

Grade Prep OVERVIEW

Term 3 2026



St John Bosco's
School *Niddrie*

Religious Education

Topic: God as Creator

Students will focus on:

- explore the Creation story from Genesis and learn about God as the loving Creator of all things
- discover that every part of creation has a special purpose
- consider how nature reveals God's greatness and love
- learned that people have a unique responsibility to care for God's creation
- explore practical ways they can be good stewards of the Earth in their daily lives.

Topic: All are invited: God's Family and the Church

Students will focus on:

- learn about the Church as a community of people who gather to follow and worship God
- explore the reasons Catholics come together to celebrate Mass
- identify ways that Jesus is present with us during Mass
- became familiar with key symbols and items used in the celebration, such as the altar, Bible, bread and wine
- understanding different parts of the Mass and how they help us pray, listen to God's Word and celebrate as a faith community

Inquiry

Inquiry Throughline:

Big question: Should animals be kept in zoos?

Unit Description:

Students will focus on:

- Learning will begin with an exciting excursion to the zoo, where students will be immersed in real animal habitats and introduced to the unit's guiding inquiry question: **Should animals be kept in zoos?** Through this ethical question, students will discover that not all questions have one simple or correct answer. They will learn that people can have different perspectives, and that ethical issues require us to consider evidence, values and the needs of others before making and justifying decisions.
- Throughout the term, students will explore how living things depend on healthy environments and how our choices can help care for people, animals and the natural world. They will investigate the basic needs of animals and plants, the importance of caring for Country from Aboriginal and Torres Strait Islander perspectives, and how human actions can positively or negatively impact the environment. Students will develop an understanding of shared values such as respect, fairness and responsibility while learning to make and justify decisions using words such as good, bad, right, wrong, better and worse. They will also consider different points of view and practise respectful ways to resolve disagreements.
- Using the zoo as a real world context, students will be introduced to the Design and Technologies design process and develop their problem solving skills. They will investigate animal enclosures to determine the problem each enclosure is designed to solve, evaluate how well it meets the needs of the animals, and identify possible improvements. Throughout the term, students will generate ideas, plan, create and evaluate their own sustainable designed solutions.

English

Reading and Viewing:

Students will continue with the InitiaLit program:

English

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

Focus: - Developing their understanding of the structure and features of narrative texts. They will explore how narratives are organised with a beginning, middle and end, and recognise how a story often includes a problem that is resolved through a solution. - 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 - Tricky words- (words that can't be sounded out) Continue investigating what makes these words tricky to read and spell - Segment and blend CVC words - Segment and blend 1 syllable words with common digraphs ff, ll, ss, zz & ck - Retell the main idea in a nonfiction text - Identify the problem and solution in a narrative text - Answer literal questions about fictional texts - Use prior knowledge and make predictions to help understand what is being read - Read for enjoyment Comprehension Strategies: - Predicting - Text connections (text-to-self) - Retelling events in the story Speaking and Listening Students will present short oral presentations through: - Sharing their learnings during discovery - Sharing their thoughts and feelings about texts - Listening and responding to whole class discussion	‘tricky’ words in their writing more consistently. Focus: - Letter formation - correct starting point and formation of lowercase and capital letters - Using finger spaces between words - Stretching and recording initial and dominant sounds in words. - Write more complex sentences using who (noun), what doing (verb), where and when. - Using capital letters appropriately eg. at the beginning of a sentence and for proper nouns. - Ending a sentence with punctuation including a full stop, question mark or exclamation mark. - Edit personal writing for spelling, capital letters and full stops Writing Genre: Narratives Students will focus on: - This term, students will explore the structure and key features of narratives. They will learn how stories are organised, including the beginning, middle and end - They will identify the problem and solution within a narrative. Through shared reading, discussions and classroom activities, students will develop their understanding of how authors create engaging stories. - Students will also build their vocabulary by using descriptive language to talk about characters, settings and events, demonstrating their understanding of narrative text features. This learning will support both their reading comprehension and their development as young writers.
<u>Mathematics</u> Topic: Addition and Subtraction Students will focus on: - Recognising addition as putting together 2 amounts or adding to an amount - Recognising subtraction as taking away from an amount or breaking apart an amount into parts - Modelling addition and subtraction using concrete materials, drawings, number bonds and number sentences - Solving addition and subtraction problems within 10 including contexts involving money Topic: Division Students will focus on:	<u>Digital Technologies</u> Topic: Students will be learning: - How to navigate a Chromebook, including logging on - To complete activities on Seesaw using the various tools (eg: drawing, paint brush, uploading photos) - How to post our work on seesaw - How to be safe online through a cyber safety program.

● Identifying equal shares ● Sharing collections into equal groups ● Making equal groups ● Identifying the total of a collection Topic: Measurement Students will focus on: ● Directly comparing objects by their length ● Understanding that the starting point is important when comparing the length of two or more objects ● Knowing how to use comparative mass language appropriately (e.g. heavy, light, short and long) ● Hefting two objects to compare mass (heavy and light) ● Using balance scales to compare mass ● Comparing and ordering the mass of objects ● Knowing how to measure an object's mass and length using informal units	
<u>Social and Emotional Learning (SEL)</u> Focus: Students will focus on: ● This term, preps will explore our theme by asking, "How do we build our safe spaces?" Through our Design and Technologies inquiry, the children will learn the basics of sharing physical materials safely, practicing kindness, and understanding the concept of taking turns. We will use our Resilience, Rights and Respectful Relationships (RRRR) program to help students spot simple classroom glitches and use a visual menu of solutions to fix them. We will also focus on empowering our Preps to use their voices to speak up whenever they feel unsafe or sad, while introducing them to the friendly, trusted adults across the school who are always trained and ready to help them.	<u>Physical Education</u> Topic: Students will focus on: ● A gymnastics unit that introduces skills including; rolling, static balances, forward rolls, log rolls and correct landing techniques. ● Activities that focus on the fundamental movement skills: kick, catch, jump, bounce. ● Games and activities that incorporate balance, rolling and coordination.
<u>Italian</u> Topic: Pinocchio e il corpo Students will focus on: Focus language: <i>Revising HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai? (How are you?), Sto bene/male (I'm well/not well), per favore (please), grazie (thank you), Prego (you're welcome)</i> Pinocchio e il corpo (Pinocchio and the body) Focus language: <i>revision of colori (colours), and numeri (numbers), singular/plural, il corpo (the body), mi fa male...(my ...hurts)</i> Italian Day Celebrations: celebrate Italian culture with a fun day at school.	<u>Visual Arts</u> Topic: Students will focus on: ● Manipulating shapes and overlapping colours to create a painting, inspired by Kandinsky & Delaunay ● Using a variety of cardboards and recycled materials to produce their own Picasso portraits ● Experimenting with various collage techniques ● Working together to build a collaborative wooden "quilt" artwork for display ● Experimenting with 2D papers to create 3D sculpture art

Performing Arts**Topic: Dance and music**

Students will focus on:

- Continuing to explore culture and dance in particular traditional dances from different cultural communities
- Choreographing simple dance sequences to communicate ideas and emotions
- partaking in activities to explore the foundational musical elements of rhythm and beat
- Learning to identify and respond to musical elements and the expressive qualities of sound by playing instruments, singing and moving
- Undertaking activities that involve the interpretation of conventional and unconventional music notation when exploring rhythm and beat.
- Learning a repertoire of age appropriate children's songs

Science**Topic: Materials**

Students will focus on:

- Exploring how everyday objects are made of various materials that have observable properties.
- Observing properties of materials using their senses, and developing vocabulary to describe them.
- Working collaboratively to explore various materials through guided investigations.
- Using their judgment to select appropriate materials for a purpose.