



## Year Prep Term 3 2025 Curriculum Snapshot

**PREP EVENTS TERM 3** *(Please always check class notices in case of changes)*  
**Monday 4 August** – National Aboriginal and Torres Strait Islander Children's Day  
**Wednesday 13 August** – EKKA Public Holiday  
**Thursday 28 August** – Book Week Dress Up Event  
**Friday 5 September** – Student Free Day – no school on this day  
**Wednesday 17 September** – Whole School Dance Night

### Science

#### Weather Watch

**Students will know and understand concepts in the following areas:**

- How to use their senses to observe the weather and record observations using symbols.
- That weather can change and identify the features and impact of a change in the weather on themselves, plants and animals.

**Students will demonstrate their understanding by** sharing observations about the weather and demonstrating how the weather affects themselves and other living things.

### VISUAL ARTS

#### Stormy Clouds

Students will explore the depiction of weather in artworks by a range of artists and use this to develop their own artworks. They will experiment with visual conventions such as painting approaches, spatial devices to manipulate colour and effects to communicate meaning and describe and interpret mood.

**They will demonstrate their understanding by** painting and constructing a collage to show different types of weather and discuss how it makes them feel. They will respond to pictures by different artists and discuss the colours and mood.

### English

#### Spoken Recounts

Students are learning about recounting events to peers using sequenced time connectives. **To demonstrate their understanding students will** listen and respond in discussions and show appropriate interaction skills. They will present oral recount of an event.

They will continue to develop their skills in the following:

#### Speaking/Listening

- Recount events and experiences with peers and known adults.
- Identify connections between texts and their personal experience.
- Discuss events using oral language and identify how the event made them feel

#### Reading/Viewing

- Use predicting and questioning strategies to make meaning from texts.
- Recall one or two events from texts.
- Read decodable texts supportive images.
- Orally blend and segment sounds in words.

#### Writing/Speaking

- Identify and describe likes and dislikes about familiar texts, objects, characters and events.
- Use beginning writing behaviours to convey ideas.
- Show evidence of letter and sound knowledge when writing words.



### Mathematics

**Students will know and understand concepts in the following areas:**

#### Number and place value

- Recognise the order in the sequence of numbers to 20.
- Identifying "one less"/"one more"
- Represent numbers in ten-frames and describing their reasoning.
- Representing part-part-whole relationships in numbers up to 10 using physical or virtual materials.

#### Problem solving

- Use role-play and materials to represent mathematical relationships in stories; for example, "Eight kangaroos were drinking at the river and 3 hopped away".
- Draw a picture and use materials to represent a situation. Discuss and record the result.
- Represent practical situations that involve equal sharing and grouping with materials
- Use counting or subitising strategies.

#### Shape

- Recognise and describe familiar shapes within objects in the environment.  
Describe familiar 2D shapes.
- Compare and sort objects based on shape and function.
- Name and describe 3D objects.

#### Measurement

- Identify and compare attributes of objects and events, including length, capacity, mass and duration.
- Use direct comparisons language to describe the measurement attributes.
- Connecting the words like "tall", "short", "wide", "long", "high" to describe the attribute of length. Directly comparing pairs which is longer, heavier or holds more, and explain reasoning in everyday language.

**To demonstrate their understanding in mathematics students will:**

- Demonstrate how to solve Addition, subtraction, sharing problems to 10 using pictures materials etc.
- Identify, sort, compare and describe shapes.
- Demonstrate, compare and use measurement vocabulary when measuring.

### Health

#### Looking at Others

Students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.

**They will demonstrate their understanding by** recognising how they are growing and changing and identify different emotions that people experience. They will identify actions that help them be healthy, safe and active.

### Physical Education – Movement

#### Who wants to play?

**Students will develop** a variety of social and personal skills when playing games. They will develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balance with beanbags.

**They will demonstrate their understanding by** applying these skills to solve movement challenges.

### DANCE

**Students will** explore different dance moves and elements of movement when practicing this dance. They will perform a whole class dance number for family and friends.

### MUSIC

Students will continue to practise the skill of singing and become aware of pitch, dynamics and tempo (high/low, soft/loud, fast/slow). Students will learn how to hold and play a variety of untuned percussion instruments.

**They will demonstrate their understanding by** listening to rhythms and echo them on a percussion instrument.