



# Prep Term 2 2026 Curriculum Snapshot

## Special events this term

Trevena Glen Farm Excursion - Friday 5 June  
School photo day -Friday 1 May  
Under 8's day - Friday 22 May 9:00- 10:30  
Athletics Carnival - Thursday 25 June



### HASS

#### Special places and mapping

**Students will** explore special places and where they live. They will draw simple maps on a personal scale. They will also explore Indigenous concepts of place.

### Science

#### Living Things

**Students will** explore and explain living things in our world and record their own observations using their senses. They will use equipment and safe practices to examine plant or animal specimens during nature walks and farm visit. They will investigate ways Aboriginal and Torres Strait Islanders gain knowledge of and group living things. TO demsontrate their knowledge, students will discuss their fingidngs and respond to questions about the needs of living things living things.



### English

#### Information texts about farm animals

**Students will engage** with a variety of imaginative and informative texts about farms and farm animals. They will explore informative texts features and discuss how different texts present information. Students will make connections between layout, images, and text types as they build knowledge about farm animals. Student will tell facts to demonstrate understanding of what they hear and read.

**Students will continue** to develop decoding skills and begin to read short simple texts.

**Students will continue** to develop beginning writing behaviours using letters and sounds to form words to create simple sentences.

**They will demonstrate** their understanding by comprehending a short informative text and create a short text to express facts about an animal.

### Mathematics

Students will know and understand concepts in the following areas:

#### Number and place value

- Count forwards to 20 and backwards from 10 and count to identify how many.
- Make connections between number names, numerals and quantities to 10.
- Compare and partition quantities.

#### Problem solving

- Use materials to partition and combine materials to represent situations.
- Continue to develop working with numbers including quantifying how many, adding to and taking away from collections to at least 10.


#### Measurement -Time

- Discuss and compare duration of time -eg What takes a long time /or short time?
- Order order daily events and days of the week.
- Create a pictorial diary to show the important events that happen on the various days of the week.

**They will demonstrate their understanding in mathematics by** making connections between number names, numerals and quantities up to 10 through partitioning and combining collections and representing how many in practical situations.

**Teachers will monitor** the understanding of duration and matching activities to the days of the week.

Students will demonstrate their understanding by drawing and answering questions about a special holiday place and tell how to care for this place. They will also draw a map of their classroom and describe features of this place.



### Design Technology – Grow, Grow, Grow

**Students will investigate** how plants and animals are grown for food, used for clothing and shelter. They will examine how farms meet peoples' needs. Students will look at how food is grown and lookat the steps that could be used to prepare a healthy lunch or snack.

**They will demonstrate their understanding by** designing a solution to a problem at a farm or at school relating to the garden.

### The Arts: Music - Lets Play and Sing

**Students will** continue to practise and learn rhymes & songs with a focus on performing the beat. They will become aware of the difference between their speaking and singing voices.

**Students will demonstrate their understanding by** creating a new lyric and action to a known song and reflect on their performance.

### Health - Being safe and healthy at school and home

**Students will** explore safe and healthy practices at school and at home. They investigate different types of health symbols such as those on food products and household substances and how advertising influences food choices. **Students will demonstrate their understanding by** identifying how health information about food can be used in their lives and identify a food package symbol that indicates a healthier choice.

### Physical Education – Movement

#### Locomotive skills

**Students will** practise and develop locomotor and non-locomotor skills and experiment with ways to move their bodies safely through a range of movement contexts. Skill will **Include skills such as running, jumping,** They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive. **throwing. Students will demonstrate theses skills** in challenges and games.

