Item(s)**

- Portfolio - Weather watch - Collection of work

**Unit 4**

**LEARNING EXPECTATION**

Toy World: Students will use their senses to observe and explore the properties and movement of objects. Students engage in hands-on investigations and respond to questions about the factors that influence movement.

**Assessment Item(s)**

- Collection of Work - Move it, move it - Collection of journal entries

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### GEOGRAPHY

**Unit 1**

**LEARNING EXPECTATION**

What is my place like? Students think about aspects of place, space and environment. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging, and an understanding

**Assessment Item(s)**

- Assessment: Collection of work (Multimodal)
**2016 Class: Prep Curriculum Overview – Semester Two**  
**Teacher: Wendy Fox and Georgina Coase**

<table>
<thead>
<tr>
<th>Design and Technology</th>
<th>LEARNING EXPECTATION</th>
<th>Assessment Item(s)</th>
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<tbody>
<tr>
<td>Unit 2</td>
<td>Spin it: Students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use.</td>
<td>Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.</td>
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<th>ARTS - Dance</th>
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<td>Unit 2</td>
<td>Dance: students explore, improvise and organise ideas to make dance sequences using the elements of dance. They present a dance that communicates ideas to an audience.</td>
<td>Fancy Dress ball dance</td>
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<th>ARTS – MUSIC</th>
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<tr>
<td>Term 3 &amp; 4</td>
<td>Students sing and play instruments using new repertoire of chants, songs and rhymes.</td>
<td>Use non-tuned percussion instruments to accompany choice of repertoire.</td>
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<tr>
<td>Term 3 &amp; 4</td>
<td>Students perform music to communicate knowledge to an audience.</td>
<td>Perform vocal repertoire (own choice from existing) to an audience.</td>
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<td>Unit 3</td>
<td>“Who wants to play?”- Students demonstrate social skills to include others in a range of active games.</td>
<td>Observe behaviours. Students describe feelings.</td>
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<tr>
<td>Unit 4</td>
<td>“Animal Groove”- Students perform movement skills to music.</td>
<td>Students describe body responses to music. Observe movement capabilities.</td>
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<td>Unit 3</td>
<td>Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.</td>
<td>Portfolio: Looking out for others. Students identify and describe the different emotions people experience.</td>
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<tr>
<td>Unit 4</td>
<td>Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</td>
<td>Portfolio: I am safe. Students will recognise actions that help them stay safe with medicines and poisons and in situations involving water and fire. They demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.</td>
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