Ironside State School

Prep Year Yearly curriculum overview 2026

LAs	Term 1	Term 2	Term 3	Term 4
English V9	**Sharing thoughts and feelings** Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, various types of stories, rhyming verse and poems. Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students engage in shared and independent writing and/or learning experiences to create short texts for example: pictorial representations, short statements, performances and short recounts, to retell, interact and share ideas about stories and express their preferences for characters and texts.	**Exploring informative texts** Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, various types of stories and non-fiction texts. Students explore familiar text types such as stories and informative texts and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts. Students engage in shared and independent writing and/or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.	**Exploring and sharing experiences** Students engage with texts that contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories, rhyming verse, poems, non-fiction, multimodal texts and dramatic performances. Through texts, students recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school. They explore language for expressing and developing ideas when retelling experiences or events in stories. Students make connections to personal or character experiences and explore how feelings and preferences relating to these experiences might be expressed. Students engage in shared and independent writing and/or learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings.	**Exploring imaginative texts** Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems. Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images. Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.
Mathematics V9	**Number, Algebra, Space, Statistics** Students develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to look for and make connections between number names, numerals and quantities • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of context • develop a sense of sameness, difference and change when engaging in play-based activities about patterns • develop a sense of sameness, difference and change when engaging in play-based activities describing position and location • bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning • explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data.	**Number, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events.	**Number, Algebra, Space, Measurement** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build on understanding to make connections between number names, numerals and quantities, and partition and combine collections • explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10 • name, create and compare shapes, using mathematical reasoning in active learning experiences • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration.	**Number, Algebra** Students further develop proficiency and positive dispositions towards mathematics and its use as they: • look for and make connections between number names, numerals and quantities, compare quantities to at least 20 using mathematical reasoning in active learning experiences • explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems • build confidence and autonomy in being able to make and justify mathematical decisions based on quantification • learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts.
Science V9	**Our living world (Experienced) S1** Students begin to build confidence in using questions and investigations to explore and explain the natural world. They use their senses and equipment, including using digital tools, and practice safe procedures while examining plant or animal specimens during nature walks. Students interact with stories or documentaries about scientists and notice ways they make observations including drawings, collections, sound recordings and photography, and how they ask questions about what they think they will observe and find. They explore ways of recording their own observations of the natural world in rock paintings, bark drawings, reports, labelled drawings or photographs. They investigate ways Aboriginal peoples and Torres Strait Islander peoples gain knowledge of and group living things, and communicate observations through paintings, drawings and dance. Students represent external features of living things and use these to identify patterns, describing ways of grouping or classifying, including identifying fruits and vegetables as plant parts; identifying common features of familiar animal groups; and recognising humans have features in common with other animals.	**What's it made of? (Experienced) T3** Students build understanding that making observations and predictions is a core part of science. They use their senses to safely investigate and manipulate objects and materials and share observations and questions and make predictions based on their own experiences of materials. They sort and group materials based on observable properties, such as colour, hardness, texture and flexibility. Students identify patterns in how materials, such as wood, plastic, metal or glass, are used for specific purposes, and explore how materials can be combined to create functional utensils and tools. By identifying patterns, they recognise some objects are made of more than one type of material, and that each type of material in an object has distinct properties that contribute to the use of the object. Students use physical and virtual tools to create displays to show patterns and relationships between materials and their properties and purpose, using labelled samples or images of materials linked to objects and descriptions of properties that make each material suitable for their purpose.	**How things move (Experienced) T4** Students learn that observations can be organised to make patterns and that these patterns can be used to make predictions about phenomena. They develop curiosity about the physical world by observing and showing how everyday objects such as toys, tools and animals move, exploring factors that influence movement, such as size, shape and material. Students share their ideas about ways different and unusually shaped objects move and compare observations with their predictions to understand the physical world. They explore how the size and shape of traditional toys influence their movement. Based on their experiences of motion, students seek answers to questions they pose, using their senses to gather different types of information. With guidance, they use digital tools for measuring and comparing the movement of objects of different shapes and sizes and look for patterns, such as the relationship between wheels and the ways toys move. They examine different ways of sharing questions, making predictions and describing observations with others.	
HASS V8.4	**Important events from my past** Students explore the following inquiry question: How do I remember and share important events in my life? Students explore their own history by identifying important events in their lives and beginning to understand that these events happened in the past. They talk about familiar people, such as family members, and	**Familiar places** Students explore the following inquiry question: How can we describe and represent familiar places? Students investigate familiar places and the features they contain, with a focus on understanding that places are identified and given meaning by people. Students observe, name and describe the visible features of	**Special places** Students explore the following inquiry question: What makes a place special, and how can we care for it? Students investigate special places that are meaningful to them and to others, identifying the features of these places and representing them through models and simple pictorial maps.	**Special events from the past** Students explore the following inquiry question: How do families and communities remember special events from the past? Students explore families, special events from the past, and the ways people remember and celebrate these events. Students build understanding that families are made up of people who are connected to one another, and that

	share experiences connected to important life events, such as birthdays and starting school. Through guided conversations, images and simple sequencing activities, students respond to questions about their own past and put familiar events in order. The unit supports students to share a short personal story with support and to recognise that events in their lives can be remembered, described and sequenced.	familiar places and learn that features can be shown in different ways. They sort and record information about features and their location, then represent these using models and simple pictorial maps with labels. They use positional language to explain where features are and begin to give simple reasons for why features are located in particular places. The unit culminates in an assessment where students identify classroom features, contribute to a class model, and create a labelled pictorial map showing where features are located. Ironside State School	Through discussion and shared observations, they learn that places can be special for different reasons and that people can belong to and care for places in different ways. Students reflect on why special places matter and suggest actions they can take to care for them.	different families may remember and celebrate important occasions in different ways. They investigate how objects from the past, such as photographs, cards, gifts or special items, can help tell stories about family events and memories. Students also begin to understand that important events from the past are remembered not only by families, but also by people in the school and in local, state and national communities.
Technologies V8.4	**<u>Digital Technology – Achievement Standard</u> (Banded not assessed in Prep)** Students explore digital technologies by using drawing apps. They learn that digital systems are used for different purposes and identify familiar examples (e.g., iPad, computer, phone). Students practise following a clear sequence of steps to use an app, then apply this learning by retelling a simple story using a storyboard/planning sheet. Students describe what digital technologies do, choose suitable technologies for simple scenarios, and represent the steps they take to complete a task.		**<u>Design Technologies - Achievement Standard</u> (Banded not assessed in Prep)** Students explore familiar products and environments by considering how houses are designed to meet the needs of users. Through the context of The Three Little Pigs, students investigate how different materials can be used to create a house that provides shelter, safety and protection. They generate and communicate design ideas through simple drawings, then follow steps to create a house for one of the pigs using suitable materials and equipment safely. Through this task, students develop an understanding that designed solutions are created for a purpose and that materials are chosen because of their properties and how well they meet the user's needs.	
The Arts V9	**<u>Drama (Experienced)</u>** **S**tudents use play, imagination and guided drama processes to explore how stories can be brought to life through performance. Using familiar teddy bear texts (including We're Going on a Bear Hunt, Goldilocks and the Three Bears and The Very Cranky Bear) as shared stimuli, students participate in short, structured experiences that build Drama skills through movement, voice, role, space and focus. They step into role as bears and other characters, using their bodies, facial expressions and vocal choices (volume, pace and tone) to communicate feelings and ideas. They explore place and mood by moving through story settings and creating simple soundscapes, and they use drama strategies such as freeze frames/tableaux, hot-seating and guided improvisation to develop and communicate ideas. Students regularly share their work informally with partners and the class, practising respectful audience behaviours and describing what they noticed, felt and enjoyed.		**<u>Dance (Experienced)</u>** Students explore how characters from familiar stories can be brought to life through movement and dance. Using narrative texts and shared classroom experiences as starting points, they experiment with ways to represent characters' actions, feelings, and personalities using their bodies. Students are introduced to the elements of dance, including body zones and bases, space, and time, and explore movement qualities such as sharp, smooth, fast and slow to express character traits. Through guided play and structured tasks, students use fundamental locomotor and non-locomotor movements to explore, copy and vary actions. They learn to move safely and purposefully. Students also view and describe dances, identifying who or what the dancer might be representing. **<u>Media Arts (Experienced)</u>** Students explore how images, voice, facial expression and simple sequencing can communicate an experience, idea or feeling about a special place. Through play, imagination and simple media-making processes, students plan, create and share a short media retell using 3 sequenced images and oral language. The unit supports students to describe experiences and feelings about arts works and to create and share their own arts works for an audience.	**<u>Visual Arts (Experienced)</u>** Through drawing, collage, and painting, students will create an individual artwork using geometric and organic shapes, templates, and patterns to bring sea creatures to life. They will also experiment with wax-resist techniques and dye application to add depth and vibrancy to their work. Through guided exploration, students will observe and discuss images of the Great Barrier Reef, recognising the diverse patterns, colours, and textures found in nature. They will practise drawing techniques, apply collage methods, and develop their creativity while engaging in art making.
	<u>Music (Experienced)</u> Students explore music in their lives and communities through play and imagination, creating and sharing music in different forms. Students develop an awareness of themselves as both performers and audience members as they learn to listen, respond and participate respectfully, while following safe and appropriate practices when using their voices and un-tuned percussion instruments. Through listening and exploration, students discover how sound can communicate ideas and feelings, and they experiment with their singing voices through vocalisation and simple songs. Across the term, students build foundational musical skills by exploring key elements such as **beat** and **pitch** through singing, gross motor movement, body percussion and instrument playing.		**<u>Music (Experienced)</u>** Students continue exploring music through play and imagination, building on their learning from earlier in the year. They develop greater confidence in performing and responding to music, refining their listening skills and musical awareness. Through singing, movement, and instrumental play, they explore how music can express ideas and feelings • listen to music and respond with greater awareness of beat, rhythm, and expressive elements such as loud/soft and fast/slow • further develop their singing voices, improving vocal control and pitch matching • explore musical elements, including beat and pitch, through singing, vocalisation, gross motor movement, body percussion, and playing instruments • participate in group music-making, developing coordination, turn-taking, and confidence as performers and audience members.	

<table>
<tr><td rowspan="2">HPE V9</td><td><u>Physical education</u>
Fundamental movement
Through participation in active play, small group games and minor games, students explore ways to move safely and investigate why and how following rules promotes fair play. They develop locomotor and non-locomotor skills, including running and jumping, and object control skills, including rolling, throwing, catching and kicking a range of different objects. They apply fundamental movement skills and solve movement challenges.</td><td><u>Physical education</u>
Gymnastics
Though active play, small group games and minor games, students explore ways to move safely and investigate why and how following rules promotes fair play. They practice and develop locomotor and non-locomotor skills such as balancing, running, jumping and apply fundamental movement skills and solve movement challenges.</td><td><u>Physical education</u>
Throwing and catching
Students will demonstrate personal and social skills for working with others in a range of activities. They will develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. They will apply these skills to solve movement challenges.</td><td><u>Physical education</u>
Swim and Survive
Students explore how to move and play safely in and around a swimming pool. They develop foundational swimming and survival movement skills while learning to identify actions and behaviours that help keep them safe in poolside environments.</td></tr>
<tr><td colspan="2">Health
I am safe
Students identify actions and protective behaviours that help keep them safe and healthy in different environments, including situations involving medicines, poisons, water, and fire. They learn how to recognise safe places to move and play, as well as strategies to protect themselves in various settings. Students practise seeking, giving, or denying permission respectfully, develop help-seeking skills, and learn to name body parts to support personal safety.</td><td colspan="2">Health
Knowing me, knowing you
Students explore what makes them unique while identifying similarities and differences between themselves, their peers, family, and characters in imaginative texts. They investigate different emotions people experience in various situations and develop an understanding of how emotions influence interactions. Through discussions and activities, students practise personal and social skills to interact respectfully and inclusively in learning and play. They explore ways to express emotions appropriately and develop strategies for positive and respectful relationships. They identify health symbols, messages and strategies in their community that support their health and safety.</td></tr>
<tr><td>Languages V9</td><td colspan="2"><u>Spanish (Experienced)</u>
Students are introduced to Spanish through songs, games and simple classroom language. They learn basic greetings, colours, numbers and simple instructions, and become aware that Spanish is spoken in many countries.</td><td colspan="2"><u>Spanish (Experienced)</u>
Students use familiar words and short phrases to talk about themselves and classroom routines. They explore simple cultural elements such as songs, stories and celebrations from Spanish-speaking communities.</td></tr>
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