

Grade Prep OVERVIEW

Term 4 2026



St John Bosco's
School *Niddrie*

Religious Education

Unit focus: Advent: A time to prepare for Jesus.

The students will learn that Advent is a special season in the Church that prepares us for the celebration of Jesus' birth at Christmas and marks the beginning of the Church's liturgical year.

Students will focus on:

- explore the meaning and symbols of Advent, including the liturgical colour purple, which represents hope, preparation and waiting.
- learn key vocabulary, discover the traditions of the season, and reflect on how they can prepare their hearts to welcome Jesus.

Unit focus: God is with us.

Students will focus on:

- explore the story of Jesus' birth as told in Luke's Gospel (Luke 2:1–19)
- reflect on the wonder of God becoming human in the person of Jesus and discover how the humble birth of a baby in Bethlehem reveals God's great love for all people.
- consider how they can share Jesus' message of love, hope and peace with others during the Christmas season.

Inquiry

Inquiry Throughline: Our Earth, Our Responsibility

Big question: How do we know a place is special, and how can we care for the places we belong to?

Students will focus on:

In this unit, students explore the importance of places and the special connections people have with the places they live, belong to and care about. They explore what makes a place special, and how different people may value places for different reasons. Students will identify features of local places and investigate how places are named, including St John Bosco school.

Students explore ways they can love, care for and protect the places they belong to. They consider what local places need to survive, and how their actions can help care for shared places and environments.

Students apply their learning by reflecting on a special place of their own, and learn about the places that are meaningful to others through an interview with a grandparent or elder.

Students investigate the deep and ongoing connection Aboriginal and Torres Strait Islander People have with the land, sea, sky and animals of their Country and Place.

English

Reading and Viewing:

Students will focus on:

- Understanding that texts are shared for different purposes, including to entertain and inform.
- Decoding CVCC words and segmenting and blending new vocabulary, including words with common digraphs.
- Identifying the main purpose of a text by considering who, what, where and when.
- Retelling the sequence of a story using the beginning, middle and end.
- Identifying the problem and solution in a narrative text.
- Using prior knowledge and making predictions to help understand what they are reading.

English

Writing Genre:

Students will focus on:

- Developing sentence control using Colourful Semantics.
- Exploring narrative writing, including characters, settings, problems and solutions.
- Composing short narratives with a beginning, middle and end.
- Participating in shared editing to ensure writing includes appropriate use of capital letters and full stops.
- Making plausible attempts to spell single-syllable words that include familiar digraphs.

<p>Comprehension Strategies</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> • Making predictions. • Making text-to-self connections. • Retelling and sequencing events. <p>Speaking and Listening</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> • Taking turns and demonstrating active listening skills during small-group conversations. • Using conjunctions to connect ideas and enhance the meaning of sentences. 	
<p><u>Mathematics</u></p> <p>Topic: Data Students will focus on:</p> <ul style="list-style-type: none"> • sorting objects into groups and identifying which has more or less. • answering questions about given data sets • collecting data for given questions • answering yes/no questions and comparing results. <p>Topic: Location Students will focus on:</p> <ul style="list-style-type: none"> • describing and following positions, locations and simple directions in familiar spaces. <p>Topic: Counting/Place Value Students will focus on:</p> <ul style="list-style-type: none"> • counting and representing numbers beyond 20 using tens and ones • describing ordinal positions, e.g. 1st, 2nd, 3rd • identifying, matching and sorting Australian coins. 	<p><u>Digital Technologies</u></p> <p>Topic: Students will focus on:</p> <ul style="list-style-type: none"> • Developing confidence in using a Chromebook, including logging in and accessing applications. • Using a range of Seesaw tools to complete and create learning activities, such as drawing, using the paintbrush and uploading photos. • Learning how to share and publish completed work on Seesaw. • Developing an understanding of how to use technology safely and responsibly through a cyber safety program.
<p><u>Social and Emotional Learning (SEL)</u></p> <p>This term in SEL, our Prep students will focus on building self-awareness, managing big feelings, and understanding personal safety. We will start by exploring our special personal "superpowers" (such as being a kind helper, a good listener, or using gentle hands) and using simple visual choice maps to guide positive choices during playtime. Through Topic 5 of the Rights, Resilience and Respectful Relationships (RRRR) curriculum, students will learn to recognise body clues</p>	<p><u>Physical Education</u></p> <p>Topic: Students will focus on:</p> <ul style="list-style-type: none"> • Developing the fundamental motor skills for the two-hand side arm strike and the forehand strike. • Working cooperatively with a partner and in small groups and teams when playing specific games • Accepting that winning and losing is all part of the game and how to play fairly and be a good sport

<p>when feeling worried or upset, practise fun calming exercises (such as starfish breathing and teddy bear breathing), and identify five trusted adults in their support network. Additionally, aligned with Child Safe Standards 9, 10, and 11, students will explore safe places around the school, learn how school rules keep us safe, and share simple ideas on how to make our classroom a safe, happy place for everyone.</p>	<ul style="list-style-type: none"> • An intensive swimming program run by East Keilor Leisure Center.
<p><u>Italian</u> Topic: Zuccherò Filato and Italian Geography Students will focus on:</p> <p><u>Focus language:</u> <i>Revise 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) Mi piace... (I Like...) Non mi piace... (I don't like...)</i></p> <p>Zuccherò Filato: continue the story of Pinocchio with a focus on using everyday language.</p> <p><u>Focus language:</u> <i>Mi piace... (I Like...) Non mi piace... (I don't like...)</i></p> <p>Italian Geography: learn about the location of Italy in the world and some famous landmarks.</p> <p>Natale: Christmas in Italy</p>	<p><u>Visual Arts</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> • Celebrating the artwork of Yayoi Kusama with a pumpkin inspired collage • Using a variety of cardboards and recycled materials to produce their own Picasso portraits • Experimenting with their painting skills to create their own bird's eye view of their neighbourhood • Learning about the art of Paul Klee to inspire their own mixed media city creations • Enjoying a variety of Christmas art activities
<p><u>Performing Arts</u> Topic: lets perform Students will focus on:</p> <ul style="list-style-type: none"> • Using children stories as the basis to practice drama elements learned in term 1 to independently act out a story focusing on character development and story telling • Combining the areas of drama, dance and music to prepare for the end of year christmas carol night • Focusing on performance presentation skills such as Voice Projection, Stage Presence and Storytelling to utilise when performing at the end of year carols 	<p><u>Science</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> • Developing an understanding that sound is produced by a range of sources. • Investigating how sound travels through hands-on activities.