



# Prep - Term 3 Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<p>Students are learning to:</p> <ul style="list-style-type: none"><li>engage with texts that contain straightforward sequences of events and everyday experiences</li><li>read informative texts that retell real-life experiences and imaginative texts with events experienced by characters</li><li>recognise and develop vocabulary related to everyday experiences, personal interests and familiar school topics</li><li>explore language used to express and develop ideas when retelling experiences or events in stories</li><li>make connections between their own experiences and those of characters in texts</li><li>explore and express feelings and preferences related to personal or story-based experiences</li><li>participate in shared and independent writing and learning experiences to create short spoken and written texts</li><li>retell events in stories and everyday happenings using language to sequence events and express thoughts and feelings</li></ul>
	Assessment Tasks and week administered	<p><b>Assessment:</b> Create a short, spoken text to retell an experience. <b>Week:</b> 6</p>
Mathematics	Class Teacher	<p>Students are learning to:</p> <ul style="list-style-type: none"><li>build on understanding to make connections between number names, numerals and quantities,</li><li>partition and combine collections</li><li>explore situations 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</li><li>name, create and compare shapes, using mathematical reasoning in active learning experiences</li><li>build confidence in making and justifying mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration.</li></ul>
	Assessment Tasks and week administered	<p><b>Number:</b> Represent practical situations involving quantifying, equal sharing, adding to and taking away from collections to at least 10. <b>Weeks:</b> 2, 4, 6</p> <p><b>Measurement and Space:</b> Name, create and sort shapes, giving reasons. Identify and compare the attributes of objects and events, including length, capacity, mass and duration, using direct comparisons. <b>Week:</b> 2, 5, 7, 8, 10</p>
Science	Class Teacher	<p><b>How do things move?</b> Students are learning to:</p> <ul style="list-style-type: none"><li>identify how everyday objects move</li><li>describe how the material and shape of objects affects its</li></ul>

		<p>movement</p> <ul style="list-style-type: none"> <li>• make predictions and share observations.</li> </ul>
	<b>Assessment Tasks and week administered</b>	This curriculum area is monitored by not formally assessed.
<b>Humanities &amp; Social Sciences</b>	<i>Specialist Teacher</i>	<p><b>My Special Places</b></p> <p>Students are learning about:</p> <ul style="list-style-type: none"> <li>• different places and how to care for them</li> <li>• identifying what makes places special</li> <li>• different features of places</li> <li>• location and features of places using pictorial maps and models</li> </ul> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• identify, represent and describe the features of familiar places</li> <li>• suggest ways to care for a special familiar place</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Collection of work (Interview)</p> <p><b>Weeks:</b> 7-9</p>
<b>Health and Physical Education</b>	<i>Specialist Teachers</i>	<p><b>HEALTH</b> - Looking Out for Others</p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• identify and describe different emotions people experience</li> <li>• explore and practice ways to interact with others in a variety of settings.</li> </ul> <p><b>PHYSICAL EDUCATION</b> – Who Wants to Play?</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate personal and social skills when working with others</li> <li>• describe their feelings after participating in a range of active games.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>HEALTH:</b> Interview - Students will identify and describe the different emotions people experience.</p> <p><b>Weeks:</b> 8 to 10</p> <p><b>PE:</b> Practical - Students will demonstrate personal and social skills to include others in active games, and use the <b>F.U.N. formula</b> to describe their feelings after participating in active games.</p> <p><b>Weeks:</b> On-going throughout the term</p>
<b>The Arts</b> <i>Strand: Music</i>	<i>Specialist Teacher (Music)</i>	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• keep developing their singing and speaking voice with a wide variety of songs.</li> <li>• playing instruments and moving in time with music</li> <li>• sing known songs in tune while keeping the beat and the rhythm to accompany themselves.</li> <li>• identify the differences between beat and rhythm</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Assessment Task:</b> Singing performance</p> <p><b>Weeks:</b> 7-9</p>