

# Grade Prep OVERVIEW

## Term 1 2026



**St John Bosco's**  
School **Niddrie**

### Religious Education

#### **Topic:** Prayer

Students will focus on:

- An introduction to our patron Saint - St John Bosco
- Developing a class prayer space and prayer symbol
- Learning and engaging in the sign of the cross and classroom prayers

#### **Topic:** School theme

The students will explore:

- the whole school theme: 'Christ beside me: Building a world of hope and joy.'

#### **Topic:** Lent and Holy Week

- Children will learn about the main events of Holy Week (Ash Wednesday, Palm Sunday, The Last Supper, Holy Thursday, Good Friday and Easter Sunday) and participate in role play to retell and reenact some of these events.

### **Discovery**

Discovery is a time where we learn to work together, investigate and learn about our world. We are focussing on the following questions whilst engaging in a range of play based and hands-on stations.

*How can I be a resilient learner?*

*How can I be a collaborative learner?*

*How can I be a problem solver?*

*How can I be a self manager?*

### **Inquiry Throughline:** 'Being our Best'

#### **Big question:**

Students will focus on:

During our Term One Inquiry unit, students will explore the theme of "Being Your Best vs. Being the Best!" In this unit, This term, students will focus on recognising and understanding their emotions, while learning strategies to regulate their feelings through the 'Zones of Regulation'. They will explore how to identify their emotions in various situations and distinguish between expected and unexpected behaviors. Through Discovery Learning, Prep students will deepen their understanding of SJB's Learning Dispositions, with a particular emphasis on developing skills to be Collaborative, Resilient, and Problem-Solving Learners.

### English

#### **Reading and Viewing:**

Students will start our InitialLit-F program by developing their knowledge of letters and sounds.

Students will focus on:

- Recognising rhyming words
- Counting syllables in words
- Identifying and distinguishing between letters and words
- Letter/sound recognition in particular letters: m, s, t, a, p, i, f, r
- Understanding print concepts, such as words, sentences, lowercase and capital letters, punctuation, and text direction
- Using pictures to support reading
- Drawing on prior knowledge and making predictions

### English

#### **Writing:**

Becoming a writer is an exciting journey, and students will have daily chances to capture their thoughts in various ways. To begin, they'll be encouraged to draw pictures to express their ideas and experiences. As their understanding of letter sounds grows, they will begin to take risks and attempt to write simple sentences by recording the initial and most dominant sounds in words.

Students will focus on:

- Writing their name correctly (using correct upper- and lower-case letters).
- Developing a correct pencil grip.
- Engaging in fine-motor activities to build hand strength and control.
- Learning correct letter formation, including starting points and formation of both lower-case and capital

<p>to enhance comprehension</p> <ul style="list-style-type: none"> <li>• Reading for enjoyment</li> </ul> <p><b>Focus:</b> Storybook Lessons InitialLit-F Developing oral language, vocabulary and an understanding about the shared storybook.</p> <p><b>Speaking and Listening:</b> Students will become familiar with the language used in the classroom, for example 'Being focussed learners' Students will focus on:</p> <ul style="list-style-type: none"> <li>• Speaking in full sentences.</li> <li>• Taking turns whilst conversing with others.</li> </ul>	<p>letters.</p> <ul style="list-style-type: none"> <li>• Drawing a picture to match their sentence or idea.</li> <li>• Hearing and recording sounds in words (beginning with initial sounds and moving towards dominant and other sounds).</li> <li>• Spacing between words</li> </ul>
<p><b><u>Mathematics</u></b> <b>Topic:</b> Pattern <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Students will represent, continue and create simple repeating patterns</li> </ul> <p><b>Topic:</b> Time <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Students will sequence and connect familiar events to the time of day</li> </ul> <p><b>Topic:</b> Number <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Make connections between number names, numerals and position in the sequence of numbers from zero to at least 10</li> <li>• Use subitising and counting strategies to quantify collections</li> <li>• Compare the size of collections to at least 10</li> </ul> <p><b>Topic:</b> Location <b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Describe the position and the location of themselves and objects in relation to other objects and people within a familiar space</li> </ul>	<p><b><u>Digital Technologies</u></b> <b>Topic:</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• Learning about digital technology through fun storybooks and interactive activities. They'll begin to understand how to stay safe online, make responsible choices and think carefully before clicking.</li> <li>• We'll also be focusing on mindful technology use, where children will enjoy activities like guided meditations, songs and interactive slide shows to help them connect with the digital world in a positive way.</li> <li>• Students build healthy digital habits to ensure they use technology in a balanced and thoughtful way.</li> </ul>
<p><b><u>Social and Emotional Learning (SEL)</u></b> <b>Focus:</b> Emotional Literacy Students will focus on:</p> <ul style="list-style-type: none"> <li>• Recognising and identifying their own emotions</li> <li>• Describing situations that may evoke these emotions</li> <li>• Identifying and expressing a range of emotions in their interactions with others</li> <li>• Beginning to identify and practise basic skills for including and working with others in groups</li> <li>• Identifying and describing the different emotions people experience</li> <li>• Using personal and social skills when working with others in a range of activities</li> </ul>	<p><b><u>Physical Education</u></b> <b>Topic:</b> Students will focus on:</p> <ul style="list-style-type: none"> <li>• Activities that will introduce the rules and structures of PE lessons to allow all students to have fun and play safely.</li> <li>• Games that require using a range of movements; walking, running, hopping, jumping etc</li> <li>• Introduction to some basic track and field skills and tabloid sports games</li> </ul>

<p><b><u>Italian</u></b>  <b>Topic:</b>  Students will focus on:  <b>Topic: Introduction to the Italian Language</b>  Students will focus on:</p> <ul style="list-style-type: none"> <li>● <b>High Frequency Words-</b> <i>Buongiorno</i> (good morning), <i>Ciao</i> (hi/bye), <i>Arrivederci</i> (good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well), <i>Per favore</i> (please), <i>Grazie</i> (thank you), <i>Prego</i> (you're welcome)</li> <li>● <b>Mi Presento!</b> Learning simple greetings and phrases and interacting with each other in Italian. Learning simple phrases to use in the classroom.</li> <li>● <b>I Colori e i numeri-</b> Learning our colours and numbers to 10 in Italian through games, activities and songs</li> <li>● <b>Pasqua!</b> Easter- La Sorpresa</li> </ul>	<p><b><u>Visual Arts</u></b>  <b>Topic:</b>  Students will focus on:</p> <ul style="list-style-type: none"> <li>● Working collaboratively to create a whole school art display</li> <li>● Experimenting with pattern and line using a variety of art mediums</li> <li>● Having fun using recycled objects to create their own 3D portrait</li> </ul>
<p><b><u>Performing Arts</u></b>  <b>Topic: Drama</b>  Students will focus on:</p> <ul style="list-style-type: none"> <li>● Play a variety of drama games to build self confidence and feel comfortable to perform in front of an audience</li> <li>● Use voice, facial expression, movement and space to imagine and improvise characters and situations</li> <li>● explore and develop their own imagination through the use of storytelling and imaginative play</li> <li>● Explore and present drama through role play that encompass the themes of identity, belonging and friendship</li> <li>● Learn about the significance of character within a story through exploration and discussion in drama they make, perform and view.</li> <li>● Construct their own character through investigating and developing character traits and expressing it through drawing and dressing up</li> </ul>	<p><b><u>Science</u></b>  <b>Topic: Biological Sciences</b>  Students will focus on:</p> <ul style="list-style-type: none"> <li>● Distinguishing between living and non-living things</li> <li>● Exploring how the five senses help animals, including humans, survive</li> <li>● Exploring the idea that living things have basic needs such as air, food, water and shelter</li> <li>● Exploring how space and shelter provide protection and contribute to the survival of living things</li> </ul>