



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 4.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Exploring imaginative texts</p> <p>Students engage with spoken, written and multimodal texts which feature characters, clear events, beginnings and endings.</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 and poems.</p> <p>Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images.</p> <p>Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.</p>	<p>Reading, viewing and comprehending imaginative texts - To read, view and comprehend an imaginative text.</p> <p>Writing and creating responses to imaginative texts- To create a short written text to retell a familiar story.</p>
MATHEMATICS	<p>Number and Algebra</p> <p>Students look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences</p> <p>learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts.</p>	<p>Partitioning, combining and comparing collections- To partition, combine and compare collections.</p>
SCIENCE	<p>Material Madness</p> <p>Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives.</p> <p>Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions</p>	<p>Material Madness</p> <p>Students will investigate the properties of a range of everyday materials through a guided investigation, share observations and answer questions describe the effects of physically changing materials.</p>

HASS	<p>Connections to places In this HASS unit, students learn about familiar places and their connection to places.</p>	Not summatively assessed.
HPE	<p>PE - What's your Target In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).</p> <p>Health - Stay Safe In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p>	Not summatively assessed.
VISUAL ARTS	<p>New Stories In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p>	Not summatively assessed.