# 2026 Term 3 Learning & Teaching Overview - Prep

| Weeks & Events | 1<br>Monday 13th - Term 3 begins<br><br>Wednesday 15th - 100 days celebration | 2<br>El Camino Music Performance | 3<br>Catholic Education Week<br><br>Friday 31st Grandparents Day | 4 | 5 | 6<br>Science Week | 7<br>Children's Book Week | 8<br>Friday 4th Father's Day Assembly | 9<br>Thursday 10th R U OK Day<br><br>Parent teacher interviews | 10<br>Friday 18th - Term 3 concludes<br><br>Parent teacher interviews<br><br>Prep Swimming Program (all week) |
|---|---|---|---|---|---|---|---|---|---|---|
| **Religion** | Students will explore Old and New Testament stories that reveal God as loving, the creator of all, and the source of all goodness. They will learn about God's special relationship with creation and His desire for people to care for one another. Through these stories, students will understand that God's plan is for everyone to live safely, happily, and in harmony. | | | | | | | | | |
| **English** | **Reading**<br>Students will:<br>• name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs).<br>• read words including consonant-vowel-consonant words and some high-frequency words.<br>• listen to Handa's Surprise and match parts of the story together<br>**Writing**<br>Students will:<br>• write a short persuasive text about a chosen fruit persuading you to eat it. They will express their opinion and give reasons to support their view, such as taste, colour, texture, or health benefits.<br>• form letters, spell most consonant-vowel-consonant words and experiment with capital letters and full stops<br>**Speaking and Listening**<br>Students will:<br>• share thoughts and preferences, retell events or key ideas to an audience.<br>• listen to text and interact with others | | | | | | | | | |
| **Mathematics** | **Number**<br>Students will:<br>• make connections between number names, numerals and position in the sequence of numbers from zero to 15.<br>• partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts<br>• represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies<br>• represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies | | | | | | | | | |
| **HASS** | **Geography: Connections to familiar places**<br>Students are introduced to Geography through an exploration of the features of places they know, belong to and experienced in their everyday lives. The unit focuses on developing students' understanding of place and space, supporting them to recognise that places have identifiable features and that these features can be observed, described and represented in different ways. | | | | | | | | | |
| **Science** | **Chemical Science** | | | | | | | | | |

| | |
|---|---|
| | Students will learn that objects can be composed of one or more materials as they observe and manipulate a variety of everyday items, identifying the materials they are made of. |
| **PE & Health** | **Health:** Relationship Education - Daniel Morcombe and Respect Program<br>This term, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. Students will identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe.<br><br>**Physical Education**<br>Students will develop their fundamental movement skills to manipulate objects and space. They will<br>- learn about the benefits of participating in physical activity<br>- be provided with opportunities to actively engage in individual, team or group physical activities to build confidence, competence, fitness and health. |
| **Technology** | **Design Technology:**<br>Students will investigate how everyday products and environments are designed to meet specific needs. Using the context of a school playground, they will explore the importance of shade and how design can improve comfort and safety in outdoor spaces. |
| **The Arts** | **Drama**<br>This semester in Drama, students will be working with the dramatic elements of role, situation and focus in dramatic play, improvisation and puppet theatre. They will also start to describe what happens in the drama they make, perform and view.<br><br>**Music**<br>Students will explore how and why the arts are important for people and communities. They will use play and imagination, with assistance, to create a soundscape of a thunderstorm. Students will present this to an audience of their peers. |
| Italian | Students will learn simple words and phrases through games, songs, chants and role-play. They will practise counting, sorting and using basic language for shopping activities. Students will also begin to recognise that Italian and English look and sound different, and will explore how language and culture are part of people's identity. |