



Yugumbir State School

Prep Yearly Overview Curriculum Plan

2022

CARING HEARTS
ENQUIRING MINDS
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4
CLASS TEACHER	ENGLISH – V8 AC	<p>Enjoying Our New World Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i></p> <p>Monitoring Task – Students will talk about a favourite story and create a short-spoken response to elements of the story.</p>	<p>Enjoying and Retelling Stories Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations, and Routines and transitions.</i> Students sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p> <p>Assessment Task – Retell a story Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers.</p>	<p>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 a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i> Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p> <p>Assessment Task 1 Create and recite a rhyme Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</p> <p>Assessment Task 2 Responding to a rhyming story Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>	<p>Responding To Text Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i></p> <p>Assessment Task 1 Reading and comprehending Students read aloud and respond orally to comprehension questions.</p> <p>Assessment Task 2 Writing and creating a response to a story Students write a letter to a main character from a familiar story and create a supporting image or illustration.</p>
		CLASS TEACHER	MATHS – V8 AC– C2C	<p>Unit 1 Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images. <p>Assessment Task: Grouping familiar objects Students group familiar objects based on common characteristics.</p>	<p>Unit 2 Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations Data representation and interpretation — use questions to collect information. <p>Assessment Task: Sorting shapes Students sort shapes.</p> <p>Assessment Task: Understanding numbers from 1 to 20 Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.</p>
CLASS TEACHER	SCIENCE – V8 AC – C2C	<p>Our living world In this unit, students will use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.</p> <p>Assessment Task: Exploring our Living World Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. Students ask and respond to science questions.</p>	<p>Our material world In this unit students will examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students will learn how to describe the properties of the materials from which objects are made and how to pose scientific questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p> <p>Assessment Task: Making a wind ornament (Kite) Students describe the observable properties of materials from which an object is made. Students ask and respond to questions and share and reflect on observations.</p>	<p>Weather watch In this unit students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p> <p>Assessment Task: Examining the weather Students suggest how the weather affects themselves and other living things. Students share observations about the weather.</p>	<p>Move it, move it In this unit, students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p> <p>Assessment Task: Investigation movement Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>

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CLASS TEACHER	HASS - V8 AC – C2C	<p>My Family History Inquiry questions:</p> <ul style="list-style-type: none"> What is my history and how do I know? <p>In this unit, students:</p> <ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. <p>Assessment Task: To explore important events celebrated in their lives, and to identify how people and objects help them to remember. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify important events in their own lives, including an event that is commemorated by their family identify how they, their families and friends know about their past recognise how important family events are commemorated sequence familiar events in order respond to questions about their own past relate a story about an important event from their past. 		<p>My Special Place Inquiry questions:</p> <ul style="list-style-type: none"> What are places like and what makes them special? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at the personal scale, including places where they live or other places that are familiar to them understand that a 'place' has features and a boundary that can be represented on maps or globes recognise that what makes a 'place' special depends on how people view the place or use the place observe and represent the location and features of places using pictorial maps and models examine sources to identify ways that people care for special places describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. <p>Assessment Task: To identify, represent and describe the features of familiar places, and suggest ways to care for these places. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe features of familiar places recognise that places can be represented on maps and models observe the familiar features of places and represent these features and their locations on pictorial maps and models reflect on their learning to suggest ways to care for a familiar place share and compare their observations about a familiar place. 	
		SPECIALIST TEACHER	C2C - V8 – HPE - Health	<p>I Am Growing and Changing Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.</p> <p>Assessment Task Collection of work Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise how they are growing and changing identify actions that help them stay healthy, safe and physically active. 	
C2C - V8 – HPE - Movement	<p>Gross Motor Skills Students explore how to develop the fundamental movement skills of rolling, jumping, hopping, gallop, jogging, dodging, skipping, sliding</p> <p>Practical Assessment</p>			<p>Ball Skills Students explore how to move and play safely during physical activities. They develop the fundamental ball skills and apply these skills to solve movement challenges.</p> <p>Practical Assessment</p>	<p>Run, Play and Relay Students demonstrate personal and social skills when working with others, identify settings where they can be active and describe how their bodies respond to movement.</p> <p>Practical Assessment</p>
C2C - V8 – THE ARTS-	<p>Storybooks – Drama In this unit, students make and respond to drama by immersing in stories visited in class. Students will:</p> <ul style="list-style-type: none"> Explore role and dramatic action in dramatic play and improvisation and process drama about stories visited in class. Use voice, facial expressions, movement. Space and focus to imagine and establish role situation. Present drama that communicates idea about stories. Respond to own and other's drama and consider where and why people make drama <p>Task 1 – Drama Performance Character Improvisation Students will improvise characterisation of characters from class picture books</p>		<p>Art Elements – Visual Art In this unit, students explore and investigate visual conventions consisting of Art Elements. Students will:</p> <ul style="list-style-type: none"> Explore Art Elements consisting of colour, line, shape, shade Explore storybooks, by a range of illustrators including: Aboriginal, Torres Strait Islander and Asian Artists. Experiment with visual conventions (painting, printing) to manipulate primary colours to create other colours. Create a collage for a class book <p>Task 2 –Visual Art Work - Collage Students will create a collage about a character from a class picture book</p>		
C2C - V8 – THE ARTS - Music	<p>Catch a Song Students explore song in its various forms, taken from a range of genres, cultures and time periods. They will be exposed to fundamental rhythmic and melodic concepts via singing, accompanying actions and movement.</p> <p>Monitoring Task</p>		<p>What is the Music Saying? Music can speak to us without using words. It might be a thought, a feeling or an instruction. Students will listen to Program Music and explore how the sound characteristics help communicate a message to the listener.</p> <p>Assessment Task Respond to program music:</p> <ol style="list-style-type: none"> Determine which animal from <i>"Carnival of the Animals"</i> is being described and explain their choice Describe how music can give us instructions Improvise actions that match the characteristics on the music hear, and justify their choices 		
C2C - V8 – TECHNOLOGIES	<p>Animal Home Students explore the use of the <i>design process</i> by designing and producing a product to meet the needs of a living things (animal or plant). They will also use simple steps and follow directions to collaborative create a designed solution.</p> <p>Monitoring Task</p>		<p>Coding Kids Students explore and investigate digital technologies by designing and coding a digital device (Bee Bot). They will use a series of simple steps and directions to code a digital device through a grid/maze. Students will use problem solving strategies and reflect on their design process.</p> <p>Monitoring Task</p>		