## Pre-Primary - Term One Overview

### English

<table>
<thead>
<tr>
<th>Literature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify some features of texts including events and characters and retell events from a text (ACELT1578)</td>
</tr>
<tr>
<td>- Share feelings and thoughts about the events and characters in texts (ACELT1783)</td>
</tr>
</tbody>
</table>

*Read 'Possum Magic' by Mem Fox. Children will paint their favourite event in the story.*

*Read 'Wombat Stew'. Children will retell the events of the text through Art and Drama.*

*Guided reading groups.*

<table>
<thead>
<tr>
<th>Phonics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Onset and rime blending, eg ‘d – og’</td>
</tr>
<tr>
<td>- Games to Segment sounds in CVC (Consonant, Vowel, Consonant) words, eg ‘c – u – p’</td>
</tr>
</tbody>
</table>
| - Students will create their name using ‘Salt Paint’.

### Religion

<table>
<thead>
<tr>
<th>'Penance' (My Family):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A1.1 Identifies the people who belong to their family. <em>Children will paint a picture of one way their family member shows love.</em></td>
</tr>
</tbody>
</table>

*How can we show love and care for animals (Veterinary Clinic)*

| - B1.1 Identifies that Jesus belonged to a family. *Children will sing 'Jesus, Mary and Joseph' and with accompanying percussion instruments. They will also make a Diorama of Jesus’ family.* |

| - C1.1 Identifies words or actions for which people may need to say sorry. *Children will make paper bag puppets using collage materials to create ‘feeling faces’.* |

*Children will dramatise ‘sorry scenarios’.*

### Health

<table>
<thead>
<tr>
<th>Personal, Social and Community Health:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Actions that promote health, safety and wellbeing such as eating healthy food, practising appropriate hygiene routines, identifying household substances that can be dangerous and following safety symbols and procedures (ACPPS006).</td>
</tr>
</tbody>
</table>

*Investigating the five food groups. Healthy eating and ‘sometimes foods’.*

<table>
<thead>
<tr>
<th>Movement and Physical Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Body management skills: static balance (one foot), line walk (ACPMP008)</td>
</tr>
<tr>
<td>- Locomotor skills: run, jump (two feet), hop, gallop (ACPMP008)</td>
</tr>
<tr>
<td>- Object control skills: kick off the ground, catch (ACPMP008)</td>
</tr>
</tbody>
</table>
- Students will sort upper and lower case letters in 'slime'.

**Literacy:**

- Produce some lower case and upper case letters using learned letter formations (ACELY1653)

*Explicit teaching of the letters of the alphabet.*

*Painting letters / words using the Ipads.*

*Sand tray, play dough and shaving cream to make letters and simple CVC words.*

*Collaging alphabet letters.*

*Cutting and pasting pictures starting with initial sounds.*

*Rhyming wheels – CVC words, eg 'can', 'van'*

*Writing first name and then surname.*

*Copying topic words from environmental print.*

*Veterinary Clinic Appointment cards.*

*Labelling pictures with CVC words.*

<table>
<thead>
<tr>
<th>The Church Community:</th>
</tr>
</thead>
</table>
| A1.1 Identifies the family as one special group to which they belong.  
  *Children will make a 'Family Flower'.* |

| B1.1 Names one of the communities to which Jesus belonged.  
  *Children will read Bible stories illustrating how Jesus belonged to a community.* |

| C1.1 Identifies some of the members of God’s family – the Church.  
  *Children will investigate symbols of the Church.* |

<table>
<thead>
<tr>
<th>A Happy Day:</th>
</tr>
</thead>
</table>
| A1.1 Identifies signs of new life.  
  *The Very Hungry Caterpillar’ – life cycle of a butterfly.* |

| B1.1 Illustrates the story of Jesus’ Resurrection.  
  *Children will retell the story of Jesus’ resurrection using the Ipad.* |

| C1.1 Identifies that the Church celebrates Jesus’ Resurrection.  
  *Art activity to illustrate Jesus’ resurrection.* |
### Maths

**Measurement and Geometry:**
- Connect days of the week to familiar events and actions (ACMMG008).
  - ‘Days of the Week’ music and movement
  - Read ‘Monday the Bullfrog’ - discuss events.
  - Brainstorm events we do on each day of the week – illustrate.
  - ‘Mathletics’ – measurement.

**Number and Algebra:**
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002).
- Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005).

**Statistics and Probability:**
- Answer yes/no questions to collect information (ACMSP011)
  - Class tally / Bar Graph illustrating favourite foods.
  - Bar Graph illustrating healthy / non-healthy foods

### History

**Historical Knowledge and Understanding:**
- How they, their family and friends commemorate past events that are important to them (ACHHK003).
  - Discuss and illustrate birthday celebrations.
  - Discuss similarities and differences between these birthday celebrations.
  - Talk about why we celebrate Australia Day. Collage a picture to illustrate Australia Day celebrations.
  - Discuss similarities and differences between these Australia Day celebrations.

- Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001).
  - Read stories about different families in Australia.
  - Discuss the people in their family.
  - Identify where they were born on a Map.
  - Create a family picture on the Ipad and label the people in their family.

### Humanities and Social Sciences

**Geography – People live in places:**
- The globe as a representation of the Earth on which Australia and other familiar countries can be located (ACHGK001)
  - Trivia about the States and Territories of Australia.

- ‘Australia’ puzzles

- Creating a 3D model of where we live