

## Learning Area Term Overview

Prep Term 3 2018		Assessment
<b>English</b>	<p><b>Interacting with others</b> Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They 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 create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p><b>Task 1: Create and recite a rhyme</b> <b>Purpose:</b> To listen to and demonstrate knowledge of rhyme through written and spoken communication.</p> <p><b>Task 2: Responding to a rhyming story</b> <b>Purpose:</b> To clearly communicate an opinion about a familiar story and identify the use of rhyme within it.</p>
<b>Mathematics</b>	<p><b>Students develop understandings of:</b> <b>Using units of measurement</b> - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events <b>Number and place value</b> - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole <b>Patterns and algebra</b> - identify, copy, continue and describe growing patterns, describe equal quantities <b>Data representations and interpretation</b> - identify questions, answer yes/no questions, use data displays to answer simple questions.</p>	<p><b>Task 1: Yes/No Data</b> <b>Purpose:</b> To answer simple questions to collect information and make simple inferences.</p> <p><b>Task 2: Duration and weekly events</b> <b>Purpose:</b> To connect events and days of the week, and explain the order and duration of events.</p>
<b>Science</b>	<p><b>Weather watch</b> In this unit students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life.</p>	<p><b>Task: Weather and living things - Supervised assessment</b> <b>Purpose:</b> To suggest how the weather affects them and other living things. To share observations about the weather.</p>
<b>Geography</b>	<p><b>What is my place like?</b> Students:</p> <ul style="list-style-type: none"> <li>- draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or which they are curious about</li> <li>- develop questions about places they belong to</li> <li>- understand that a 'place' has features and a boundary that can be represented on maps or globes</li> <li>- understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to</li> <li>- observe and record the visible elements or features of the 'place' they live in and belong to</li> <li>- use maps and stories to identify the places students live in and belong to, such as their home, neighbourhood or rural area, and record the features of each place</li> <li>- represent the location and direction of visible elements or features of their place on a pictorial map and model</li> <li>- describe their observations of the features of a familiar place, its location and direction.</li> </ul>	<p><b>Task: Collection of work</b> <b>Purpose:</b> To represent observable features of places, using maps and models; and to use everyday language to describe features, directions and locations.</p>
Other Learning Areas		
Technologies	The Arts	Languages other than English
Digital technologies	<p><b>Media arts</b> <b>Music</b> taught, assessed and reported on by specialist teacher.</p>	Health Physical Education