

Term Four Overview - Prep

Term 4 English

Responding to text

In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. They will engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.

Students will be taught a range of comprehension strategies, and how to apply them in a variety of settings. Students will then explore the structure of a personal letter, focusing on generic structure, punctuation, questions, opinions, as well as editing for meaning, spelling and grammar. Students will compare the purpose of both an informative text and imaginative text, as well as explore and develop their own narrative.

Term 4 Mathematics

In this unit students continue to apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will be learning specifically about:

Using Units of Measurement - comparing the capacity of containers; comparing the mass of objects; comparing the length of objects; comparing objects using measurement attributes; and exploring size.

Number And Place Value - counting from different starting points; connecting numerals and number names; connecting representations of quantities; representing quantities; visualising parts of a collection; identifying quantities; comparing quantities; representing addition situations; representing sharing; representing number sequences; identifying equal and not equal parts; identifying and describing addition; and adding using counting.

Location and Transformation - positioning and locating objects; observing changes in location; and representing movement paths.

Shape - comparing shapes.

Term 4 Science

Move it, move it

This unit involves students using their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.

Semester 2 Geography

How do we care for places?

In this unit students will investigate the following inquiry questions:

What makes a place special? How can we look after the places we live in?

The content provides opportunities to develop the following concepts for geographical understandings: place, space and scale.

Students will explore what is a special place and what/how/why it is special to them. They will explore the features (see/touch/smell) of each special place and the actions required to care for a variety of special places. Students will understand that different places are special to different people for different reasons, exploring this concept through the source of their friend's, teacher's special place and Aboriginal and Torres Strait Islander places (using dreamtime stories). Students will compare special places and isolate the features (smell/see/touch) within each one. Students will explore the difference between a 'need' of a special place and a 'want' of each special place.

