

# Bayside P-12 College

## Prep

Course outlines

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**Year Level: Prep (Term 1)**

**SUBJECT: English**

**Sub - Strand: Writing**

**Sub - Strand: Reading**

**Sub - Strand: Speaking and Listening**

**CONTENT:**

**Reading**

- Learning the alphabet
- Learning the sounds that letters make
- Identify the letters and sounds in their names

**Writing**

- Learning to write their names in lower case letters
- Learning to write the letters of the alphabet
- Learning to write simple well known words
- Attempt to write their own sentences using concepts of print, letters matching some sounds in words.
- Drawings to support their writing
- Speaking and listening
- Ask and answer simple questions. Learn questioning words and phrases
- Contribute ideas to class discussion

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records
- Teacher check lists
- Anecdotal records

**Year Level: Prep (Term 1)**

**SUBJECT: Mathematics**

**Strand: Number**

**Strand: Space**

**CONTENT:**

- Learning combinations to ten
- Learning the days of the week
- One to one correspondence
- Writing numbers to 20 correctly
- Counting to 20
- Learning number rhymes and songs
- Adding small collections of objects and recording them as a picture
- Understanding patterns
- Forming their own patterns and completing them
- Understanding the properties of different shapes

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Anecdotal records
- Teacher generated assessment
- Open ended problem solving

**Year Level: Prep (Term 1)**

**SUBJECT: Integrated Studies – Me and My Family**

**Domain: Civics and Citizenship**

**CONTENT:**

- Who am I?
- What do I look like?
- Where do I live?
- What do I enjoy doing?
- My favourite things
- Family Tree
- Things I do with my family
- My friends
- Building and maintaining friendships

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records
- Teacher check lists
- Anecdotal records
- Teacher / student conferences
- Written work and drawings

**Year Level: Prep (Term 2)**

**SUBJECT: English**

**Sub - Strand: Reading**

**Sub - Strand: Writing**

**Sub - Strand: Speaking and Listening**

**CONTENT:**

**Writing**

- Using conventional letters to form words within their sentences
- Begin to use well known words in their recounts
- Introduction of simple grammar: full stops and capital letters

**Reading**

- Introduction of simple texts
- Learning strategies to become an independent reader
- Begin guided reading lessons and individual conferencing
- Finding letters/sounds in individual texts and books in classrooms

**Speaking and Listening**

- Ask simple questions to gain or clarify meaning or information
- Contribute ideas to class discussions

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records.
- Teacher check lists
- Anecdotal records

**Year Level: Prep (Term 2)**

**SUBJECT: Mathematics**

**Strand: Number**

**Strand: Measurement**

**CONTENT:**

- Learning all the combinations to ten
- Writing numbers to 20 correctly
- Learning about teen numbers
- Adding small collections of objects and recording them as a picture and a sum
- Forming patterns
- Estimation of large and small numbers
- Introduction to subtraction
- Measurement of objects using informal measurement
- Counting to 100
- Learning the days of the week, months of the year, seasons
- Clock times to the hour
- Tallying information to make graphs

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Anecdotal records
- Teacher generated assessment
- Open ended problem solving

**Year Level: Prep (Term 2)**

**SUBJECT: Integrated Studies – Dinosaurs**

**Domain: The Humanities**

**CONTENT:**

- How long ago did dinosaurs live?
- How might dinosaurs have become extinct?
- Dinosaur fossils – how we learn about dinosaurs
- Where did different dinosaurs live?
- Features common to dinosaurs
- Carnivores and herbivores
- Measuring dinosaurs
- Tyrannosaurus Rex
- Apatosaurus
- Ankylosaurus
- Triceratops
- Stegosaurus

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records
- Teacher check lists
- Anecdotal records
- Teacher / student conferences
- Written work and drawings

**Year Level: Prep (Term 3)**

**SUBJECT: English**

**Sub - Strand: Writing**

**Sub - Strand: Reading**

**Sub - Strand: Speaking and Listening**

**CONTENT:**

**Writing**

- Beginning to write personal recounts. (1-3 sentences)
- Use of capital letters and full stops in their writing
- Learning the first 25 well known words to use in their writing
- Using spelling strategies for more challenging words, such as using letters that match the sounds in words
- Detailed drawings to support their writing.

**Reading**

- Reading simple texts of one to three sentences
- Using reading strategies to become an independent reader
- Comprehension of simple narratives and non-fiction texts

**Speaking and Listening**

- Presentation of work

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records
- Teacher check lists
- Anecdotal records

**Year Level: Prep (Term 3)**

**SUBJECT: Mathematics**

**Strand: Number**

**Strand: Space**

**CONTENT:**

- Counting by ones, fives and 10's to the 100 day party (Preps celebrate their first 100 days of school)
- Grouping of small collections of objects, using numbers 1-20
- Use ordinal numbers to describe the position of elements
- Adding numbers to 10
- Measuring length of objects using informal units
- Describe shapes

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Anecdotal records
- Teacher generated assessment
- Open ended problem solving

**Year Level: Prep (Term 3)**

**SUBJECT: Integrated Studies – Now and Then**

**Domain: History**

**CONTENT:**

- Me – then, now and in the future
  
- Looking at life 100 years ago
  - Schooling
  - Clothing
  - Toys and games
  - Transport
  - Food
  
- Making comparison between life then and now

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records
- Teacher check lists
- Anecdotal records
- Teacher / student conferences
- Written work and drawings

**Year Level: Prep (Term 4)**

**SUBJECT: English**

**Sub - Strand: Writing**

**Sub - Strand: Reading**

**Sub - Strand: Speaking and Listening**

**CONTENT:**

**Writing**

- Beginning to write personal recounts. (1-4 sentences)
- Simple grammar - beginning sentences with a capital letter and ending sentence with a full stop
- Learning the first 25-50 well known words to use in their writing
- Using spelling strategies for more challenging words, such as using letters that match the sounds in words
- Detailed drawings to support their writing

**Reading**

- Reading simple texts of one to five sentences
- Understanding features of a non-fiction text
- Using reading strategies to become an independent reader
- Comprehension of simple narratives and non-fiction texts

**Speaking and Listening**

- Involvement in class discussions
- Presentation of work

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records
- Teacher check lists
- Anecdotal records

**Year Level: Prep (Term 4)**

**SUBJECT: Mathematics**

**Strand: Number**

**Strand: Space**

**CONTENT:**

- Counting by ones, fives and 10's
- Grouping of small collections of objects, using numbers 1-20
- Use ordinal numbers to describe the position of elements
- Adding numbers to 20
- Matching numerals with names and amounts to 20
- Measuring length of objects using informal units
- Describe shapes

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Anecdotal records
- Teacher generated assessment
- Open ended problem solving

**Year Level: Prep (Term 4)**

**SUBJECT: Integrated Studies – Nursery Rhymes and Celebrations**

**Domain: The Humanities**

**CONTENT:**

Understanding the features of Nursery Rhymes and Fairy Tales

1. “Once upon a time” at the beginning of a fairy tale and “they lived happily ever after” at the conclusion of a fairy tale.
2. Heroes and villains in fairy tales.
3. Plot structure and looking at good versus evil.
4. Adapting traditional fairy tales to a contemporary setting.

**CELEBRATIONS**

- What celebrations are significant to the children in our class
- Preparation for an end of year celebration (Musical item and an item devised with the grade 6 Buddies)

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Teacher observations and records
- Teacher check lists
- Anecdotal records
- Teacher / student conferences
- Written work and drawings

**Year Level:** Prep

**SUBJECT:** Health and Physical Education

**DOMAIN:** Physical, personal and social learning – Health and Physical Education

**Dimension:** Movement and physical education

**Dimension:** Health, knowledge and promotion

### **CONTENT:**

**MOVEMENT AND PHYSICAL ACTIVITY:** At Foundation, students participate in a range of activities in different environments, which are designed to develop basic motor skills and movement patterns. This is achieved individually and working with peers. Students are encouraged to participate in moderate and vigorous activity regularly. Simple Physical Education vocabulary is developed to describe movement, physical responses of their bodies to activity, and their feelings about physical activity. Safety is emphasised when participating in activities through following rules and procedures, and sharing equipment and space.

The following activities will be instrumental in developing the above criteria: fitness activities; swimming; athletics; gymnastics; down ball; minor games; dance; ball games.

**KNOWLEDGE AND PROMOTION:** Students are to discuss growth and development including physical changes that occur over time with particular focus on their own bodies. Basic health needs that assist in growth and development and how to maintain and promote growth and development will be explored. Identifying, expressing and responding to emotions will be introduced. The basic principles of living an active and healthy life through activity and appropriate food choices will be discussed. Safety in a range of environments will be introduced and students will practice how to respond to these situations, including learning about appropriate people who can assist them in such circumstances.

### **ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Participation
- Peer assessment
- Self-assessment

**Year Level:** Prep

**SUBJECT:** Japanese

**DOMAIN:** Languages

**Dimension:** Communicating in a language other than English

**Dimension:** Intercultural knowledge and language awareness

**CONTENT:**

In Japanese students at this level:

- repeat teacher-modelled use of the language
- identify the names of objects and items from aural/visual cues
- introduce themselves, greet and farewell the teacher
- follow simple classroom directions
- recognise some culturally-specific gestures and body language, and demonstrate how these are used
- trace or copy selected words and characters
- demonstrate an understanding of some of the differences in how people eat and dress, sign and gesture, write and say things

**ASSESSMENT:**

**Typically in Prep we use the following assessments:**

- Participation in games, songs and interactions with others
- Completion of worksheets related to topics studied
- Cultural activities

**Year Level:** Prep – Grade 2

**SUBJECT:** Drama

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

In Years Foundation to 2 students explore and experiment with movement, space, costume and props to communicate ideas, feelings and experiences in dramatic play. Students also talk about stories they have explored and the characters and situations in the dramas they have viewed.

**ASSESSMENT:**

**Typically in Prep – Grade 2 we use the following assessments:**

- Role play
- Discussion

**Year Level:** Prep – Grade 2

**SUBJECT:** Music

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

In Years Foundation to 2 students explore and experiment with their voice, instruments and sound to create their own music. Students also listen to a range of musical works and develop their aural skills.

**ASSESSMENT:**

**Typically in Prep – Grade 2 we use the following assessments:**

- Performance
- Aural listening

**Year Level:** Prep – Grade 2

**SUBJECT:** Visual Art

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Responding to the Arts

**CONTENT:**

Students will explore a range of images, materials and techniques to create 2D and 3D artworks, which express their imagination, emotions and ideas. Through this exploration, they will recognise safe and proper use and care of basic materials and supplies, including scissors, pencils, crayons, markers, glue, paints, paintbrushes and clay.

They will talk about their ideas by sharing thoughts and feelings about their artworks, and learn there are different responses to visual artworks. They will also recognise how art tells us about life and the past through symbols, stories and traditions from different social and cultural backgrounds, including Aboriginal and Torres Strait Islander peoples.

Students will share and compare their own ideas with their peers through display and discussion, using visual arts terminology.

**ASSESSMENT:**

**Typically in Foundation to Year 2 we use the following assessments:**

- Skills and techniques
- Responding – Booklet/discussion
- Folio work

