

# SPRINGFIELD CENTRAL STATE SCHOOL

PREP

2026

## TERM 1 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p><b>SHARING OUR THOUGHTS AND FEELINGS</b></p> <p>Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Assessment Technique – Observed demonstration</b></p> <p>Sharing our thoughts and feelings.</p>
MATHS	<p><b>NUMBER AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>look for and make connections between number names, numerals and quantities from one to 10</li> <li>learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts</li> <li>develop a sense of sameness, difference and change when engaging in play-based activities about patterns</li> </ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"> <li>develop a sense of sameness, difference and change when engaging in play-based activities describing position and location</li> <li>bring mathematical meaning to the use of familiar terms and language when explaining thinking about position and location</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify and compare data</li> <li>bring mathematical meaning to the use of familiar terms and language when posing and responding to questions about data, and explaining thinking and reasoning</li> </ul>	<p><b>Assessment Technique – Observed demonstration</b></p> <p>Collecting, sorting and comparing data</p>
SCIENCE	<p><b>OUR LIVING WORLD</b></p> <p>Students use their senses to observe the needs of living things, both animals and plants. They will observe external features of plants and animals and describe ways they can be grouped based on these features. Students will explore the ways people make and use observations and questions to learn about the natural world. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students will share questions, predictions, observations and ideas with others.</p>	<p><b>Monitoring Strategy -</b></p> <p>Our living world</p>
HASS	<p><b>MY FAMILY HISTORY</b></p> <p>Students will explore the following inquiry question: <i>What is my history and how do I know?</i> Learning opportunities will support the students to:</p> <ul style="list-style-type: none"> <li>explore the nature and structure of families</li> <li>identify their own personal history, particularly their own family backgrounds and relationships</li> <li>examine diversity within their family and others</li> <li>investigate familiar ways family and friends commemorate past events that are important to them</li> <li>recognise how stories of families and the past can be communicated through sources that represent past events</li> <li>present stories about personal and family events in the past that are commemorated</li> </ul>	<p><b>Monitoring Strategy -</b></p> <p>Students conduct an inquiry to answer the following question: What is my history and how do I know?</p>
PROGRAM ACHIEVE	<p>Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will practise the skills required to get along and engage with others through positive talk, sharing, taking turns and following rules. Students will discuss ways to make friends and learn how to be organised in the classroom.</p>	<p><b>Monitoring</b></p> <p>Observation</p>