



## 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 3.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
<b>ENGLISH</b>	<p><b>Exploring and sharing experiences</b></p> <p>Students engage with texts which contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters.</p> <p>They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories, non-fiction, multimodal texts and dramatic performances.</p> <p>Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences, and explore how feelings and preferences relating to these experiences might be expressed.</p> <p>Students engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.</p>	<p><b>Speaking and listening</b> - To create a short, spoken text to retell an experience.</p>
<b>MATHEMATICS</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• look for and make connections between number names, numerals and quantities, and compare quantities from zero to at least 20, using elementary mathematical reasoning in active learning experiences</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• name, create and compare shapes, using elementary mathematical reasoning in active learning experiences</li> <li>• develop a sense of sameness, difference and change when engaging in play-based activities about shapes</li> </ul> <p><b>Measurement</b></p>	<p><b>Representing practical situations to at least 10</b> - To represent practical situations involving quantifying, equal sharing, adding to and taking away from collections to at least 10.</p> <p><b>Identifying and sorting shapes</b> - To name, create and sort shapes, giving reasons.</p>

	<ul style="list-style-type: none"> <li>• build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects</li> </ul>	
<b>SCIENCE</b>	<p><b>Toy Factory</b> Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p><b>Designing A Toy</b> Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>
<b>HASS</b>	<p><b>Connections to places</b> In this HASS unit, students learn about familiar places and their connection to places.</p>	<p><b>My special places</b> - To identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.</p>
<b>HPE</b>	<p><b>PE - Who wants to play?</b> In this unit students will demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.</p> <p><b>Health - I am safe</b> In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p>	<p><b>PE – Who wants to play</b> Students use personal and social skills when working with others and describe their feelings after participating in a range of active games. <i>Technique: Practical</i></p> <p><b>Health – I am Safe</b> Students identify actions that help keep them safe with medicines and poisons and in situations involving water and fire. Students demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations. <i>Technique: Collection of Work</i></p>
<b>DESIGN AND TECHNOLOGIES</b>	<p><b>Materials and technologies specialisations</b> In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p>	Not summatively assessed