



Oakleigh State School



Empowering
our community of learners
to create a *legacy*
which *redefines* our world

PREP YEAR

YEARLY CURRICULUM AND SUMMATIVE
ASSESSMENT OVERVIEW



Prep - ENGLISH

2023	Semester 1		Semester 2	
Prep	ENGLISH - Low Risk	Low Risk	Time allocation 7hrs/week: Low risk	Low Risk
	<p>Unit 1: Enjoying our new world (v8.0)</p> <p>In this unit, 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>Unit 2: Enjoying and retelling stories (v8.0)</p> <p>In this unit students will 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 will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p>Unit 3: Interacting with others (v8.0)</p> <p>In this unit, 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. Students identify common visual patterns.</p> <p>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 will create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Unit 4: Responding to texts (v8.0)</p> <p>In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will 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 - focused teaching and learning, play, real-life situations, investigations and routines and transitions</p>
Prep	ASSESSMENT			
	<p>Oral Presentation: (M): Sharing favourite Hairy e.g. McClary story.</p> <p>(M = Monitoring Assessment)</p>	<p>Oral Retell (S): e.g. Three Billy Goats Gruff, Mr Wintergarden, Pig the Pug, The Tiger Who Came to Tea Students demonstrate comprehension by retelling events to peers. Speaking checklist Writing Checklist</p> <p>(S = Summative Assessment)</p>	<p>Create and recite a rhyme (S) Students listen and demonstrate knowledge of rhyme through written and spoken communication.</p> <p>Informative response Oral: Respond to a rhyming story – multimodal/poster (S)</p> <p>Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>	<p>Reading and Comprehension interview: (S) Students read aloud and respond orally to comprehension questions. Text: Pat is Lost</p> <p>Writing and creating a response to a story: (S) Students listen to and innovate on a familiar imaginative story to create a new story for a favourite character.</p> <p>Assessment task - Collection of work (optional additional evidence) Student's evidence of performance against identified aspects of the achievement standard.</p>

Prep – MATHS

		Semester 1		Semester 2	
Prep	MATHS - Low risk	Low risk	Time allocation 5hrs/week	Low risk	Low risk
	<p>UNIT 1 (v8.0) Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of the following:</p> <ul style="list-style-type: none"> • Patterns and algebra - identifying how objects are similar or different, sorting objects based on similar features, identifying a rule for a 'sort', identifying questions, identifying patterns in the environment, copying and describing simple patterns, identifying patterns within counting sequences. • Using units of measurement - sequencing stages within an activity, comparing duration of events using time language, directly comparing the size of objects, describing the objects. • Number and place value - recalling counting in ones, identifying numbers in the environment, representing quantities, comparing numbers, recalling counting sequences, visualising arrangements to five, matching numerals to quantities, counting forwards and backwards from different starting points, comparing quantities using 'more', 'less', 'same', identifying numbers before, after and next in a sequence, ordering quantities and numerals. • Location and direction - using positional language to describe location, identifying positional opposites, representing locations with models and images 	<p>UNIT 2 (v8.0) Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>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</p> <p>Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number</p> <p>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</p> <p>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</p> <p>Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations Data representation and interpretation — use questions to collect information.</p>	<p>UNIT 3: (v8.0) Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>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</p> <p>Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities</p> <p>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</p> <p>Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions.</p>	<p>UNIT 4: (v8.0) Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups.</p> <p>Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events</p> <p>Location and transformation — describe position, describe direction.</p>	
Prep	ASSESSMENT				
	<p>C2C assessment: interview Bag Sort: grouping familiar objects Students group familiar objects based on common characteristics Monitoring Assessment Number and Counting Various Monitoring tasks in C2C Oakleigh Designed Checklists</p>	<p>C2C assessment: interview On my plate: understanding numbers from 1-20 Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.</p> <p>Shape sort: interview Students sort shapes</p>	<p>C2C assessment: Observation – yes/no data Questions and Data Students answer simple questions to collect information and make simple inferences.</p> <p>A week of events: Explaining duration and event sequences Students connect events and days of the week, and explain the order and duration of events. How heavy is your schoolbag? (M) Beads (number and PV) (M) Exploring Equivalence (M)</p>	<p>C2C assessment: Identifying numerals: (S) SAQ Students connect number names, numerals and quantities up to 10 and count to and from 20.</p> <p>Monitoring Assessment – Portfolio (guided inquiry) Crazy cards *Students use appropriate language to describe location in the Digitech assessment task.</p>	

Prep – SCIENCE

		Semester 1:		Semester 2	
Prep	SCIENCE: Medium Risk	Low Risk	Time allocation 1hr/week: Low Risk		Low Risk
	<p>Unit 1: Our living world (V8.0)</p> <p>Biological Science</p> <p>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 the fulfilment of basic needs, and there are consequences when this does not occur. 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>Medium Risk: May be some gardening involved. See CARA on Oneschool</p>	<p>Unit 3: Weather watch (V8.0)</p> <p>Earth Science</p> <p>In this unit students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life.</p>	<p>Unit 2: Our material world (V8.0)</p> <p>Chemical Science</p> <p>In this unit, students are given opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focussed on describing the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes 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>Unit 4: I like to move it, move it (V8.0)</p> <p>Physical Science</p> <p>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. This unit involves students using 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 observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>	
Prep	ASSESSMENT				
	<p>Unit 1: Exploring our living world</p> <p><u>Portfolio of work</u> Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.</p>	<p>Unit 3: Examining the weather</p> <p><u>Portfolio of work</u> Students suggest how the weather affects themselves and other living things. They share observations about the weather</p>	<p>Unit 2: Making a wind ornament</p> <p><u>Project</u> Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations</p>	<p>Unit 4: Investigating movement</p> <p><u>Portfolio of work</u> Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>	

Prep – THE ARTS

Prep – THE ARTS		
	Semester 1	Semester 2
Prep	THE ARTS: Low Risk but Covid Safe Plans used for all the Arts Subjects	Time allocation 1hr/week
	<p>Music Let's Sing and Play Students learn songs, poems and chants to develop their whispering, shouting, speaking and singing voices. They will use body percussion and percussion instruments to develop their inner sense of beat. Students will draw, move and discuss how music can be represented and where and why people make music, building their confidence to become musical performers.</p> <p>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.</p> <p>Connected Curriculum - Dance and Drama Students make and respond to nonfiction stories, using fundamental movement skills associated with dance and expressive drama techniques to bring stories to life.</p>	<p>Music</p> <p>TBD</p> <p>Music Cont.</p> <p>Visual Art All Classes "Forest Creatures" Students will start the term with a number of observational and imaginative drawings of plants. These drawings will introduce them to a variety of different drawing and collage media and techniques. The term will culminate in a final artwork of a camouflaged creature hidden deep within a forest.</p>
Prep	ASSESSMENT	
	<p>S1: Music: Collection of Work Students will generate ideas as to how different sounds can be presented in their own composition and inquire as to where and why people make music.</p> <p>S1: Dance: Collection of Work – Oral responses and Practical demonstration</p> <p>S1: Drama Collection of Work – Oral responses and Practical demonstration</p>	<p>S2: Music: Collection of Work Students sing and play instruments to rehearse, improvise, create and perform music to communicate ideas to an audience.</p> <p>Visual Art Collection of work which demonstrates a range of drawing materials, techniques and processes in which student's express ideas, observations and imagination.</p>

Prep – HASS

Prep – HASS		
	Semester 1	Semester 2
Prep	HASS: Low Risk	Time allocation 1hr/week: Low Risk
	<p>HASS Unit 1 V9: My Family History</p> <p>Inquiry questions: What is my history and how do I know?</p> <p>In this unit:</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>HASS Unit 2: My Special Places</p> <p>Inquiry questions: What are places like and what makes them special?</p> <p>In this unit:</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 for people • Reflect on learning to suggest ways they could contribute to the caring of a special place
Prep	ASSESSMENT	
	<p>Unit 1 History Component</p> <p>Term 1: My Family: My Special Family Event. Part A I remember important family events.</p> <p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p> <p>Term 2: My Family: Identify and sequence life events project. Part B: Objects and people tell me about my past.</p> <p>Collection of student work and observations.</p>	<p>Unit 2 Geography Component</p> <p>Term 3: “My Special Places”: Create a picture Map: Part A: My Classroom is a familiar place Collection of student work and observations. (M)</p> <p>Term 4: “My Special Places” Around the school or familiar environment: Part B: My Classroom is a special place.</p> <p>Collection of student work and observations.</p>

Prep – Physical Education

		Semester 1	Semester 2	
Prep	HPE: Medium Risk: See CARA plans devised by Specialist Teacher		Time allocation 2hrs/week HPE: Medium/High Risk: See CARA plans by Specialist Teacher	
	<p>Movement and Physical Activity The foundation movements or precursor patterns to more specialised, complex skills in games, sports, dance, gymnastics and physical recreation activities. They provide the foundation for human movement and competent and confident participation in a range of physical activities. The following skills are being developed: locomotor and non-locomotor skills – rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety.</p> <p>Object control skills – bouncing, throwing, catching, kicking, striking. Students practise fundamental movement skills and movement sequences using different body parts. They participate in games with and without equipment and; they learn to cooperate with others when participating in physical activities.</p>	<p>Movement and Physical Activity Students are developing their fundamental movement skills by participating in cross-country skill development, perceptual motor control program, ball activities such as throwing, catching and striking a ball and in controlling objects, people.</p> <p>Students will also participate in skipping.</p> <p>They also learn to cooperate with others when participating in physical activities, such as sports days and the cross country. They are also learning to identify and describe how their body moves in relation to effort, space, time, objects and people.</p>	<p>Movement and Physical Activity Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p> <p>They also learn to cooperate with others when participating in physical activities.</p> <p>Through movement activities, students are learning to test possible solutions to movement challenges through trial and error and to follow rules when participating in physical activities.</p>	<p>Movement and Physical Activity Students are developing their fundamental movement skills by participating in learn to swim/survival skills program.</p> <p>Students also explore how regular physical activity keeps individuals healthy and well.</p> <p>They also learn to cooperate with others when participating in physical activities.</p>
Prep	ASSESSMENT			
	<p>Perceptual Motor Program Practical Demonstration Students will participate in small group activities while the PE teacher observes student’s skill and application of fundamental movement skills as they perform set tasks. Students may or may not be filmed for subsequent grading.</p> <p>Adapted C2C Unit 1: Let’s get moving & Yr1 Playing with Balls</p>	<p>Perceptual Motor Program Practical Demonstration Students will participate in small group activities while the PE teacher observes student’s skill and application of fundamental movement skills as they perform set tasks. Students may or may not be filmed for subsequent grading.</p> <p>C2C U4 Animal Groove.</p>	<p>C2C Unit 2: Catch That Bean Practical Demonstration</p> <p>Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p>	<p>ODU: Swimming/Survival Skills Program (Adapted C2C Yr2 U1: Swim: Tadpole tales) Practical Demonstration</p> <p>Students perform fundamental movement skills of floating and moving through the water to safety.</p>

Prep – PERSONAL, SOCIAL AND COMMUNITY HEALTH

		Semester 1		Semester 2	
Prep	HEALTH - Low risk	Low Risk		Time allocation included in PE: Low Risk	
	<p>Personal, Social and Community Health Students explore information about what makes them unique and their strengths and achievements. They participate in play.</p>	<p>Personal, Social and Community Health 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>Personal, Social and Community Health Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.</p>	<p>Personal, Social and Community Health Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p>	
Prep	ASSESSMENT				
	<p>C2C Unit 1: I can do it. Collection of work</p>	<p>C2C Unit 2: I am growing and changing Collection of work</p>	<p>C2C Unit 3: Looking out for others Interview</p>	<p>C2C Unit 4: I am safe. Collection of work</p>	

Prep – TECHNOLOGIES

Prep – TECHNOLOGIES		
	Semester 1	Semester 2
Prep	Digital Technologies Time allocations .5hrs/week	Digital Technologies
	<p>Digital Solution – Shape Sorting Experimenting with digital systems (hardware and software) for a purpose and sorting shapes.</p> <p>STEAM UNIT Sorting Shapes Digital Technologies Subjects: Mathematics Assessment: Maths C2C Unit 2 – Sorting Shapes Excursion/Event: Resources Used: SeeSaw</p>	
Prep	ASSESSMENT	
	Monitoring Assessment only.	
	Semester 1	Semester 2
Prep		Design Technologies: See CARA Plans on OneSchool – Medium Risk - Gardening
		<p>Design Technology: Animal Haven Students will use their knowledge of science material concepts and visual art skills and knowledge, to design and create an artefact to solve a garden dilemma, such as attracting helpful minibeasts to a garden or to create an aesthetic garden feature. i.e., to either aesthetically improve the look of a garden or attract birds to the garden/insects or to scare certain birds away from a garden, creating a Bug Hotel or a home for a solitary bee.</p> <p>STEAM UNIT Animal Havens Design Technologies Subjects: Science U2 Assessment: Excursion/Event: Resources Used: ?</p>
Prep	ASSESSMENT	
		Monitoring Assessment only. Students investigate, design, plan and create a weatherproof outdoor artefact for a purpose and for a garden.

