



EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

PREP

Term 2, 2025

English

Exploring informative texts

Students engage with a range of informative texts that support learning in English and science. These are complemented by imaginative texts with related themes and topics.

They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including various types of stories and non-fiction texts.

Students explore familiar text types such as stories and informative texts and identify language and visual features of texts to suit their purpose. They recognise that sentences are made up of groups of words that work together to make meaning and explore the contribution of images and words in texts.

Early Reading and Writing

Students will develop their phonological awareness by isolating, blending and manipulating sounds in words.

Students will recognise environmental print and their own name. They will continue to identify and name letters and the most common sound that each letter represents. They will use this sound/letter knowledge to decode and write simple words and some high-frequency words.

Students will create short written texts, including a labelled diagram, to report information and key ideas, including a labelled diagram.



Mathematics

Students have opportunities to develop understandings of:

Number

- 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 using physical and virtual materials to represent, sort, quantify, partition and combine by adding to collections to at least 10 and solve these as everyday problems.

Measurement

- build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of:
 - ◊ duration and events.
 - ◊ length.



Health and Physical Education (Health)

Being Healthy

In this unit students identify the actions that will keep them healthy such as diet, hygiene and physical activity. They will practise personal and social skills to interact respectfully.

Students will:

- identify body parts and individual characteristics.
- identify and explore how we look after our bodies.
- investigate the importance of activity to look after our body.
- explore healthy food choices.
- practise respectful interactions when participating in active games.

Science

Our living world

Students use their senses to observe the external features of plants and animals. They describe ways they can be grouped based on those features and explore how people make and use observations to learn about the natural world. They will share their observations with others and represent their observations in provided templates. With guidance, they will identify patterns in their groupings.



Humanities and Social Science (HASS) (continued from Term One)

What is my history and how do I know?

In this unit, students:

- explore the nature and structure of families.
- identify their own personal history, particularly their own family backgrounds and relationships.
- examine diversity within their family and others.
- investigate celebrations and commemorations of significant events shared with their families and others.
- share a perspective on information, such as stories about significant events.



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Other Learning Areas

Health and Physical Education (PE)

Playing with Balls

In this unit, students will develop the object control skills of rolling, catching, bouncing and throwing through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.

Students will:

- explore rules and safe practices for moving safely and using balls in physical activities.
- explore the personal and social skills needed to cooperate with others in physical activities.
- develop fundamental movement skills to direct and receive objects.
- test and evaluate possible solutions to movement challenges.
- apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges.

Perceptual Motor Program

In this unit, students will develop jumping, landing, rolling and balancing skills, climbing, laterality and motor planning.

Students will:

- develop balance.
- develop fundamental movement skills.
- explore crawling patterns.
- develop sequencing.
- build spatial and body awareness.



The Arts

Dance

In this unit, students make and respond to dance by exploring dances from other countries and cultural groups as stimulus.

Media Arts

In this unit, students engage in creating a multimodal informative poster.



Music

Feel the Beat & Find the Pitch

Students communicate about the music they listen to, and make, perform and discuss where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

Within the context of Making and Responding, students will:

- sing songs on so-mi, matching teacher's starting pitch.
- perform beat on body and/or instrument.
- point to beat pictures while singing known song.
- identify one or two sounds to a beat.
- clap the rhythm of a known song.
- differentiate between high, middle and low notes.
- participate in games and activities to practice beat, rhythm and in-tune singing.
- respond to art music through movement.
- create new verses for speech rhymes.



Technologies: Design and Technologies

Designing for Play

In this unit, students will explore the design aspects of familiar products (toys).

When exploring the design of toys, students:

- investigate and compare traditional toys of First Nations Australians with modern toys.
- explore the materials and methods used for construction.
- experiment with different materials.
- design and construct a rattling toy.