

Prep Year 2025 Curriculum Overview					
Learning area	SEMESTER 1		SEMESTER 2		MINIMUM TIME ALLOCATIONS PER WEEK
Achievement Standard	By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words. They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words. They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.				7 hours
English V9	UNIT 1 Sharing thoughts and feelings	UNIT 2 Exploring informative texts	UNIT 3 Exploring and sharing experiences	UNIT 4 Exploring imaginative texts	
	Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts.	Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts. Students explore familiar text types such as stories and informative texts, and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts. Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.	Students engage with texts that 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. 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, rhyming verse, poems, non-fiction, multimodal texts and dramatic performances. 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. 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.	Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. 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. 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. 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.	

Achievement Standard	By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns. Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Student’s name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. Students collect, sort and compare data in response to questions in familiar contexts.			
Mathematics V9	UNIT 1 Number, Algebra, Space, Statistics	UNIT 2 Number, Measurement	UNIT 3 Number, Algebra, Space, Measurement	UNIT 4 Number, Algebra
	Students develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none">• use physical and virtual materials to 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• 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 they pose and respond to questions, and explain their thinking and reasoning• explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none">• look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences• explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems• build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none">• build on understanding to make connections between number names, numerals and quantities, and partition and combine collections• explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10• name, create and compare shapes, using mathematical reasoning in active learning experiences• 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 and duration.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none">• look for and make connections between number names, numerals and quantities, compare quantities to at least 20 using mathematical reasoning in active learning experiences• explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems• build confidence and autonomy in being able to make and justify mathematical decisions based on quantification• learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts.

Achievement Standard	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.			
Science V8.4	Unit 3: Weather watch	Unit 1: Our living world	Unit 2: Our material world	Unit 4: Move it, move it
	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.	Students 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.	Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students 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.	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.

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Learning area	SEMESTER 1		SEMESTER 2
Achievement Standard	By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they; their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.		
HASS V8.4	Unit 2: My special places		Unit 1: My family history
	Inquiry question: <ul style="list-style-type: none">What are places like and what makes them special? Students: <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 themunderstand that a place has features and a boundary that can be represented on maps or globesrecognise that what makes a place special is dependent on how people view the place or use the placeobserve and represent the location and features of places using pictorial maps and modelsexamine sources to identify ways that people care for special placesdescribe special places and the reasons they are special to peoplereflect on learning to suggest ways they could contribute to the caring of a special place.	Inquiry question: <ul style="list-style-type: none">What is my history and how do I know? Students: <ul style="list-style-type: none">explore the nature and structure of familiesidentify their own personal history, particularly their own family backgrounds and relationshipsexamine diversity within their family and othersinvestigate familiar ways family and friends commemorate past events that are important to themrecognise how stories of families and the past can be communicated through sources that represent past eventspresent stories about personal and family events in the past that are commemorated.	

Achievement Standard	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.			
HPE Health V8.4 Specialist Teacher RESPECT PROGRAM EMBEDDED	Unit 1: I can do it! RRE	Unit 2: I am growing and changing	Unit 3: Looking out for others	Unit 4: I am safe RRE
	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.	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.	Students identify and describe different emotions people experience. They explore and practise ways to interact with others in a variety of settings.	Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.
HPE Movement V8.4 Specialist Teacher	Unit 1: Let’s get moving	Unit 2: Catch that bean	Unit 3: Who wants to play?	Unit 4: Animal Groove
	Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.	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	Students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.	Students perform fundamental movement skills to music. They explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.

THE ARTS Drama, Dance, Visual Arts, Media Arts	not assessed – include in AAP - Teachers to include cross-disciplinary notes and annotations in planning documents Identify which units align with the four Arts subjects		
Achievement Standard	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.		
THE ARTS Music V8.4 Specialist Teacher	Unit 1: Singing vs Speaking and Getting to know you		Unit 4: Music in our new world
	Students explore the use of their voice when completing everyday tasks and explore beat in familiar songs/rhymes. Students will: <ul style="list-style-type: none">identify which voice they are using when completing set tasks eg: roll call, performing set songs/rhymesparticipate in new and known music games and activitiescreate suitable beat action for known song/rhyme		Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. Students will: <ul style="list-style-type: none">develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from textssing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the communitycreate compositions and perform music to communicate ideas to an audiencerespond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples.

Achievement Standard	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.		By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.	
Technologies V8.4	DIGITAL TECHNOLOGY Unit 1: Computers - Handy helpers (Part A)		DESIGN AND TECHNOLOGIES Unit 2: Food and fibre production and Food specialisations: Grow, grow, grow	
	Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They: <ul style="list-style-type: none">recognise and explore how digital and information systems are used for particular purposes in daily lifecollect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning		Students explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They examine how farms meet peoples' needs. They design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described. Students apply processes and production skills, in: <ul style="list-style-type: none">investigating environments and analysing how they meet a purposegenerating and refining design ideas, communicated by simple drawingsproducing a simple drawing of a designed solution that responds to a client's needevaluating their design and production processescollaborating and managing by working with others and by sequencing production steps.	

OONONBA STATE SCHOOL Year Prep 2025	Timeline 2025			
		T1	T2	T3
	SSP: PLD – phonics sequence (reading & spelling) Screeners and trackers	✓	✓	✓
	RESPECTFUL RELATIONSHIPS EDUCATION	✓		✓
	LIFE EDUCATION	✓	✓	
	WRITING (samples – monitoring)			✓
	WATER SAFETY & SWIMMING EXPECTATIONS			✓
	EXCURSIONS/INCURSIONS		SCIENCE Incursion Week 5 Term 2	HEALTH - Guest visits: <ul style="list-style-type: none">Fire Officer – Fire SafetyPharmacist/Doctor – Medicine Safety