






2019 Term Two - Prep Overview

| Religious Education | English | Mathematics | Inquiry | Wellbeing | Specialists |
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| <p>Prayer I can take part in daily prayer opportunities and liturgical celebrations.</p> <p>I can talk about what happened to Jesus between Easter Sunday, the Ascension and Pentecost.</p> <p>I understand that we are part of God's family by belonging to the Church.</p> <p>I understand through Baptism that people are welcomed into God's family.</p>  | <p>Reading I can listen to reading. I can read to someone. I can read to myself. I am beginning to read some words on my own. I can retell a story. I can make predictions when reading.</p> <p>Writing I write from left to right, top to bottom. I try to record the sounds I hear in words. I can write some high frequency words. I am starting to add detail in my writing - who, what doing, where, and what.</p> <p>Speaking and Listening I wait for my turn to speak. I can listen to and follow instructions. I can talk about different emotions - happy, sad, worried and angry.</p> | <p>I can sort, describe and name 2D shapes. I can identify shapes in my environment. I can answer yes and no questions about a simple graph. I can recognise numerals and quantities up to 10 and beyond.</p> | <p>I understand that farms provide us with food and materials (produce). I understand that animals have particular characteristics which change as they grow from babies into adults. I can retell the life cycle of a chicken.</p> <p>Discovery Learning I can recount my learning and achievements from discovery. I can be curious and enthusiastic when exploring and investigating. I can cooperate with others. I can articulate questions and wonderings.</p> |  <p>I greet the teacher and my peers. I use please and thank you at the appropriate time. I take turns with the equipment. I engage in meaningful conversations. I can tell if a person is happy, sad or angry by 'reading' the eyes, eyebrows and mouth signals.</p>  | <p>Physical Education I keep my "eyes on the prize" when catching, kicking and doing the underarm toss I step forward with my opposite foot when doing the underarm toss I can make a "birds nest" with my hands when catching I can kick a ball with the inside of my foot</p> <p>PMP (Perceptual Motor Program) I can use the correct take-off position when jumping from the box. I can land on the balls of my feet with my knees flexed. I can hold the 'motorbike' landing at the completion of the jump. I can control my body while performing a range of different skills and activities (body control/movement) I can focus my eyes on an object as I use it (e.g. tapping a balloon in the air, ball bounce)</p> <p>Library Media I can show an appreciation for the animal world and give an example of an animals importance to us. I can name a variety of farm animals that the RSPCA helps to take care of.</p> <p>Music (Prep Yellow & Blue) I can listen and respond to music. I am becoming aware of the elements of dynamics and tempo.</p> <p>Dynamics & Tempo</p> |

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| | | | | | <p>I can discriminate between loud and soft music.</p> <p>I can respond to fast and slow music by singing, moving and playing tuned and untuned instruments.</p> <p>Story Time <i>(Prep Green and Red)</i> I listen to a variety of texts for enjoyment.</p> <p>I re- enact these texts using a variety of resources, such as puppets.</p> <p>I can talk about the meaning of the texts listened to or viewed.</p> <p>I am beginning to make connections between the text and my personal experiences.</p> <p>I can copy the rhythms and sound patterns in rhymes, songs and poems.</p> <p>Technologies I can use the iPad to take photos, videos and the drawing application.</p> <p>I can use Lego to make simple machines</p> <p>I can share my work with the Seesaw app</p> |
| Responsible: I tidy up before leaving an activity. I unpack and pack my own bag. | | Respectful: I look and listen to the teacher when she is speaking. | | | |
| Resourceful: I put my work in a safe place so I can continue it next time. | | Safe: I follow the teacher's instructions. I hold scissors correctly. | | | |
| Learning Dispositions: The following dispositions will be taught throughout all Curriculum areas: being reflective, collaborative, curious, creative, flexible, self-motivated and persistent. | | | | | |