



**KENMORE SOUTH
STATE SCHOOL
Prep Overview Term 3**

	Unit Overview	Assessment
ENGLISH	<p>Interacting with others 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 create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Create and recite a rhyme <i>Imaginative response – oral</i> Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</p> <p>Responding to a rhyming story <i>Informative response – oral</i> Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>
MATHS	<p>Throughout this unit, students will engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — 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. Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities. Using units of measurement — 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. Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. 	<p>Identifying numerals <i>Short answer questions</i> Students connect number names, numerals and quantities up to 10 and count to and from 20.</p> <p>Explaining duration and event sequences <i>Interview/observation</i> Students connect events and days of the week, and explain the order and duration of events.</p>
SCIENCE	<p>Move it, Move it Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use 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 and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>	<p>Investigating movement <i>Collection of work</i> Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>
HASS	<p>My special places Inquiry questions: <ul style="list-style-type: none"> What are places like and what makes them special? In this unit, students: <ul style="list-style-type: none"> 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 that what makes a 'place' special depends 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 that people care for special places describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. </p>	<p>To identify, represent and describe the features of familiar places, and suggest ways to care for these places. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe features of familiar places recognise that places can be represented on maps and models observe the familiar features of places and represent these features and their locations on pictorial maps and models reflect on their learning to suggest ways to care for a familiar place share and compare their observations about a familiar place.
HPE	<p>I can do it Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings. Students: <ul style="list-style-type: none"> explore different ways of communicating emotions including facial, physical and verbal expressions understand how emotional responses may differ between people and in different situations understand the personal and social skills that can be used to interact with others practise working cooperatively and including others in group situations. </p>	<p><i>Collection of work</i> Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment may gather evidence of the students ability to: <ul style="list-style-type: none"> identify and describe the different emotions people experience identify different settings where they can be active and how to move and play safely. </p>
MUSIC	<p>Exploring with sounds During this term students will develop and understanding of beat and rhythm. They will be introduced to the basic rhythmic element Ta and Ti-ti and use this terminology appropriately. They will perform both singing and un-tuned percussion songs containing these rhythmic elements. Students will also engage in written tasks based on these elements. Students will also develop their understanding of the difference between high and low sounds, loud and soft sounds and fast and slow.</p>	<p>Exploring with sounds <i>Short answer test and oral</i></p> <ul style="list-style-type: none"> Select ideas for music, considering particular purposes, using elements and languages Practise music, using interpretive and technical skills Present music to familiar audiences, using music