

English

Writing and Creating Informative Texts

In this unit, students will have multiple opportunities to read, examine and respond to information texts. Students will take notes on an animal and turn their knowledge into key sentences about what the animal looks like, what they eat, where they live and interesting facts.

Students will also:

- Focus on 2 sounds per week from the Soundwaves program
- Learn basic high frequency words
- Practise decoding words with their sounds when reading
- Practise reading strategies when reading known and unknown texts
- Casey Caterpillar handwriting process
- Show and tell – commencing week 3
- Encourage the use of writing in play and foster the understanding that writing is for a purpose and carries a message – *developmental stages of writing attached*

Assessment:

- To create a short, written information text, using words and images, about a topic.
- To read, view and comprehend a simple informative text.

Social and Personal Learning

Students will:

- continue to negotiate and share in play situations and group sessions
- continue to learn how to be a friend and treat every one of our friends with respect regardless of differences
- encourage others to keep our classroom rules
- accept everyone's ideas and efforts
- continue to learn and accept revised routines

Health

I Am Growing and Changing

In this unit 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.

Assessment: *Students recognise how they are growing and changing, and identify actions that help them stay healthy and physically active.*

Mathematics

This unit integrates a range of content strands including number and measurement.

Students further develop proficiency with positive dispositions towards mathematics and its use as they:

- 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, 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.

Assessment:

- Subitising monitoring assessment – students use subitising and counting strategies to quantify collections.
- Number assessment (partitioning, addition, subtraction) – students 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.
- Time monitoring assessment – students sequence and connect familiar events to the time of day.

Science

Our Living world

Our science focus in term one starts with the 5 senses – and how these help us in our investigations of our world. We then move into a focus on living things – and what they need to survive.

Assessment: *Ongoing portfolio of work over the term.*

CURRICULUM NEWSLETTER *Term 2, 2025*

Music - with Miss Mars

In Music, students explore songs and rhymes as stimulus for music making and responding. Investigating body percussion and dynamics, they will create a composition that communicates ideas to an audience and consider where and why people make music.

Digital Technology - with Miss Maloney

This term in Digitech, students are developing their skills with Bee-Bots—learning how to operate them by exploring the directional controls and understanding how they move forward and backward. Students will learn to follow, describe and represent simple sequences of steps (algorithms). In addition, students are beginning to recognise and explore digital systems and how these technologies are used in everyday life.

Physical Education - with Mr Stapelton

Animal groove - In this unit, students will perform fundamental movement skills to music. They will explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.

Dance and Drama - with Miss V

In Drama, preps engage in dramatic role-playing of narratives that explore a range of emotions and explore how to respond to someone who is feeling that emotion through socio-dramas in which they apply to a school and home context. Preps will explore the story book *My Many Coloured Days* by Dr Seuss and use it as a stimulus for their own improvisations (Five weeks).

In Dance, the students will use the animal characters from the *Lion Who Threw Tantrums* to explore how actions and the dance Elements communicate meaning, with a focus on tempo and levels. Students will use animal movements to continue to explore express emotions, culminating in a dance focusing on spatial awareness.

Visual Arts

Students will develop skills relating to print and collage. They grow from following instructions to using the learned skills to design and create their own art. They will be developing the skills of cutting, drawing, gluing, tearing and printing. The works of art relate to the animals we are learning about and the stories that we are reading in the English Unit.

Social Emotional Program

In Term 2 students will continue to learn about the You Can Do It Characters – Oscar Organisation, Pete Persistence, Connie Confidence, Gabby Get Along and Ricky Resilience.

We will also be looking at the Zones of Regulation and how to be a 'bucket filler' social skill program.

Timetable Information

Monday –

- Junior Assembly (PM) – fortnightly (odd weeks)
- Whole School Assembly (PM) - monthly

Tuesday –

- Digital Technologies (PM)

Wednesday –

- Music (AM)
- Physical Education (AM)
- Library Borrowing (PM)

Thursday –

- Buddies (AM) – fortnightly (even weeks)

Friday –

- Dance/Drama (PM)

Parent Helping - Term 2

Homework Checking

- Monday, Tuesday, Thursday and Friday – 8:50 – 9:30am

Groups


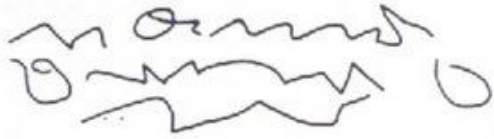
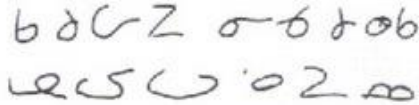
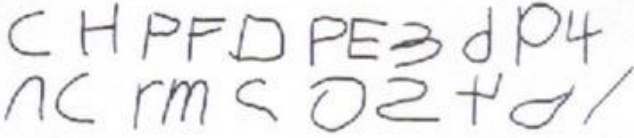
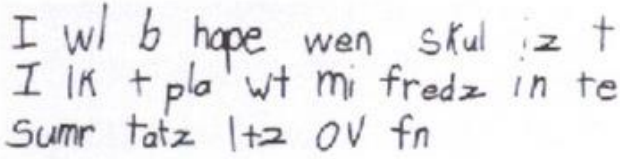
- Phonics Groups – Wednesday 11:50 – 12:50pm
- Maths Groups – Thursday 11:50 – 12:50pm

Important Dates...

April	May	June
23 rd – Cross Country 24 th – ANZAC assembly at school – 9am 25 th – Public Holiday 29 th – Wildlife Incursion	5 th – Public Holiday 13 th – Mothers and Special Person celebration morning – 8.00 – 9:00am (Prep W classroom) 28 th – Bunyaville Excursion (Prep W)	14 th – Oakleigh School Fete (Saturday) – PREP STUDENTS PERFORMING ACKNOWLEDGEMENT OF COUNTRY SONG TBA - P-2 Athletics funday 27 th – Term ends

Stages of Writing Development

Stages of Writing Development. These stages represent a way of looking at writing development in children. All stages overlap and children progress and reach writing stages at many different ages. Children should never be discouraged from exploring writing by the means they are able to do, whether it be scribbling, letter strings, invented spelling, or conventional spelling.

Stage	Example
Preliterate: Drawing <ul style="list-style-type: none"> uses drawing to stand for writing believes that drawings / writing is communication of a purposeful message read their drawings as if there were writing on them 	
Preliterate: Scribbling <ul style="list-style-type: none"> scribbles but intends it as writing scribbling resembles writing holds and uses pencil like an adult 	
Early Emergent: Letter-like forms <ul style="list-style-type: none"> shapes in writing actually resemble letters shapes are not actually letters look like poorly formed letters, but are unique creations 	
Emergent: Random-letters or letter strings <ul style="list-style-type: none"> uses letter sequences perhaps learned from his/her name may write the same letters in many ways long strings of letters in random order 	
Transitional: Writing via invented spelling <ul style="list-style-type: none"> creates own spelling when conventional spelling is not known one letter may represent an entire syllable words may overlay may not use proper spacing as writing matures, more words are spelled conventionally one or two letters invented or omitted 	
Fluency: Conventional spelling <ul style="list-style-type: none"> usually resembles adult writing 	