



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 2.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Examining, creating and sharing informative texts Students engage with a variety of authentic texts, including non-fiction texts, through shared reading, viewing and storytelling. These texts include topics that reflect upon and expand their world. They consist of a range of literature from Australian and world authors, including First Nations Australian authors. Students make connections between layout, images and text types. They expand topic-specific vocabulary through planned and informal experiences with texts, images, and objects. Students create short texts to report ideas or events and present to an audience.</p>	<p>Writing and creating informative texts - To identify familiar imaginative and informative texts and explore how images and words contribute to meaning. To create and present a <i>written multimodal</i> information report to an audience.</p> <p>Reading, viewing and comprehending informative texts Phonic and word knowledge <i>Monitoring strategy</i></p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences • 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 <p>Measurement</p> <ul style="list-style-type: none"> • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events 	<p>Partitioning and combining collections and representing practical situations - To partition and combine collections up to 10 in different ways. To represent practical situations involving quantifying, adding to and taking away from collections to at least 10.</p> <p>Subitising collections <i>Monitoring strategy</i></p> <p>Exploring attributes of duration and sequencing familiar events - To connect events and days of the week, and explain the order and duration of events.</p>

SCIENCE	<p>Good to Grow In this unit, students 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>Exploring growth - To represent, share and reflect on observations about the needs of living things and how an environment can affect them.</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 - Catch that bean Students demonstrate personal and social skills for working with others in a range of activities. They develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. They apply these skills to 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 use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag and solve movement challenges. <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>Digital Literacy learning continuum is organised into 4 elements:</p> <ul style="list-style-type: none"> • Practising digital safety and wellbeing • Investigating • Creating and exchanging • Managing and operating 	<p>Not summatively assessed.</p>