
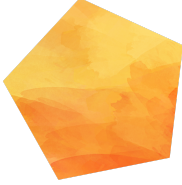








2022 Term Two - Prep Overview

Religious Education	English	Mathematics	Inquiry	Wellbeing	Specialists
<p>Prayer I participate in daily prayer opportunities, liturgical celebrations and attend Mass.</p> <p>I retell what happened to Jesus between Easter Sunday, the Ascension and Pentecost.</p> <p>I explain why God created the world for us.</p> <p>I can describe ways that people can care for each other and God's world.</p>  <p><i>All students will have the opportunity throughout the year to take home a 'Prayer sheep' and prayer book. This will give families the opportunity to help engage in the prayer life of the students.</i></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 accurately on my own. I can retell a story by comprehending the words. 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.</p>	<p>I can sort, describe and name 2D shapes.</p> <p>I can identify shapes in my environment.</p>  <p>I can answer yes and no questions about a simple graph.</p> <p>I can recognise numerals and quantities up to 10 and beyond.</p> 	<p>I understand that farms provide us with food and materials (produce).</p> <p>I understand that animals have particular characteristics which change as they grow from babies into adults.</p> <p>I understand that animals have particular characteristics which determine how they are used on the farm.</p>  <p>Discovery Learning I can recount my learning and achievements from discovery.</p> <p>I can be curious and enthusiastic when exploring and investigating.</p> <p>I can cooperate with others.</p>	 <p>I greet the teacher and my peers.</p> <p>I use please and thank you at the appropriate time.</p> <p>I take turns with the equipment.</p> <p>I can talk about different emotions - happy, sad, worried and angry.</p> <p>I can tell if a person is happy, sad or angry by 'reading' the eyes, eyebrows and mouth signals.</p> <p>I can think about what other people might be feeling.</p> 	<p>Physical Education I keep my "eyes on the prize" when catching, kicking and doing the underarm toss.</p> <p>I step forward with my opposite foot when doing the underarm toss.</p> <p>I can make a "bird's nest" with my hands when catching.</p> <p>I can kick a ball with the inside of my foot</p> <p>PMP (Perceptual Motor Program)</p> <p>I can use the correct take-off position when jumping from the box.</p> <p>I can land on the balls of my feet with my knees flexed.</p> <p>I can hold the 'motorbike' landing at the completion of the jump.</p> <p>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</p>



I can articulate questions and wonderings.

an example of an animal's importance to us.

I can name a variety of farm animals that the RSPCA helps to take care of.

Art

I can name the secondary colours.

I can mix primary colours to make secondary colours.

I can experiment with a range of materials to create my visual artworks.



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.