



Holland Park State School



2025 Prep Curriculum Overview

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	Unit 1: 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.	Unit 2: 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.	Unit 3: 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.	Unit 4: 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 - Ordering numerals and quantities - Counting backwards from 10 Measurement and Space - Identifying the days week - Sequencing events - Using positional language	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 - Mass - Connections between 2D and 3D shapes - Identifying positions	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 - Mass - Capacity - Comparing and ordering duration	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

	- Representing location - Investigating the size of objects Statistics - Using question to collect information	- Giving and following directions Statistics - Using questions to collect information	- Ordinal language 2D shapes - Positions and directions Statistics - Collecting information - Asking question - Data Displays	
Science	Unit 1: Our living world Biological Sciences Students observe external features of plants and animals and describe ways they can be grouped based on these features.	Unit 2: Bug Hotel (STEM) Chemical Sciences Students investigate how objects are made of materials that have observable properties. Students apply this knowledge to design and create an Animal Hotel that is suitable for outdoors.	Unit 3: Physical Sciences Students investigate the way objects move depends on a variety of factors, including their size and shape.	
Humanities and Social Sciences (HASS)	Unit 1: 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?"		Unit 2: 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	Unit 1: 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.	Unit 2: Noticing Others Students learn about emotions and expressing their emotions respectfully. They explore emotions through texts and share their opinions about the characters' emotions.	Unit 3: 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.	Unit 4: 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 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. They also develop and demonstrate their ability to play fairly by following	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.

	rules, instruction and how to play fairly amongst their peers.			
Technologies		Design Technologies Unit 1: Creating an animal home (STEM) Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. They use the engineering design process and their understanding of the properties of materials and components to design, plan, build, test and modify a design solution for an environmental problem.	Digital Technologies Unit 2: Computers- Handy Helpers Students learn and apply digital technologies knowledge and skills through guided play and tasks integrated into other subject areas. Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.	
Languages - Japanese	Unit 1: A package from Japan Students begin to engage with the Japanese language and culture. They explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.	Unit 2: Who am I? Students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese.	Unit 3: My mascot Students explore the Japanese concept of kawaii (cute) through mascots. They begin to use vocabulary for descriptions and be exposed to a variety of different mascots. Students begin to notice the Japanese sound system and the effect it has on borrowed words.	Unit 4: Sending greetings to Japan Students use language to greet, introduce and describe themselves to new Japanese friends. Students use language and gestures to exchange gifts across cultures.
THE ARTS				
Music	Unit 1: Sounds Like Us Students learn a variety of songs and rhymes to expand their musical repertoire. They experiment with both singing and speaking voices, engage in musical and movement games, and explore classroom percussion instruments. These activities build confidence, promote teamwork, and encourage creative self-expression, all within a supportive environment that fosters both personal growth and musical development.		Unit 2: Sounds Like My Community Students continue to expand their repertoire of songs and rhymes, using both singing and speaking voices. They will play games and use classroom percussion instruments safely and appropriately. Students deepen their understanding of musical contrasts such as high and low, soft and loud, and fast and slow. By the end of the unit, students will be able to describe their experiences and feelings about the music they encounter, fostering a deeper connection with and appreciation for the arts.	
Dance		Students participate in a dance enrichment program run by external dance instructors Creative Dance Industries (not assessed)		

Drama	Unit 1: Chants and Rhymes Students participate in improvisation, movement, and reader's theatre to craft and present a performance inspired by a diverse range of chants and rhymes explored in class, including both contemporary and traditional selections.	Unit 2 Where the Wild Things Are Students animate scenes from the cherished story "Where the Wild Things Are" using dynamic techniques like freeze frames, mime, and improvisation, embodying diverse roles and situations inspired by the wild settings of the narrative.
ESTAS (Entrepreneurial, Sustainability, Technologies and Science)		Students explore the places that are important to them and the community. They use their communication skills to describe the features and explain the importance of those places, including environmental spaces, and use their thinking skills to develop ideas and reasons on how we can look after these special places.
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.	

2025 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
Street Science Incursion – Sensory Science Experience Cost: Approximately \$15	Story Telling Incursion (Renata) Cost: Approximately \$8 Out of the Box QPAC Cost: Approximately \$50 Creative Dance Cost: Approximately \$15	Mott Park Excursion -Free Bravehearts Dito Show Cost: Approximately \$11 Under 8's Day – Free Musica Viva Australia in Schools Cost: Approximately \$10.50 NAIDOC Week Cultural Incursion approximately \$5	

2025 Other Expenses

Online Resources	Cost (per year)
Mathletics	\$23 per student
Readings Eggs	\$15 per student
Typing Tournament	\$2 per student
TOTAL	\$40