

Prep Year Curriculum Update - TERM 1, 2026



English

Sharing thoughts and feelings

Students engage with a range of stories that involve familiar themes related to starting school, belonging, family, friendship and getting along. Students explore characters, settings and events, and language and visual features. They make connections to personal experiences and express their likes and dislikes.

We encourage reading daily with an adult, so students learn to appreciate the value and importance of reading in a safe, supported environment. We use programs with activities that help students learn letters & sounds, and to get students to enjoy beginning reading and writing. These include *Casey Caterpillar* for handwriting, *Heggerty* for phonemic awareness, *Jolly Phonics* and *Decodable Readers Australia* for letter/sound knowledge and irregular words.

Assessment

Speaking and Listening- Students share ideas about a favourite story with a small group of peers.

Below is what we will be aiming to achieve.

I can:

- Tell you about my favourite story.
- Tell you what happened and who is in the story.
- Speak loud enough for you to hear.
- Use language features (e.g. name, action)
- Join my sentences
- Use interesting words from the book

Mathematics

Students make connections between number names, numerals and quantities to 10. They develop a sense of sameness, difference and change when engaging with patterns and describing position and location.

Students pose and respond to questions and explain their thinking and reasoning. They explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data.

Assessment

Collecting, sorting and comparing data

Science

Biological Science

Students begin to build confidence in using questions and investigations to explore and explain the natural world. They use their senses and various equipment to explore and examine plants and animals during nature walks. They explore ways of recording their own observations of the natural world.

HASS*

My Family and our Celebrations

This unit goes over the semester. Students develop knowledge and understanding about their personal and family histories through sharing. They explore significant people and events that are important to them and their families, reflecting on how family members are connected. Students also investigate celebrations and commemorations considering why these events matter and how they are celebrated.

Physical Education

Let's Get Moving

Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.

We also run a perceptual motor program, which is targeted at improving coordination skills. This is essential in developing the ability to sit while working and holding pencils and other equipment.

Health

'I can do it'

Students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students will identify different emotions people experience in different situations.

Music

In Music we will learn to listen, sing, play and move to the music. By exploring music, students will develop listening skills such as recognising different types of sounds (loud, soft, fast, slow, high or low). They will

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practice using their singing voices and learn how to sing and play loudly and softly. Students will learn how to use instruments with care and take turns. They will also practice expressing music through our body, moving in time with the beat.

Drama

Students discover how they and others communicate feelings and understandings in and through drama. They explore elements of drama such as dramatic play and reflect on their drama experiences.

Technologies

For the first semester students will be focusing on digital technologies before moving to design and technologies in the second half of the year. Students begin by learning how to safely use and care for devices. They identify digital tools they see in everyday life and talk about how technology helps people learn, communicate, and play. Through guided activities, students follow simple instructions while using technology and create and share basic digital work. They develop confidence in using digital tools and practise safe and responsible behaviours while doing so.

The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs for us, and provides evidence-based, practical strategies to build our resilience.

The curriculum is evidence-based and mapped to the [Australian Curriculum](#), focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. We participate in weekly lessons with our class teachers.

Sustainability

We have several vegetable gardens that our classes look after, located at the rear of our Prep building. This is an opportunity for us to develop an appreciation for living things and how we use resources.