

Term Three - Prep Curriculum Overview 2025

English unit - My favourite story.

This term your child will write and talk about their favourite character in stories.

Reading -Your child will continue learning to identify beginning, middle and end sounds in words, blending sounds in words and identifying unknown words in a book. They will learn about characters and events, making connections to text and characters feelings.

Speaking-Your child will learn how to talk about their favourite character and how they made them feel. They will be encouraged to use character voices and story language to make their retell entertaining.

Writing-They will use their developing knowledge about letters and sounds to write about a story. Your child will draw pictures of what happened - *Beginning, Middle and End* in the story.

How to help your child with this:

1. When reading to your child, model changing your voice levels for different characters.
2. Help your child to identify sounds in words, encouraging them to say the blended word again.
3. After reading a story with your child, discuss/describe the characters (*what they look like, how they felt, what they did*). Ask them *what they liked/didn't like about the story. Ask them if the story reminded them of anything.*
4. Encourage correct sequencing of events when your child is retelling a story (Beginning, Middle, End)
5. Draw pictures about what happened and write about it.
6. 'Act out' the story - they could make puppets, story props, dress-up to help them retell the story.



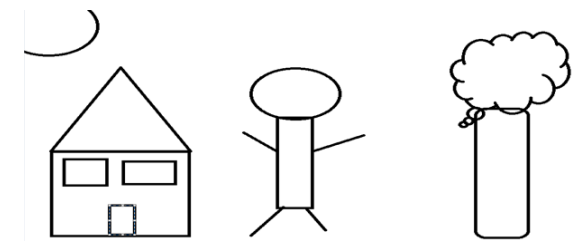
H.A.S.S

This term students will be discussing why a familiar place (their classroom) is special to them and others, suggest ways to care for a special familiar place (their classroom) and identify why it is important to care for special places. Students will identify, represent and describe the features of a familiar place (their classroom).



Technologies

Students will be using laptops to create Digital Art. They will use a mouse on laptops to draw shapes and pictures, focussing on fine motor coordination using input devices.



Mathematics

Number:-This term your child will develop their understanding of connecting numbers, quantities and making collections with numbers to at least 20. They will practice equal sharing, adding and taking away from collections to at least 10.

How to help your child with this:

1. Practise counting forwards from 1 to 20 and count objects by "touch and count".
2. Give your child a number and ask them to find objects in the house that show more / less / the same.
3. Sharing amounts into equal groups using items that you have at home.



Space—Your child will find and name shapes in the environment and be able to name their properties. They will sort shapes into groups based on a sorting rule (properties, size or shape).

How to help your child with this:

Talk about and find 2D shapes (triangle, circle, square and rectangle) around the home. Talk about their properties e.g. sides/corners, straight/curved lines (circle has 1 curved side, triangles have 3 sides, squares have 4 same sides, rectangles have 2 long sides & 2 short sides).

Measurement-Your child will learn to order events, connect days of the week with events and describe activities using basic time language.

How to help your child with this:

- * Discuss activities they do at home that take a range of times eg. washing hands - *short time* ; sleeping - *long time*
- * Talk about what day it is. Use 'Yesterday', 'Today', 'Tomorrow'. Discuss school/other activities your child does on certain days eg. PE/Music, library, swimming, dancing etc. This will help them learn the days of the week and connect an event to each day.

The ARTS– Dance

This semester, Prep will be learning how to become familiar with their bodies, movement and positioning as they discover the world of dance, and how to move as different characters explored throughout the term.

Parents are encouraged to help by dancing at home, and just getting their children comfortable with the idea of movement, direction and sequencing.



Science -Move it, Move it

Your child will investigate and reflect on the movement (*roll, bounce, spin, slide*) of familiar objects.

They will explore how a variety of different balls roll and bounce and will use two balls to experiment which would be best for a bowling game.

Students will also explore/compare how different objects roll/move down a ramp.

How to help your child with this:

1. Explore how different objects move (*roll, bounce, spin, slide*) when you push/pull them
2. Talk about what forces make them move a certain way (*eg a ball rolls because it is round, a block slides because it has flat surfaces*)
3. Help your child ask questions about how things move —*What properties affect movement? eg shape, material, mass, size*
Would a metal ball roll faster down a ramp than a plastic ball? *Why?* Would a plastic block slide better than a material block?



Health and Physical Education

In PE, students will demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.

In Health, students will learn about how to stay safe.

How to help your child:

1. Talk about how to play safely inside and outside.
2. Talk to them about being safe at home and what number to call if there is an emergency.

