

Grade Prep OVERVIEW

Term 2 2026



St John Bosco's
School **Niddrie**

Religious Education

Topic: God as Creator.

Students will learn about the creation story from Genesis, including what God made each day and how people are made in God's image. They will explore how all parts of creation have a purpose and are encouraged to care for nature. Students will also reflect on the beauty of the world and develop a sense of wonder and gratitude for God's creation.

Topic: God & Me

Students will learn that they are created in God's image, are loved, and are unique. They explore how to treat others with kindness and are introduced to prayer, practising simple ways to talk to God with respect and gratitude.

Topic: God's gift to Us: The Holy Spirit

Students will learn about Pentecost and the coming of the Holy Spirit. They hear the story and learn simple symbols of the Holy Spirit.

They will understand that the Holy Spirit is God's helper, who helps us be loving, kind, and brave. Students also learn simple ways to share God's love and talk to God through prayer.

Inquiry/ Wellbeing (SEL)

Inquiry Throughline: Why is it so?

Big question: How can we be body superheroes?

Students will focus on:

This term in Health, Prep students will be learning about their bodies, how they grow and change, and how to stay healthy and safe. They will explore body parts and their functions, compare how they have grown from babies to now, and learn healthy habits such as eating well, staying active, and maintaining hygiene.

Students will also develop an understanding of emotions, respectful relationships, and personal boundaries. As part of the Resilience, Rights and Respectful Relationships (RRRR) curriculum, we will be teaching Topic 6, which includes using correct anatomical names for body parts, understanding private parts, and learning protective behaviours and help seeking strategies. This is taught in an age appropriate way and is an important protective factor in helping children communicate clearly, understand their bodies, and stay safe.

English

Reading and Viewing

Students will continue with the InitaLit lessons:

Focus:

- **Phonetics:** Letter/ sound recognition and how these are related to reading and spelling.
- **Vocabulary:** Oral language and listening comprehension through quality children's literature.
- Recognising print concepts - words, sentences, lower case letters, capital letters, punctuation, text direction
- Introduction of 'tricky words'
- Continuing to explore rhyme and syllable
- Answering literal questions about fictional texts
- Identifying the problem and solution in a narrative text
- Using prior knowledge and making predictions to help understand what is being read
- Reading for enjoyment

Comprehension Strategies:

- Predicting

English Writing

As students' letter sound knowledge improves they will be encouraged to take risks and have a go at recording the initial and dominant sounds in words to write a simple sentence independently. Children will also begin to use 'tricky' words in their writing more regularly.

Focus:

- Writing to communicate a message
- Being a 'brave' writer and having a go at writing independently
- Correct pencil grip
- Letter formation - correct starting point and formation of lowercase and capital letters
- Using finger spaces between words
- Drawing a picture to match their sentence
- Stretching words out to record initial and dominant sounds in words
- Experiment with punctuation eg: beginning a sentence with a capital letter and ending a sentence with a full stop.

<ul style="list-style-type: none"> ● Text connections (text-to-self) ● Self monitoring strategies such as (stretchy snake & lips the fish) <p>Speaking and Listening</p> <p>Students will present short oral presentations through:</p> <ul style="list-style-type: none"> ● Sharing their learnings during discovery ● Sharing their thoughts and feelings about texts ● Listening and responding to whole class discussion 	<p>Text structure</p> <ul style="list-style-type: none"> ● Recount writing about personal experiences ● Book making about Discovery learnings ● Information texts about our Inquiry Unit: Community
<p>Mathematics</p> <p>Topic: Partitioning</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Developing the concept that numbers and quantities are made of smaller amounts that can be combined or separated ● A key focus will be partitioning numbers up to 10 <p>Topic: Location</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Describing the position of familiar objects in relation to other objects and themselves ● Identifying positions of left and right <p>Topic: Shape</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Identifying and naming 2 dimensional shapes ● Sorting shapes based on their attributes and features <p>Topic: Number sense</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Counting, representing, comparing and ordering numbers up to 20 	<p>Digital Technologies</p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Students build healthy digital habits to ensure they use technology in a balanced and thoughtful way.
<p>Social and Emotional Learning (SEL)</p> <p>Topic: Help seeking :</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Topic 6: Help Seeking, as part of the RRRR curriculum. Students will gain an understanding that asking for help is a sign of "bravery and strength." Each student will identify their own "Safety Hand" of five trusted adults, helping them understand their fundamental right to feel safe and their unique Human Dignity. ● In line with Child Safe Standard 3, we are dedicated to empowering our youngest learners to use their voices and ensuring they know they will always be listened to and taken seriously in our school community. 	<p>Physical Education</p> <p>Topic:</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Playing a variety of games that require a range of movements including; walking, running, hopping, jumping etc. ● Participating in group and individual activities with a focus on the Fundamental Movement Skills: Roll, Throw, Run, Dodge. ● Using the communication skills of taking turns, listening to others and cooperating with others during games and activities.
<p>Italian</p> <p>Topic: Colours, Numbers, Animals and Senses</p> <p>Students will focus on:</p>	<p>Visual Arts</p> <p>Topic:</p> <p>Students will focus on:</p>

<p>Classroom Phrases- Revising HFW- <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well), Uno, due tre, occhi a me! (One, two, three, eyes on me!)</p> <p>Orso Marrone (Brown Bear) will be revising colours and numbers in Italian and animal names Plurals and gender agreement</p> <p>Senses: Cosa vedi? Cosa senti? (What can you see? What can you hear?)</p> <p>Festa della Mamma: Celebrating our beautiful mums and significant women in our lives.</p>	<ul style="list-style-type: none"> ● Collaborating together to create a class “quilt” collage ● Exploring the fun, colourful art of Anna Blatman ● Experimenting with threads and textiles to create Healthy fruit monsters ● Experimenting with a variety of printmaking techniques to create colourful artworks
<p><u>Performing Arts</u></p> <p>Topic: Students will focus on: drama, music and dance</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Exploring animals to develop dramatic elements of movement, space and improvisation. ● Understanding and devising an improvised performance through constructing a tableau and pantomime ● Learning to identify and respond to musical elements in particular rhythm and beat through the expressive qualities of sound by playing instruments, singing and moving ● Exploring body moments and expression of themselves through dance. ● Discovering why people dance by understanding cultural importance of dance and performance ● learning and practicing a dance performance that showcases dance styles of a particular culture. ● Implementing choreographic devices such as repetition, unison and contrast to organise movement to create and perform dance sequences ● Using fundamental locomotor and non-locomotor movements to explore safe movement possibilities and dance ideas 	<p><u>Science</u></p> <p>Topic: Physical Science</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> ● Developing an understanding of how things move. ● Exploring push and pull forces they can use to move objects in ways such as sliding, bouncing and spinning. ● Observing and gathering evidence about rolling objects through investigations.