Holland Park State School

2026 Prep Curriculum Overview

	Semester 1		Semester 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
English	**Sharing thoughts and feelings** Through texts, students explore characters, settings and events, and language and visual features. They make connections to personal experiences, reflecting on experiences that are similar or different to their own, and use language to express preferences, likes and dislikes. Students engage in shared and independent writing and/or learning experiences to create short texts to retell, interact and share ideas about stories and express their preferences for characters and texts.	**Exploring informative texts** Students engage with a range of informative texts that support learning in English and across the curriculum. Students explore familiar text types such as stories and informative texts and identify language and visual features of texts to suit their purpose. Students engage in shared and independent writing or learning experiences to create short texts to report ideas about familiar topics, using some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.	**Exploring and Sharing Experiences** Students engage in shared and independent writing and learning experiences to create short spoken and written texts to retell events in stories and everyday happenings, using language to sequence events, and express thoughts and feelings. Students create and deliver a short, spoken text to retell an experience.	**Exploring Imaginative texts** Students engage with spoken, written and multimodal texts which feature characters, clear events, beginnings and endings. Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.
Mathematics	**Number and Algebra** • Counting collections • Investigation numbers • Making and representing quantities • Identifying similarities and differences • Sorting objects and classifying sorts • Subitising • Connecting numerals to quantities • Comparing quantities	**Number and Algebra** • Patterns • Addition situations to 10 • Counting forwards and backwards • Connecting number names, numerals and quantities • Representing and partitioning quantities **Measurement and Space** • Length • 2D shapes and objects	**Number and Algebra** • Addition • Teen numbers • Making equal quantities • Part-whole relationships • Counting forwards and backwards to 20 • Connecting numerals and number names and quantities to 20 and beyond • Explore concept of sharing. **Measurement and Space**	**Number and Algebra** • Subtraction • Connecting and representing addition and subtraction • Represent division by sharing. • Australian Coins • Simple money transactions • Double facts **Measurement and Space** • Duration of events

	• Ordering numerals and quantities
	• Counting backwards from 10
	
	Measurement and Space
	  • Identifying the days week
	  • Sequencing events
	  • Using positional language
	  • Representing location
	  • Investigating the size of objects
	
	Statistics
	Using question to collect information
		• Mass
		• Connections between 2D and 3D shapes
		• Identifying positions
		• Giving and following directions
		
		Statistics
		• Using questions to collect information
			• Mass
			• Capacity
			• Comparing and ordering duration
			• Ordinal language
			• 2D shapes
			• Positions and directions
			S**tatistics**
			• Collecting information
			• Asking question
			• Data Displays	

Science	**Biological Sciences** Students will begin to investigate and explain the natural world. They will learn about the way scientists work and notice ways they make observations Students will represent external features of living things and use these to identify patterns, describing ways of grouping or classifying, including identifying fruits and vegetables as plant parts; identifying common features of familiar animal groups; and recognising humans have features in common with other animals.		**Chemical Sciences** Students will identify patterns in how materials, such as wood, plastic, metal or glass, are used for specific purposes, and explore how materials can be combined to create functional utensils and tools. By identifying patterns, they will recognise some objects are made of more than one type of material, and that each type of material in an object has distinct properties that contribute to the use of the object.	**Physical Sciences** Students will develop curiosity about the physical world by observing and showing how everyday objects such as toys, tools and animals move, exploring factors that influence movement, such as size, shape, and material.
Humanities and Social Sciences (HASS)	**People I notice around me.** Students will develop the skills and processes for investigating their personal worlds and strengthening dispositions for learning such as curiosity and imagination. They will build upon and the inquiry superpower, where they will build on the concept of 'noticing' and answer the question "**What do I notice about Who am I, where do I live and who came before**?"		**Places I notice.** Students will develop the skills and processes for investigating their personal worlds and strengthening dispositions for learning such as curiosity and imagination. They will build upon and the inquiry superpower, where they will build on the concept of 'noticing' and answer the question "**What do I notice about why some places and events are special and how do we know?"**	

Health	**Noticing Together** Students identify factors that contribute to their identities by making personal connections with stories and discussing who they are, where they come from and people in their lives. They explore similarities and differences in interests and behaviours between themselves and other students in their class and how personal and social skills are used to interact respectfully.	**Noticing Others** Students learn about emotions and expressing their emotions respectfully. They explore emotions through texts and share their opinions about the characters' emotions.	**Noticing what is around me** Through active play and rhythmic and expressive activities, students work together and explore ways to develop positive communication skills around feeling safe and unsafe. They use critical thinking skills to identify feelings associated with being safe and unsafe. They also make choices about protective behaviours and help-seeking strategies they can use.	**Noticing what makes me safe** Students explore potential hazards in and around the school and discuss ways to keep themselves and others safe. Through stories, texts and pictures, students identify household substances that are dangerous and describe what symbols are used to identify the danger.
Physical Education	Students explore a range of fundamental gross motor skills focusing on static balance, running, hopping, skipping and jumping within a variety of games, activities and sequences.	Students develop and practice a range of basic ball skills including bouncing, rolling, catching and throwing in a variety of active play and structured movement activities.	Students explore how their body and objects move in relation to effort, space, time, objects and people, with the use of various equipment, skills and games.	Students participate in a water awareness program aligned with Education Queensland's water safety and swimming competencies. They explore how their body moves within water and various strategies to ensure personal safety.
Technologies	**Digital Technologies** The students will begin to become familiar with digital systems and use them for a purpose. They will represent data using objects, pictures and symbols and identify examples of data that is owned by them.		**Design Technologies** The students will create, communicate, and choose design ideas. They will follow steps and use materials and equipment to safely make a designed solution for a school-selected context.	
Languages (Japanese)	**Hello** Students will learn about Japanese greetings and classroom language through songs, roleplays and matching activities. They will learn greetings by looking at pictures showing different times of the day and choosing the most appropriate greeting for each situation. Students will learn how to greet the teacher and their classmates in Japanese and respond to basic classroom questions in Japanese. They will demonstrate their learning by roleplaying greeting a puppet in Japanese.	**Let's Count** Students will explore Japanese numbers by counting to ten through songs and gestures. They will become familiar with Japanese spelling for numbers by copying and tracing words, noticing some differences between Japanese and English numbers. Students will respond to classroom instructions involving numbers and collecting objects. They will play simple games using Japanese numbers. Students demonstrate their understanding by sorting a set of cards in Japanese and matching them to English numbers.	**Japanese Animals** Students will discover Japan's diverse animals, from tanuki and red-crowned cranes to Japanese macaques. They will learn the Japanese words for animals and the sounds that these animals are said to make in Japanese, through listening to stories and participating in games. Students will sing songs about animals and act out the sounds each animal is said to make, deepening their connection to the new vocabulary. They will label drawings of animals by tracing or copying the Japanese words for these animals. Students	**All about Japan** Students are introduced to Japanese culture through pictures of festivals, places and food. They compare behaviours in interactions that occur in Japanese class to their other classes. Students watch Japanese children's shows and notice similarities and differences between Japan and Australia. They begin to understand that Japanese culture is one of many cultures and explore the richness and diversity of cultures within Japan and Australia, which could include a focus on Aboriginal and Torres Strait Islander cultures. Students can identify elements of

			observe how the Japanese words differ from their English translation and begin to recognise key differences between the two languages.	Japanese culture and other culture(s).
The Arts **Drama, Dance, Visual Arts and Media Arts**	Students will explore a rich mix of Visual Arts, Dance, Drama and Media Arts. Through hands on and imaginative experiences, they will respond to artworks they see at school, at home and in the community, sharing their ideas, observations and feelings. Using play, creativity and developing arts skills, students will experiment with different ways to create and present their own artworks. Throughout the year, they will build confidence in expressing themselves and sharing their learning with others.			
Music	**Exploring Music Around Us** Students explore and discover how music at home, school or in the community is used when experiencing celebrations and events such as music they would experience at a party or celebration. Students develop and practise music skills such as beat, rhythm, pitch and dynamics for using voice/vocalisation and instruments. They develop confidence in using their singing voice/vocalisation by exploring how to change their speaking voice to their singing voice. Students compose and perform music using play, imagination and music skills they have learnt to discover possibilities, develop and/or communicate ideas.		**Exploring feeling and emotions through music** Students explore and discover how music at home, school or in the community can communicate feelings and emotions such as creating a spooky, surprised or relaxed mood. Students develop and practise music skills such as beat, rhythm, pitch and dynamics for using voice/vocalisation and instruments. They explore how to use the elements of music to communicate different feelings and emotions. Students compose and perform music using play, imagination and music skills they have learnt to discover possibilities, develop and/or communicate ideas.	
Philosophy	Students in philosophy to develop critical and creative thinking. They explore the difference between statements and questions and are introduced to the five rules of philosophy: we listen to each other, we build on others' ideas, we respect and think about others' ideas, there may be no single right answer, and we reflect to learn.			

2026 Prep Excursions and Incursions

PRICES ARE APPROXIMATIONS and subject to adjustment following changes in transport and supplier costings

Term 1	Term 2	Term 3	Term 4
	Trevena Glen Farm Excursion Cost: $50 Creative Dance Cost: Approximately $16	Shake and Stir Drama Incursion Cost: Approximately $10 Mott Park Excursion Cost: Approximately $5 Bravehearts Ditto Show Cost Approximately $11 NAIDOC Week Cultural Incursion approximately $5	

2026 Other Expenses

Online Resources	Cost (per year) Approximate
Mathletics	$25 per student
Readings Eggs	$11 per student
Typing Tournament	$5 per student
TOTAL	$41