



Curriculum Overviews are an important way for our community to **BELONG, TRUST AND FLOURISH.**

- A sense of **BELONG**ing comes from the community understanding what happens in our school.
- At Bellbird Park SS, you can **TRUST** that we implement the Australian Curriculum using appropriate pedagogy for cohorts and individuals.
- Here is a summary of the teaching, learning and assessment that will help your child to **FLOURISH** in **YEAR PREP, TERM 1.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Engaging with stories for enjoyment</p> <p>Students engage with a variety of texts for enjoyment including picture books, stories and films. They participate in shared reading, viewing and storytelling of texts that expand and reflect their world and involve straightforward sequences of events and everyday happenings. Texts may include traditional oral narratives and literature of First Nations Australians.</p> <p>Students make connections between characters, settings and events, and link ideas to personal experiences.</p> <p>Students interact with others for the purpose of retelling a short, spoken text.</p>	<p>Pictorial representations: Talking about stories</p> <p>To listen to, retell and make connections to personal experiences within a familiar story. <i>Multimodal: spoken/signed, visual</i></p>
MATHEMATICS	<p>Number and Algebra</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities from one to 10 • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts • develop a sense of sameness, difference and change when engaging in play-based activities about patterns <p>Space</p> <ul style="list-style-type: none"> • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location <p>Statistics</p> <ul style="list-style-type: none"> • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data <p>bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning</p>	<p>Exploring numbers to 10 and repeating patterns - To make connections between number names, numerals and position in a sequence from one to 10. To copy and continue repeating patterns.</p> <p>Describing position and location - To describe the position and location of themselves and objects in relation to other people and objects. <i>Monitoring strategy</i></p> <p>Collecting, sorting and comparing data - To collect, sort and compare data.</p>

SCIENCE	<p>Save planet Earth Students learn about Earth's resources, their properties and their uses.</p>	<p>Using Earth's resources - To share observations and respond to questions about familiar objects and events.</p>
HASS	<p>Australia Past and Present Students will investigate their personal history, including their own family backgrounds and relationships, and present stories about personal and family events from the past.</p>	<p>My family history - To explore important events celebrated in their lives, and identify how people and objects help them to remember.</p>
HPE	<p>Physical Education - Let's get moving In this unit, students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.</p> <p>Health - I can do it Students explore information about what makes them unique, identifying their strengths and achievements. Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.</p>	<p>Physical Education - Students will perform a range of fundamental movement skills and apply them to solve movement challenges. They apply practices to keep themselves safe, including following rules in simple activities and games. <i>Practical</i></p> <p>Health - Students identify different settings where they can play safely and identify and describe the different emotions people experience. <i>Collection of work</i></p>
TECHNOLOGIES (Digital Literacy)	<p>Manage online safety</p> <ul style="list-style-type: none"> • use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe <p>Manage digital privacy and identity</p> <ul style="list-style-type: none"> • recognise their personal data and that data (including text, images, and video) can be seen by others when shared online <p>Manage digital wellbeing</p> <ul style="list-style-type: none"> • follow adult directions for the use of digital tools at school and home 	<p>Not summatively assessed.</p>
THE ARTS (Dance)	<p>Students:</p> <ul style="list-style-type: none"> • become aware of their bodies and learn about the body bases, parts and zones used in dance • explore space, time, dynamics and relationships as they make and observe dances • explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance • experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances. 	<p>Not summatively assessed.</p>