Junction Park State School Curriculum Term Overview – Prep

Term 4, 2026

English

Recounting a Simple Narrative

Reading and Viewing
Students engage with spoken, written and multimodal texts that feature characters, have a beginning, clear events and an ending. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems.

Speaking and Listening
Students recount events in stories to develop ideas for their writing.

Writing and Creating
Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar experiences. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.

Science

Move It, Move It

Students use their senses to observe and explore the properties and movement of objects. They describe how objects move and how factors including their size, shape or material influence their movement. Students pose questions, predict, make observations and identify patterns. Students share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.

HASS

My Special Places

What are places like and what makes them special?

In this unit, students study places where they live or other places that are familiar to them. They will label the features of places and look at how they are represented on maps and globes. Students will recognise that what makes a place special is dependent on how people view the place or use the place. They will observe and represent the location and features of places using pictorial maps and models.

Students will examine sources to identify ways that people care for special places. They will describe special places and the reasons they are special to people. Students will reflect on learning to suggest ways they could contribute to the caring of a special place.

Mathematics

Number and Algebra

Students:

- make connections between number names, numerals and position in the sequence of numbers from zero to at least 20
- use subitising and counting strategies to quantify collections
- compare the size of collections to at least 20
- partition and combine collections up to 10 in different ways, representing these with numbers

Measurement and Space

Students:

- use direct comparison strategies to compare duration of events
- sequence and connect familiar events to the time of day

Statistics and Probability

Not assessed this term

Health and Physical Education

Physical Education – Mrs Duck

Swimming

Students participate in the Swimming Safety Program, practising floating, submerging and gliding forwards and backwards using arm and leg movements resembling strokes. They describe knowledge of sun safety.

Health – Classroom Teacher

Protective Behaviours

As part of Day for Daniel, students identify what it feels like to be safe and unsafe. They will identify family, friends and others who they can trust to help them and practise ways to ask for help. Students will understand they have the right to feel safe and to receive help.

Languages – Japanese

Newcombe Sensei

My Mascot

Students explore the Japanese concept of kawaii (cute) through colourful and imaginative Japanese mascots. They will learn simple language to describe the colours and features of their chosen mascots while developing confidence in interacting with their peers. Students also begin to notice how the Japanese sound system influences words borrowed from other languages, including English.

Technologies

Digital Technologies – Mr Christy

Where Does Our Food Come From?

In Design and Technologies, students will investigate where food and fibre come from by exploring farms, animals, plants and the production of food and fibre. They will identify foods that are grown and produced on farms, investigate fibres such as wool and cotton, and examine how technologies are used to help people work safely and efficiently on farms. Students will communicate their understanding of safe farming practices by creating a picture that demonstrates how farmers use safe practices on their farm.

The Arts

Specialist Music – Mrs Hodgson

Students learn a varied repertoire of songs and rhymes. They work on speaking verses singing voice. Students explore the comparatives high/ low, loud/soft, fast/slow as well as move and respond to the beat. They play a variety of untuned percussion as well as dance and respond to music.

Specialist Visual Arts – Ms Susi

Students explore shapes, colour and line. They experiment with these elements to create abstract artworks. Students also explore portrait artworks from The Archibald Awards and then create their own self portrait using a wide variety of materials.

Drama – Mr Hyde

Students use play, imagination and dramatic processes to explore and share stories and ideas they encounter.
Students describe experiences and observations of drama in their lives and in the community.