

Term Four - Prep Curriculum Overview 2025

English

English unit - Reading and responding to rhyming stories and poems.

Your child will use their reading and self-monitoring strategies to read short, decodable texts. They will respond to comprehension questions about the rhyming texts they read and listen to and will describe the rhyming words that they hear. Your child will retell nursery rhymes and rhyming stories through oral retell and in a written sequence. Your child will draw and write about the events in a familiar rhyming story.

How to help your child with this:

1. Read rhyming stories with your child. Ask them to predict what will happen before and during the story. Ask them to retell the story. Ask them if they can 'make connections' to the story e.g. Does a character/event remind them of something they've done/seen? Encourage them to innovate on the story, thinking of a new event that could happen for the story characters.
2. Talk about the words that rhyme in stories, practice generating rhyming pairs to listen for the rime at the end of the word. For example: cat rhymes with mat.
3. Help them write about the events in stories they've read.
4. When your child reads, encourage them to use the reading strategies and sound out unfamiliar words.



Physical Education

Who has the skills

In this unit students will further develop the fundamental sporting skills which will help in future multiple game situations. This will include catching, throwing and kicking in varying games and activities.



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Health: 'Being Safe'

This term in our Respectful Relationships lessons the focus is on the topic of safe and unsafe behaviours. Students will engage in activities that promote them to be safe, healthy and active.

How to help your child at home:

1. Talk about who their safe people are when they are feeling unsafe. Make a list of these people and trace your child's hand. Write each safe person onto a finger to show their 5 safe people.
2. Play I-spy with things in their environment that are dangerous and not dangerous scenarios.
3. Talk about body cues and how to identify them when your child is feeling unsafe or nervous about a situation e.g. shaky legs, sweaty palms, feeling uneasy in the stomach.



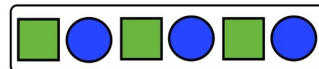
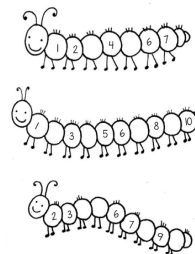
Mathematics

Number and Algebra

Your child will show numbers in a range of ways, using written and hands-on materials. They will make connections between number names, numerals and their position in sequence to 20. They will count forwards and backwards to and from at least 20. Your child will partition and combine numbers up to 10 and will learn to recognise repetition in pattern sequences.

How to help your child with this:

1. Practise counting forwards from 0 to at least 20 and backwards from 20 to 0.
2. Write out counting sequences and get them to fill in the missing numbers to support positioning the numbers in the correct sequence e.g. 2, 3, 4, __, 6, _
3. Recognise the written word for a number between 0-20 e.g. **five, ten, thirteen**
4. Practice making a whole number using two parts e.g. 4 and 6 make 10 and so does 5 and 5 make 10
5. Sequence AB patterns at home using coloured blocks, counters, beads e.g. red, yellow, red, yellow.



Technology



Digital Coding activities – Scratch, Lightbot hour

Students will complete a range of learning activities using iPads, focussing on coding and digital literacy.



Science Weather Watch

This term your child will learn about the different types and features of weather. They will make decisions about the clothes and activities suitable for each weather type.

How to help your child with this:

1. Talk to your child about what the weather is and the symbol to match that weather for the day.
2. Make predictions together about what they think tomorrow's weather might be.
3. When getting ready in the morning talk about what they are wearing and how it suits the weather condition that day (for example: t-shirt for hot/sunny days, pack an umbrella for cloudy/rainy days)
4. Talk to your child about how the weather and temperature effects animals (for example: dogs need water and shade on hot sunny days and a coat/shelter on cold, rainy days).



The ARTs

This term students will continue to learn about their body space, movement and positioning as they discover the world of dance, and how to move as different characters explored throughout the term. Parents are encouraged to help by dancing at home, and just getting their children comfortable with the idea of movement, direction and sequencing.

