



# SPRINGFIELD CENTRAL STATE SCHOOL

## PREP

## 2024

### TERM 2 OVERVIEW



| LEARNING AREA         | CONTENT   | ASSESSMENT  |
|-----------------------|---|---|
| <p><b>ENGLISH</b></p> | <p><b>SHORT RECOUNTS</b></p> <p>In this unit, students will listen to and view a variety of authentic texts, including non-fiction texts, that will reflect upon and expand their world. These texts will consist of a range of literature from Australian and world authors, including First Nations Australian authors.</p> <p>This term, students will engage with the familiar story “The Very Hungry Caterpillar: by Eric Carle. They will be required to report information and state their thoughts and feelings to an audience.</p>   | <p><b>Assessment Technique –Short Response – Multimodal Presentation</b></p> <p>Recounting an experience</p>  |
| <p><b>MATHS</b></p>   | <p><b>NUMBER AND PLACE VALUE</b></p> <ul style="list-style-type: none"> <li>count to and identify how many in a collection</li> <li>recall forwards and backwards counting sequences</li> <li>compare quantities</li> <li>connect number names, numerals and quantities</li> <li>represent quantities</li> <li>subitise collections to five</li> </ul> <p><b>PATTERNS AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>copy and describe repeating patterns</li> <li>continue repeating patterns</li> <li>describe repeating patterns using number</li> </ul> <p><b>USING UNITS OF MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>compare the length of objects using direct comparison</li> <li>compare the height of objects</li> <li>compare distance</li> <li>compare and order durations</li> <li>order daily events</li> </ul> <p><b>SHAPE</b></p> <ul style="list-style-type: none"> <li>compare and sort objects based on shape and function</li> <li>name familiar three-dimensional objects</li> <li>construct using familiar three-dimensional objects</li> <li>describe lines</li> <li>describe the shape of faces of objects</li> <li>sort and describe familiar two-dimensional shapes</li> </ul> <p><b>LOCATION AND TRANSFORMATION</b></p> <ul style="list-style-type: none"> <li>identify and describe pathways</li> <li>give and follow movement directions</li> <li>represent movement paths</li> <li>describe locations</li> </ul> | <p><b>Assessment Technique – Test/Examination - Interview</b></p> <p>Sorting Shapes</p> <p><b>Assessment Technique – Test/Examination - Interview</b></p> <p>Understanding numbers from one to twenty</p> |
| <p><b>SCIENCE</b></p> | <p><b>OUR MATERIAL WORLD</b></p> <p>In this unit, students are provided with opportunities to examine familiar objects using their senses. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision</p>  | <p><b>Assessment Technique – Experimental Investigation</b></p> <p>Our Material World -</p>   |

|                        |  |   |
|------------------------|--|---|
|                        | making that occurs in everyday life.   | Making a wind ornament  |
| <b>HASS</b>            | <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></p> <p>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>Assessment Technique – Investigation</b></p> <p>My Family History</p> |
| <b>PROGRAM ACHIEVE</b> | <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 be provided with opportunities to 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><b>Observation</b></p>                          |