

2020 Prep Curriculum Overview – Ipswich Central State School

	English	Mathematics	Science	HASS	Health	Physical Activity	Technologies	The Arts
TERM ONE	<p>Enjoying our new world</p> <p>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 - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p>	<p>Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. 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>Weather watch</p> <p>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>My family history</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What is my history and how do I know? <p>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>I can do it!</p> <p>Students explore information about what makes them unique and their strengths and achievements. They participate in play.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand that they are an individual with unique qualities • identify different settings where they can be active • describe actions that help keep them safe • recognise and name emotions people may experience in different situations • understand reasons for varying individual emotional responses in similar situations • practise using strategies to support trying and success when faced with challenges. 	<p>Let's get moving</p> <p>Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and apply safety rules during physical activities • explore concepts of movement • develop the fundamental movement skills of running, jumping, hopping and galloping • test and trial ideas to solve movement challenges. 		<p>Media Arts Family stories</p> <p>Students create media artworks to present a story about their family. Students will:</p> <ul style="list-style-type: none"> • explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • present stories in digital form to communicate ideas • describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language <p>Music</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

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	<p>Enjoying and retelling stories</p> <p>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 - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students sequence events from a range of texts 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>Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>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>Our living world</p> <p>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.</p>	<p>Unit 1: My family history <i>Continued from Term 1</i></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What is my history and how do I know? <p>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>I am growing and changing</p> <p>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>Students:</p> <ul style="list-style-type: none"> • explore how bodies grow and change by identifying the body parts and individual characteristics • identify and explore how we look after our bodies • investigate the importance of activity to look after our body • identify who helps me keep healthy and active. 	<p>Catch that bean</p> <p>Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop the two-handed catch, underarm throw and dynamic balance techniques. • identify and develop the attributes of a good partner. • test and trial solutions to solve movement challenges. 	<p>Problem/ Need/ Opportunity: Need</p> <p>Context: Food and fibre production and Food specialisations</p> <p>Designed solution: Environment</p> <p>Design question: How might we create an environment that meets the needs of a living thing?</p> <p>In this unit, students will investigate the needs of living things. They will design a an environment to help a living thing survive.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • investigating resources required for living things to survive • generating and developing design ideas for a functional environment • producing a simple drawing that represents their design • evaluating their design and presentation processes, using personal preferences • collaborating by working with others and managing by following sequenced steps for the project 	<p>Media Arts Family stories</p> <p>Students create media artworks to present a story about their family. Students will:</p> <ul style="list-style-type: none"> • explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • present stories in digital form to communicate ideas • describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language <p>Music</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

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	<p>Interacting with others</p> <p>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-focused teaching and learning, play, real-life situations, investigations and routines and transitions. 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>Students engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities • Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. 	<p>Our material world</p> <p>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 science 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>My special places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are places like and what makes them special? <p>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>Looking out for others</p> <p>Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore different ways of communicating emotions including facial, physical and verbal expressions • understand how emotional responses may differ between people and in different situations • understand the personal and social skills that can be used to interact with others • practise working cooperatively and including others in group situations. 	<p>Who wants to play?</p> <p>Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop personal and social skills to include others in active games. • understand different ways of feeling after participating in active games. 	<p>Digital Technologies Handy Helpers</p> <p>Students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 	<p>Drama My place</p> <p>Students make and respond to drama by exploring the school/local community/imagined places as stimulus for process drama and dramatic play.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words such as those used by Aboriginal Peoples and Torres Strait Islander Peoples • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about place/space to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. <p>Music</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

