



Honour - Persist - Succeed

To provide every child with opportunities to learn so they can grow to be independent, lifelong learners.



Government of Western Australia
School Curriculum and Standards Authority

Pre-Primary, Term 2, 2024 Curriculum Overview for Parents

Below is a summary of the learning that is expected to be taught this term. Coverage of all learning will be monitored and adjusted by teachers to reflect the 2024 cohort of student in this year level.

English			Mathematics				
<p>Phonemic Awareness Heggerty – Weeks 10 - 20 isolate, blend and manipulate phonemes in single syllable words</p> <p>Phonics</p> <ul style="list-style-type: none"> isolate, blend and manipulate phonemes in single syllable words recognise lower case letters (graphemes) and know the most common sound that each letter represents for <p>Consolidation a i m s t n o p b c g h Introduction d e f v k l r u j w z</p> <p>Reading</p> <ul style="list-style-type: none"> share feelings and thoughts about the events and characters in texts explore vocabulary and comprehension to create discussion about literal and inferential meaning read decodable texts using concepts about print and phonic knowledge 	<p>Writing Dictation sentences using CVC words and high frequency words <i>a l the is for of are was</i></p> <ul style="list-style-type: none"> Retell familiar literary texts through performance (actions), use of illustrations (story map) and images (symbols) Innovate on familiar texts through play Vocabulary and comprehension to create discussion and ensure both literal and inferential meaning. <p>Handwriting Produce lower case letters using learned letter formations</p>	<p>Drama</p> <ul style="list-style-type: none"> Role Play Dress up Small worlds 	<p>Number & Algebra</p> <ul style="list-style-type: none"> compare ages, heights, amounts in collections counting activities with numbers beyond 10 counting 'on' into the teens from a number other than 1 eg 8,9,10,11,12,13 analyse and describe collections that are empty and that zero (0) is used to record 'how many' in empty sets build 5 and then 10 as a references for all numbers from 0-10 analyse and describe repeating patterns begin to work with the language of addition active addition (there is action in the addition story) eg a group of 3 birds on a fence and 2 more birds fly in static addition (no action in the addition story) eg there are two groups of three birds 	<p>Measurement & Geometry</p> <ul style="list-style-type: none"> direct comparison – length direct comparison – mass <p>Vocabulary</p> <ul style="list-style-type: none"> more than, greater, greater than, less, less than, fewer 'teen' numbers add, combined, add, part, part-part, total tall, taller, long, longer, longest, short, shorter, shortest, narrow, wide, wider, widest thick, thin, deep, shallow shape, size, feel, heavy, heavier, light, lighter 			
HASS	Health and Physical Education		Science	Technologies		The Arts	
<p>Places</p> <ul style="list-style-type: none"> Different Places My Place Places I Belong to <p>Important Places</p> <ul style="list-style-type: none"> Special Places Caring for Places Why People Care for Places <p>Location of Places</p> <ul style="list-style-type: none"> Maps Finding Places on Maps Talking About Maps <p>Aboriginal and Torres Strait Islander Place</p> <ul style="list-style-type: none"> My Country A Special Site 	Health	Physical	<ul style="list-style-type: none"> Investigating voluntary and involuntary movements. Identifying things that move in the classroom, in the school grounds and outside the school grounds. Investigating and observing toys and how they move. Looking at words used to describe movement - pushing, pulling, rolling, bouncing, sliding and spinning. Investigating items that are easy and hard to roll. 	Design	Digital	Music	Visual
	<p>Social and Emotional wellbeing</p> <ul style="list-style-type: none"> Eating healthy food Practising appropriate personal hygiene routines Safe active play when outdoors Smiling Minds Yoga Mindfulness 	<p>Cooperate with others when participating in physical activity</p> <ul style="list-style-type: none"> Rules <p>Body management skills:</p> <ul style="list-style-type: none"> Static balance (one foot) Line walk <p>Locomotor skills:</p> <ul style="list-style-type: none"> Run Jump (two feet) Hop Gallop <p>Object control skills</p> <ul style="list-style-type: none"> Kick off the ground Catch 		<ul style="list-style-type: none"> Follow the design process of movement toy. Make a toy following design and using appropriate materials. Evaluate design process and assessment. 	<ul style="list-style-type: none"> Recognise and use i-pad Discuss what a computer is and where we can find them in everyday life 	<ul style="list-style-type: none"> Daily Rhymes, jingles and movement to songs. Go Noodle. Musical instruments. 	<ul style="list-style-type: none"> Easel painting Collage table Drawing centre Fine Motor activities Directed drawing