

2026 PREP CURRICULUM PLAN



Learning Area	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	Unit 1: Sharing thoughts and feelings Students engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. Assessment 1.1 To share ideas about a familiar imaginative story with peers. (S&L)	Unit 2: Exploring informative texts Students engage with a range of informative texts that support learning in English and across the curriculum. Imaginative texts with related themes and topics are selected to complement these. Assessment 2.1 To read, view and comprehend a simple informative text. (R&V) 2.2 To create a short, written informative text, using words and images, about a topic. (W&C)	Unit 3: Exploring and sharing experiences Students engage with texts that contain straightforward sequences of events and everyday happenings, for example: informative texts that retell real experiences, and imaginative texts that include events or happenings experienced by the characters. Assessment 3.1 To create a short, spoken text to retell an experience. (S&L)	Unit 4: Exploring imaginative texts Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. Assessment 4.1 To read, view and comprehend an imaginative text. (R&V) 4.2 To create a short, written text to retell a familiar story. (W&C)
Maths	Unit 1: Number, Algebra, Space, Statistics Students develop proficiency and positive dispositions towards mathematics and its use as they: •use physical and virtual materials to look for and make connections between number names, numerals and quantities •learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts •develop a sense of sameness, difference and change when engaging in play-based activities about patterns •develop a sense of sameness, difference and change when engaging in play-based activities describing position and location •bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning •explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data. Assessment 1.1 — <i>Statistics</i>	Unit 2: Number, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: •look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences •explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems •build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events. Assessment 2.1 — <i>Number</i>	Unit 3: Number, Algebra, Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: •build on understanding to make connections between number names, numerals and quantities, and partition and combine collections •explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10 •name, create and compare shapes, using mathematical reasoning in active learning experiences •build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration. Assessment 3.1 — <i>Number</i> 3.2 — <i>Measurement and Space</i>	Unit 4: Number, Algebra Students further develop proficiency and positive dispositions towards mathematics and its use as they: •look for and make connections between number names, numerals and quantities, compare quantities to at least 20 using mathematical reasoning in active learning experiences •explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems •build confidence and autonomy in being able to make and justify mathematical decisions based on quantification •learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts. Assessment 4.1 — <i>Number</i>
HASS	My family and our celebrations Students develop knowledge and understanding about their personal and family histories by sharing observations and perspectives, examining evidence of the past, and comparing it with the present. They explore significant people and events that are important to them and their families. This includes recognising diverse family and kinship structures and reflecting on how family members are connected. Students also investigate celebrations and commemorations considering why these events matter and how they are celebrated. As they investigate, students pose questions, sort and record information from observations and provided sources, and use these sources to share their observations using historical terms about places and the past. Through these inquiries they develop curiosity, imagination and a stronger sense of identity by connecting past and present experiences and recognising the significance of events in their own and others' lives.		Shared histories: Truth-telling project In this unit, students investigate the importance of Country/Place for themselves, as well as Aboriginal peoples and Torres Strait Islander peoples. They recognise the features of familiar places, why some places are special and how to care for the local Country/Place. Truth-telling statement: The identity, culture and connection of Aboriginal peoples and Torres Strait Islander peoples to Country/Place has suffered because of colonisation. Inquiry question: Why is this local Country/Place special and how do we care for this local Country/Place?	
HPE	Unit 1: Exploring identity and emotions Students explore their identity by investigating who they are and the people in the world around them. They describe the different emotions that people experience. Through exploration, play and minor games, students recognise that they experience a range of emotions in different situations and develop an awareness of how individuals can have similarities and differences. Students practise personal and social skills to interact respectfully with others and develop self-regulation skills through exploration and active play.	Unit 2: Developing fundamental movement skills and making healthy choices Students explore safe and healthy practices at school and at home. They investigate different types of health symbols such as those on food products and household substances and how advertising influences food choices. Students practise and develop locomotor and non-locomotor skills and experiment with ways to move their bodies safely through a range of movement contexts and identify the benefits of being physically active. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive.	Unit 3: Exploring protective behaviours and help-seeking strategies Students recognise and demonstrate protective behaviours and help-seeking strategies to support the development of safe and healthy personal practices. They explore body awareness and how to seek, give and deny permission. Through role-play, active play and discussions, students practise personal and social skills to interact respectfully with others. They identify and rehearse protective behaviours and help-seeking strategies to support themselves and others in a range of situations, such as when they feel unsafe or uncomfortable.	Unit 4: Identifying community health information and developing fundamental movement skills Students identify health information in community strategies, symbols and messages that keep them safe in water and road environments. Through participation in active play and movement situations, students understand how to use health information to keep themselves healthy and safe. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive. In a range of movement contexts, students practise locomotor, non-locomotor and object control skills and experiment with ways to move their bodies safely and confidently and identify the benefits of physical activity.

Science	<p>Unit 1: Biological Sciences</p> <p>Students build confidence in exploring the natural world by asking questions, making observations and conducting simple investigations. Using their senses, equipment and digital tools, they safely examine plants and animals during nature walks and learn how scientists record what they see. They explore different ways of documenting observations, including those used by Aboriginal peoples and Torres Strait Islander peoples. Students identify external features of living things, recognise patterns and classify plants and animals using common characteristics.</p>	<p>Unit 2: Chemical sciences</p> <p>Students learn that observation and prediction are central to science. They use their senses to explore and safely investigate materials, describing and grouping them by their observable properties. They identify patterns in how materials are chosen for specific purposes and explore how objects can be made from multiple materials with different properties. Students represent their findings by creating simple displays, using physical or digital tools, to show relationships between materials, their properties and their uses.</p>	<p>Unit 3: Physical sciences</p> <p>Students learn that observations can be organised to identify patterns and make predictions. They explore how everyday objects, toys and animals move, investigating how size, shape and material influence motion. By comparing their predictions with their observations, students build understanding of the physical world. With guidance, they use their senses and digital tools to measure and compare movement, looking for patterns such as how wheels affect toy motion. Students share questions, predictions and observations in a range of simple ways.</p>
Technologies	<p>Unit 2: Design and Technologies</p> <p>Students explore familiar products, services, and environments and develop awareness of how designs meet the needs of people that use them. Students explore materials and equipment through play experiences and create a designed solution for a purpose. For example, they may create a model of a character's home from a story, develop a system to help all students quickly access their lunchboxes when the bell rings, or design a playground that promotes safety and health. They generate, communicate, and choose design ideas, following steps and practising skills for safely using materials and equipment.</p>	<p>Unit 1: Digital Technologies</p> <p>Students develop their confidence with digital systems, including both hardware and software, and recognise how to use them for a purpose. They develop confidence through guided play experiences when using familiar digital systems from home and school, such as smartphones, tablets, and laptops. Students explore different ways to collect and record ideas or actions, for example: using objects, pictures, and symbols, such as gathering information about weather forecasts. They also develop an understanding of personal and public data, recognising information that belongs to them.</p>	
Japanese	<p>Unit 1: Exploring how people use language to communicate</p> <p>Students explore how people use language to communicate, identifying the home languages and cultures of their classmates and sharing words and phrases they know in other languages. Students engage with spoken, written and multimodal texts in Japanese that help them to use simple Japanese to convey information about themselves, and notice similarities and differences between the way Japanese and English look and sound. Students create simple spoken texts in Japanese using modelled language, imitating pronunciation and gestures to greet others and introduce themselves.</p>		
The Arts			<p>Unit 1: Exploring the Arts</p> <p>In this unit, students will experience and explore The Arts across multiple art forms, including visual art, music, dance, drama and media arts. Through play, imagination and exploration, students will engage with arts works they encounter at school, at home and in the community, sharing their ideas, feelings and observations in simple ways. The unit values creativity, participation and curiosity, supporting students to see themselves as artists and creators.</p>