CURRICULUM YEARLY OVERVIEW – Pre Primary (Foundation)

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_

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| **ENGLISH – AUSTRALIAN CURRICULUM** | | | | | | | | | | | | | | | | | |
| LANGUAGE | Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community | **ATSI**  **ICU** | Explore how language is used differently at home and school depending on the relationships between people | **P&S** | Understand that language can be used to explore ways of expressing needs, likes and dislikes | **P&S** | Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes | **CCT** | Understand that some language in written texts is unlike everyday spoken language | | Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences | | Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality | **ICT**  **ASIA** | Recognise that sentences are key units for expressing ideas | | Recognise that texts are made up of words and groups of words that make meaning |
| Explore the different contribution of words and images to meaning in stories and informative texts | | Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school | **P&S** | Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words | | Know how to use onset and rime to spell words | | Recognise rhymes, syllables and sounds (phonemes) in spoken words | | Recognise the letters of the alphabet and know there are lower and upper case letters | |  | | | | |
| LITERATURE | Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences | **P&S**  **ATSI**  **ICU** | Respond to texts, identifying favourite stories, authors and illustrators | **P&S** | Share feelings and thoughts about the events and characters in texts | **P&S**  **CCT** | Identify some features of texts including events and characters and retell events from a text | **P&S**  **ICU** | Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry | **ATSI**  **ICU** | Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures | **ICU** | Retell familiar literary texts through performance, use of illustrations and images | **CCP**  **ICT** |  | | |
| LITERACY | Identify some familiar texts and the contexts in which they are used | **P&S** | Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations | **P&S**  **CCT** | Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact | **P&S**  **ICU**  **ICT** | Deliver short oral presentations to peers | **P&S**  **SUS** | Identify some differences between imaginative and informative texts | **CCT** | Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge | | Use comprehension strategies to understand and discuss texts listened to, viewed or read independently | **ATSI**  **CCT** | Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge | **ICT**  **CCT**  **P&S**  **SUS** | Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops |
| Produce some lower case and upper case letters using learned letter formations | | Construct texts using software including word processing programs | **ICT** |  | | | | | | | | | | | | |
| MATHEMATICS – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | |
| PROFICIENCY STRANDS | **Understanding** | | **Fluency** | | **Problem Solving** | | **Reasoning** | | *The proficiency strands are an integral part of mathematics content across the three strands. They reinforce the significance of working mathematically within the content and describe how the content is explored and developed. Educators should aim to embed each proficiency strand in every content description wherever possible.* | | | | | | | | |
| NUMBER & ALGEBRA | Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point | | Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond | **LIT** | Subitise small collections of objects | **LIT** | Represent practical situations to model addition and sharing | **CCT**  **ATSI** | Compare, order and make correspondences between collections, initially to 20, and explain reasoning | | Sort and classify familiar objects and explain the basis for these classifications. | **CCT** | Copy, continue and create patterns with objects and drawings | **CCT** |  | | |
| MEASUREMENT & GEOMETRY | Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language | **LIT** | Compare and order the duration of events using the everyday language of time | **LIT**  **CCT** | Connect days of the week to familiar events and actions | **LIT** | Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment | **LIT** | Describe position and movement | **LIT** | STATISTICS & PROBABILITY | | Answer yes/no questions to collect information | **LIT** |  | | |
| SCIENCE – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | |
| SCIENCE UNDERSTANDING | Living things have basic needs, including food and water | **SUS**  **CCT** | Objects are made of materials that have observable properties | **SUS** | Daily and seasonal changes in our environment, including the weather, affect everyday life | **P&S**  **ICU**  **ATSI** | The way objects move depends on a variety of factors, including their size and shape | **CCT** | SCIENCE AS A HUMAN ENDEAVOUR | | Science involves exploring and observing the world using the senses | **P&S**  **CCT** |  | | | | |
| SCIENCE INQUIRY SKILLS | Respond to questions about familiar objects and events | **LIT**  **CCT**  **P&S** | Explore and make observations by using the senses | **LIT** | Engage in discussions about observations and use methods such as drawing to represent ideas | **LIT**  **P&S**  **CCT** | Share observations and ideas | **LIT**  **P&S** |  | | | | | | | | |
| HISTORY – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | |
| Key concepts | Continuity & Change |  | Cause and Effect |  | Perspectives |  | Empathy |  | Significance | |  | | | | | | |
| HISTORICAL KNOWLEDGE & UNDERSTANDING | Who the people in their family are, where they were born and raised and how they are related to each other | **ICU**  **P&S**  **CCT** | The different structures of families and family groups today and what they have in common | **ATSI**  **P&S**  **ICU**  **ASIA** | How they, their family and friends commemorate past events that are important to them | **ICU**  **ATSI**  **NUM ASIA** | How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums | **LIT**  **ICU**  **P&S**  **ATSI** | **Year Level Focus** - Personal and family histories  What is my history and how do I know?  What stories do other people tell about the past?  How can stories of the past be told and shared? | | | | | | | | |
| HISTORICAL SKILLS  PP – Yr 2 | Sequence familiar objects and events | **P&S**  **NUM** | Distinguish between the past, present and future | **LIT**  **NUM** | Pose questions about the past using sources provided | **LIT**  **CCT** | Explore a range of sources about the past | **LIT**  **CCT** | Identify and compare features of objects from the past and present | **LIT**  **CCT** | Explore a point of view | **ICU P&S**  **CCT** | Develop a narrative about the past | **LIT**  **CCT** | Use a range of communication forms (oral, graphic, written, role play) and digital technologies | **LIT**  **ICT** |  |
| OTHER LEARNING AREAS (CURRICULUM FRAMEWORK) | | | | | | | | | | | | | | | | | |
| THE ARTS | Arts Ideas | | Arts Skills & Processes | | Arts Responses | | Arts in Society | | SOCIETY & ENVIRONMENT | | Place & Space | | Resources | | Natural & Social Systems | | Active Citizenship |
| TECHNOLOGY & ENTERPRISE | Technology Process | | Materials | | Information | | Systems | | Enterprise | | Technology Skills | | Technology in Society | |  | | |
| HEALTH & PHYSICAL EDUCATION | Knowledge & Understandings | | Attitudes & Values | | Skills for Physical Activity | | Self-Management Skills | | Inter-personal Skills | |  | | | | | | |
| LOTE | Listening and Responding and Speaking | | Viewing, Reading and Responding | | Writing | | Cultural Understandings | | The System of the Target Language | | Language Learning Strategies | |  | | | | |
| GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES – AUSTRALIAN CURRICULUM | | | | | | | | | | | | | | | | | |
| GENERAL CAPABILITIES | Literacy  **LIT** | | Numeracy  **NUM** | | ICT Competence  **ICT** | | Critical & Creative Thinking  **CCT** | | Ethical Behaviour  **ETH** | | Personal & Social Competence  **P&S** | | Intercultural Understanding  **ICU** | | *General capabilities are represented within and across the learning areas to different degrees. The links outlined above are only suggestions.* | | |
| CROSS-CURRICULUM PRIORITIES | Aboriginal and Torres Strait Islander histories & cultures  **ATSI** | | Asia & Australia’s engagement with Asia  **ASIA** | | Sustainability  **SUS** | | *Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning area. The links outlined above are only suggestions.* | | | | | | | | | | |

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| **Term One** | **Term Two** | **Term Three** | **Term Four** | **Whole Year Focus** |
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Revised Feb 2012 Version 3.0