### Springfield Central State School
#### Prep
##### 2015
#### TERM 1 OVERVIEW

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| ENGLISH   | **SCHOOL-BASED PROGRAMMES** Students at Springfield Central State School are engaged in explicit teaching of core literacy concepts, aligning with the requirements of the Australian Curriculum. Prep students are explicitly taught the following school programmes:  
- Reading  
- Phonics/Spelling  
- Comprehension  
- Handwriting | Written assessment  
Observation  
Monitoring |
| MATHS     | Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will have opportunities to develop understandings of:  
- Patterns and algebra - identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern  
- Number and place value - count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities  
- Using units of measurement - sequence familiar events, compare the duration of events, compare objects based on length, mass and capacity using direct and indirect comparison  
- Location and transformation - interpret the language of location, follow and give simple instructions, describe position  
- Data representation and interpretation - answer simple questions, pose simple questions, identify information gathered by asking and answering questions | Students will count to and from twenty, naming numbers in sequences, moving from any starting point. Students will subitise small collections of objects.  
Compare and order events using the everyday language of time. Answer yes/no questions to collect information.  
Sort and classify collections |
| SCIENCE   | **OUR LIVING WORLD** Students will use their senses to observe the needs of living things (animals and plants). They will also begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students will learn that the survival of all living things is reliant on the basic needs being met and there are consequences when needs are not met. They will analyse different types of environments and discuss how each environment provides for the needs of living things. Students will consider the impact of human activity on the environment and share ideas about some sustainable practices that they could implement to support and protect their local living things. | Understand that living things have basic needs, including food and water.  
Understand that science involves exploring and observing the world.  
Respond to questions and share observations and ideas about familiar objects. |
| HISTORY   | **PERSONAL AND FAMILY HISTORIES – EXPLORING FAMILIES** Students will investigate the following question: What is my history and how do I know? They will investigate their own personal story, including their family background and relationships within their family. Through an appreciation of family stories, students will develop an understanding of their own history. They will also examine family structures and appreciate that diverse family groups today have commonalities as well as differences. | Referring to a visual representation of their family, students will pose questions and answer them by relating a story about their past. They will identify similarities and differences between families. |
| PROGRAM ACHIEVE | **GETTING ALONG** Students are working towards the goals of:  
* Working well with others.  
* Following school rules.  
* Resolving disagreements peacefully.  
* Having excellent friendship-making skills.  
* Trying to help others. | Monitoring  
Observation |