



**MANSFIELD STATE SCHOOL**  
**CURRICULUM OVERVIEW**  
**PREP**  
**Term 4, 2021**



### English

#### Responding to texts

In this unit students will:

- create a short, imaginative, multimodal text that includes illustrations, and
- 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.

#### Assessment:

##### **Creating an imaginative story:**

Students will respond to, innovate on and create an imaginative story with a favourite character.

##### **Reading and comprehending:**

Students will read aloud and respond orally to comprehension questions.

### The Arts - Music *Specialist Teacher*

#### Let's sing and play together

In this unit, students will develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes including songs used by cultural groups.

#### Assessment:

Students will respond to music sharing where and why people make music and engaging in games and play-based learning to show their ability to apply musical elements.

### Physical Sciences - Move it, move it

In this unit students:

- engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching,
- use their senses to observe and explore the properties and movement of objects,
- recognise that science involves exploring and observing using the senses,
- engage in hands-on investigations and respond to questions about the factors that influence movement,
- share and reflect on observations and ideas,
- represent what they observe, and
- have the opportunity to apply and explain knowledge of movement in a familiar situation.

#### Assessment:

##### **Investigating movement:**

Students will describe the properties (features) and behaviours (movements) of familiar animals and share and reflect on observations, asking questions about familiar animals.

### Design and Technologies (semester unit)

#### Coding a BeeBot

In this unit, students will:

- identify, represent and describe the features of different environments,
- draw maps and make models, and
- use a BeeBot to solve problems.

#### Assessment:

**Coding a BeeBot:** Students will explore an environment and identify, represent and describe the features. They will draw a map and make a model.

### Mathematics

In this unit, students will:

- **Number and place value** - counting forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups.
- **Using units of measurement** - directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events.
- **Location and transformation** - describe position, describe direction.

#### Assessment:

##### **Identify numerals:**

Students will connect number names, numerals and quantities up to 10 and counting to and from 10.

### Humanities and Social Sciences

#### My special places (semester unit)

In this unit, students will:

- draw on studies at the personal scale, including places where they live or other places that are familiar to them,
- understand that a place has features and a boundary that can be represented on maps or globes,
- recognise what makes a place special is dependent on how people view the place or use the place,
- observe and represent the location and features of places using pictorial maps and models,
- examine sources to identify ways people care for special places,
- describe special places and the reasons they are special to people, and
- reflect on learning and suggest ways that they could contribute to care for a special place.

#### Assessment:

##### **Familiar and special places:**

Students will identify, represent and describe the features of familiar places. They will suggest ways to care for a special place.

### Health and Physical Education

#### Movement and Physical Activity – Animal groove *Specialist Teacher*

In this unit, students will perform fundamental movement skills to music, explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.

#### Assessment:

**Animal groove:** Students will perform fundamental movement skills to music, and describe how their body responds to movement in a performance combining the elements of movement.

#### **Personal, Social and Community Health – My safety at home *Specialist Teacher***

In this unit, students will identify and describe different emotions people experience and explore and practice ways to interact with others in a variety of settings.

#### Assessment:

**I am safe:** Students will identify actions that help keep them safe and demonstrate practices and protective behaviours to keep themselves safe and healthy in different situations.