



By the end of Prep:

English – Prep

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Mathematics – Prep

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity.

Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

Active Learning Processes

Children think and enquire by:

- generating and discussing ideas and plans and solving problems.
- investigating their ideas about phenomena in the natural world
- developing shared understandings about these phenomena.
- investigating technology and considering how it affects everyday life.
- investigating features of, and ways to sustain, environments.

Children generate, represent and respond to ideas, experiences and possibilities by:

- experimenting with materials and processes in a variety of creative, imaginative and innovative ways
- discussing and responding to the qualities of their own and others’ representations, experiences and artistic works.

Science – Prep

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Humanities and Social Sciences (HASS) – Prep

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

Health and Physical Learning

Children build a sense of wellbeing by:

- making choices about their own and others’ health and safety with increasing independence.
- using and extending gross-motor skills when integrating movements and using equipment.
- using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.

Social and Personal Learning

Children sustain relationships by:

- acknowledging and negotiating rights, roles and responsibilities in a range of contexts
- cooperating with others in social situations.

Children build early understandings about diversity by:

- investigating and communicating positively about the social and cultural practices of people in their community.

Children build a positive sense of self by:

- developing a sense of personal identity as a capable learner
- acting with increasing independence and responsibility towards learning and personal organisation.