*Message from Miss Kylie:* Wow I can’t believe we are half way through Term 1 – already.

We don’t notice how fast the time is flying is when we are working really hard with our learning.

In P- 1 – 2 we have been very busy getting to know each other and building relationships.

Congratulations on having such a wonderful group of kids that are respectful and helpful to new staff members at the school. They have all been so grown up in helping me get to know the Moonie Way of doing things. Your school is also very lucky to have such flexible and kind and passionate teacher support staff. Three cheers – hip hip hooray.

Housekeeping notes – I will be away weeks 7 and 8 of this term as I am having surgery on my vocal cords. I will be back on Monday 24th March all going well. Rachel Trigg will be the replacing teacher while I am away.

Attached is a subject learning overview for Prep, year 1 and year 2. I will send home the phonics / sound sequence and your child’s individual focus sounds and spelling at the beginning of term 2 as part of their homework tasks.

Thanks for welcoming me into your community.

Curriculum Overview Term 1 - 2025 Prep Year 1 Year 2 Year 3-6

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| English - Examining and creating imaginative literary texts |
|    | Prep – I will be successful when I can* share thoughts and preferences about a familiar imaginative text, and retell events.
* create a short text to retell a familiar imaginative story, using words and images where appropriate.
* Retell key ideas about a familiar story.
 | Year 1 - I will be successful when I can * share ideas, retell familiar stories, and expresses an opinion about a story, using a small number of details from a familiar imaginative text.
* create a short written and/or multimodal recount of a familiar text with events and characters.
* Recounts imaginative ideas and includes a small number of details from the text.
* Write simple sentences with sentence boundary punctuation and capital letters for proper nouns.
 |  Year 2 - - I will be successful when I can* share ideas and appreciation of texts when recounting details and expressing an opinion about the story, including details from texts.
* create a written imaginative text to change an idea and narrate for an audience including punctuated simple and compound sentences.
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| Assessment task | **Assessment purpose**: To retell a familiar imaginative text using oral language, images and beginning writing knowledge. | **Assessment purpose**: To retell and adapt a familiar story using oral language and create a written and/or multimodal recount of a story. | **Assessment purpose**: To recount and share ideas using oral language and adapt an idea in a written and/or multimodal story. |
| Mode of delivery | Technique: Observed demonstration.Completed over multiple lessons.Part A: Reading and viewing (monitoring task)Students will be asked to name the letters of the English alphabet and identify the sounds of the letters explicitly taught during phonics scope and sequence program implementation. For example:

| Letter names and sounds |
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| Students name the letters of the English alphabet and say the sounds. Record responses. |
| ✓ | t | i | s | p | a | n | m | e | h | r | d | o |
| Letter |  |  |  |  |  |  |  |  |  |  |  |  |
| Sound |  |  |  |  |  |  |  |  |  |  |  |  |

Part B: Speaking and listening - (monitoring task) - Informal discussionStudents will retell a familiar story using oral language and share thoughts and preferences about characters and events in the text.Students will share their thoughts and preferences about the story, for example: ‘What did you think of this story?’; ‘Did you like or dislike the story? Use details from the story to give a reason.’Part C: Writing and creatingWritten element Students will create a retell by drawing events that happened in the story in order, including beginning, middle and end ideas or events.* + Draw their likes and/or dislike

Students will use beginning writing knowledge, sound-letter relationships and known words where appropriate (adult may scribe) to create a short text to retell a familiar story.Students will share their retell with their teacher. | Technique: Extended response. Completed over multiple lessons.Part A: Reading and viewing (monitoring task)Students will independently read aloud a decodable text to their teacher.Part B: Speaking and listening Spoken Presentation Students will retell key events from a familiar story in order, using oral language and express opinions about characters and events in the text. Students will Interact with others, and listen to and create short spoken texts including recounts of stories.Part C: Writing and creatingWritten element Students will write a recount of the events from a familiar story in order, including the beginning, problem and solution, events (plot) and characters. | Technique: Extended response.Completed over multiple lessons.Part A: Reading and viewing (monitoring task)Students will read a text aloud to their teacher.Part B: Speaking and listeningSpoken Presentation Students will Interact with others, and listen to and create short spoken texts including recounts of stories**:** **Spoken recount** is to include details about the characters, setting and events in order.**Talk** with a partner / small groupTo share ideas to recount the story and express their opinion about the text.Part C: Writing and creatingWritten element Students will create a short imaginative text that changes an idea from a story read to them.Students will change the character, setting or event. |
| When | Ongoing Final story Week 8/9/10 |
| AC V9: Mathematics Unit 1:  |
|  | Prep Number, Algebra, Space, StatisticsNumber and Algebra* look for and make connections between number names, numerals and quantities
* 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

Space* 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

Statistics* explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data
* bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning
 | Year 1 Number, Algebra, Space, StatisticsNumber and Algebra* demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits
* use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others

Space* use simple transformations, directions and pathways to move the positions of people and objects within a space

Statistics* use simple surveys to collect and sort data, based on a question of interest
* recognise that data can be represented in different ways
* explain patterns in the results
 | Year 2 Number, Space, StatisticsNumber* partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems

Space* locate and identify positions on maps and use familiar mathematical language

Statistics * build the foundations for statistical inquiry by choosing questions based on interests when collecting, representing and interpreting data, and recognising features of different representations
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| Assessment task | StatisticsAssessment task 1.3 — Collecting, sorting and comparing data in response to questions about fruit.Purpose: To collect, sort and compare data.**Space**Monitoring strategy 1.2 — Describing position and locationPurpose: To describe the position and location of themselves and objects in relation to other people and objects. | StatisticsAssessment task 1.3 — Collecting, representing and discussing dataPurpose: To collect, record and represent data in a one-to-one display and compare and discuss data.SpaceMonitoring strategy 1.2 — Giving and following directionsPurpose: To give and follow directions to move people and objects around an obstacle course. | StatisticsAssessment task 1.3 — Statistical investigationPurpose: To use a range of methods to collect, record, represent and interpret categorical data in response to questions.In **Part A,** students collect, represent and interpret observation data. In **Part B** students collect, represent and interpret survey data.**Space**Assessment task 1.2 — Locating features and using mapsPurpose: To locate and identify positions of features on a map. To move positions by following directions and pathways on a grid. |
| Mode of delivery | StatisticsAssessment task 1.3 — Collecting, sorting and comparing data in response to questions about fruit.Technique: Statistical investigation.SpaceMonitoring strategy 1.2 — Describing position and locationTechnique: Short responseThis monitoring strategy has two parts:* Part A: Locate and describe positions of objects
* Part B: Describe position and location of themselves
 | StatisticsAssessment task 1.3 — Collecting, representing and discussing dataTechnique: Statistical investigation.Space Monitoring strategy 1.2 — Giving and following directions Technique: Observed demonstrationThis monitoring strategy has two parts:Part A: Give and follow directions (object)**Task 1**: Follow directions - Give at least three step-by-step directions for students to follow to move an object to different locations within the obstacle course.Task 2: Give directions - Give another person at least three directions to move the (ball) to different locations in the obstacle course.**Part B: Give and follow directions (people)**Task 1: Follow directions - Give students at least three step-by-step directions using a range of positional language,**Task 2:** Give directions - give at least three directions to move another person safely around the obstacle course.  | Statistics Assessment task 1.3 — Using data to answer a questionTechnique: Statistical investigation.Part A: Collect data using observationsPart B: Collect data using surveysSpaceAssessment task 1.2 — Locating features and using mapsTechnique: Short responseThis task has two parts:• Part A: Locate and identify positions of features on a map• Part B: Move positions on a grid by following directions and pathways |
| When | Number - ongoingStatistics – week 4Algebra - ongoingSpace - week 6 | Number - ongoingStatistics – week 4Algebra - ongoingSpace - week 6 | Number - ongoingStatistics – week 4Algebra - ongoingSpace - week 6 |
| Science Prep–Year 2: Exploring sky and land  Prep Year 1 Year 2 |
|  In this *Earth and space sciences* unit, students in Prep–Year 2 learn about the observable features of a variety of landscapes and skies and describe the changes that can occur. In Prep, students learn about the weather and how it affects them.  | **Task title:** Exploring sky and land **Assessment Purpose:** To describe objects and events that they encounter in their everyday lives. To describe changes in the local environment. To respond to questions and sort and share observations.  | Prep students describe how the weather affects their clothing and activity choices. Years 1 and 2 students: make a picture or model of a landscape, describe the changes that occur from a day sky to a night sky and sort features of a local area. Week 8 – 9 |
| HASS Prep–Year 2: My special event / My changing life  Prep Year 1 Year 2 |
|  **Prep–Year 2****Task title:** My special event/My changing life **Purpose:** To use a special object to describe how an important event in their life is commemorated. To describe and sequence an important event. To identify how school has changed or stayed the same over time.  |  Prep **Part A:**  Students use an object to identify and tell about an important past event. **Part B:** Students tell a sequenced story about the important event. **Years 1–2** **Part A:** Students use their object/s to identify and describe important past events and changes in their lives. They sequence a personal retell. **Year 2** students pose questions. **Part B:** Students identify how school has changed and stayed the same over time. They interview an older person about school in the past and respond to questions about school now. **Year 2** students identify a point of view and draw conclusions.  | Ongoing across Semester 1 |
| Health P-2 - Term 1 - I can do it Term 2 - Good choices, healthy me |
| Personal, social and community healthI can do it – In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will 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. | There are two activities in the task:* Places to play
* Meeting a dog

Assessment type — Collection of work / **Short answer questions** | Purpose of assessment: To identify different settings where they can play safely and identify and describe the different emotions people experience.We will be successful when we can –* Identify different settings where students can be active and play safely.
* Identify and describe the different emotions people experience by saying how Nick and Sam are feeling.

Ongoing over Term 1 |
| Good choices, healthy meIn this unit students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations. | Assessment type —**Short answer questions** | Purpose of the assessment - Students examine messages related to health decisions anddescribe how to keep themselves and others healthy and physically active.**Ongoing over Term 2** |
| Health 3-6 Term 1 – Good Friends Term 2 Emotional Interactions |
| Good FriendsStudents explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. | Assignment/ProjectPurpose of assessment 3 and 4 - Assessment - Students recognise strategies for managing change and identify influences that strengthen identity. They investigate how emotional responses vary and understand how to interact positively with others. | Ongoing over Term 1 |
| Emotional interactionsIn this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well. | 5 and 6 - Assessment - Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively.Part A: The influence of emotions on behavioursPart B: Own and others’ contributions to health, safety and wellbeingPart C: Factors that influence how people interact | Ongoing over Term 2 |
| Performing Arts - Prep - 1 – 2 ‘Let’s Sing and Play Together’ |
| This term, students will participate in the music unit ‘Let’s Sing and Play Together’. Students will explore rhymes and songs as stimulus for making and responding to music. Students will use well-known songs to compose new lyrics and add dynamics (loud and soft), tempo (presto and legato) and basic instrumentation to perform their compositions. Students will explore rhythm, syllables, stick notation (Ta, Ti-Ti, and Za) and make observations on what elements make a good song and identify how they personally feel about certain types and elements of music. This is a semester long unit of work. |

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| Multimodal  |

Assessment for this unit will occur in Term 2. |