

Grade Prep	Term 1	
<u>Whole School Events</u> <ul style="list-style-type: none"> • Learning to Learn • Easter/Lent Liturgies • School Sports • Reconciliation (Yr 3&4) • Swimming Year(5&6) • Camp Year 5&6 	<u>Level Events</u> <ul style="list-style-type: none"> • 4 days a week • Buddies 	<u>Religious Education</u> <ul style="list-style-type: none"> • I Am Special, So Are You • Lent & Easter
<u>'Learning to Learn'</u> <u>Inquiry Standards</u> Personal & Social Capability <p>By the end of Foundation Level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development.</p> <p>Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups.</p> Health and Physical Education <p>By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges.</p> Technology <p>By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.</p> Sustainability Links <ul style="list-style-type: none"> • 'Setting Up For Success' - Classroom waste management. Reduce, Reuse, Recycle. • Nude Food 		

<h1>Grade Prep</h1>	<h1>Term 2</h1>	
<p><u>Whole School Events</u></p> <ul style="list-style-type: none"> • Confirmation Yr 2 • Pentecost Liturgy • Cross Country 	<p><u>Level Events</u></p> <p>Excursion</p>	<p><u>Religious Education</u></p> <p>How do I Know God Loves Me?</p> <p>What Do I Know About Jesus?</p> <p>Our Church</p>
<p><u>'Personal & Family Histories'</u></p> <p><u>Inquiry Standards</u></p> <p>History By the end of the Foundation level, students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.</p> <p>Technology By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.</p> <p>Sustainability Links</p> <ul style="list-style-type: none"> • Day/Night • Weather 		

Grade Prep	Term 3	
<u>Whole School Events</u> <ul style="list-style-type: none"> • Book Week • Eucharist Yr 3 • Mary MacKillop Aug 8th • Feast of the Assumption Aug 15th • St Pius X Aug 21st • Swimming Year 1&2 	<u>Level Events</u> <ul style="list-style-type: none"> • School musical / art show. 	<u>Religious Education</u> <p>I Care For God's World</p> <p>I Can Talk to God</p>
<p><u>'Art Attack'</u></p> <p><u>Inquiry Standards</u></p> <p>The Arts</p> <p>Dance By the end of Foundation, students make and perform dance sequences and demonstrate safe dance practice.</p> <p>Students describe what happens in dance they make, perform and view</p> <p>Music By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.</p> <p>Students describe the music to which they listen, identifying what they enjoy and why.</p> <p>Drama By the end of Foundation, students make and perform drama that communicates ideas and stories.</p> <p>Students discuss characters and situations in drama they make, perform and view.</p> <p>Visual Art By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.</p> <p>Students identify and describe the subject matter and ideas in artworks they make and view.</p>		

Grade Prep	Term 4	
<u>Whole School Events</u> <ul style="list-style-type: none"> • Mission Week • Christmas Carols Night • Transition • Pastoral Care Days x 1 • Pastoral Care Day (Christmas Picnic) 	<u>Level Events</u>	<u>Religious Education</u> Called to live like Jesus Advent/Christmas
<p><u>'Staying Alive'</u></p> <p><u>Inquiry Standards</u></p> <p>Science</p> <p>By the end of Level 2, students describe examples of how people use science in their daily lives. They identify and describe examples of the external features and basic needs of living things. They describe how different places meet the needs of living things. They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. They discuss how light and sound can be produced and sensed. They identify and describe the changes to objects, materials, resources, living things and things in their local environment. They suggest how the environment affects them and other living things.</p> <p>Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. They use their senses to explore the world around them and record informal measurements to make and compare observations. They record, sort and represent their observations and communicate their ideas to others.</p> <p>Sustainability Links</p> <ul style="list-style-type: none"> • Connecting to nature. First hand experiences of biodiversity & landcare. • Animal census of local area for native and introduced animals. <p><u>'Christmas Art & Craft'</u></p> <p><u>Inquiry Standards</u></p> <p>Visual Art</p> <p>By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.</p> <p>Students identify and describe the subject matter and ideas in artworks they make and view.</p>		