# Australian Prep Curriculum version 8.4

# HPE 75%

### PREP Achievement Standard Version 8 in HPE

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

### Prep Scope and Sequence for HPE based on Version 8.

| Movement and Physical Activity | | | | | |
|---|---|---|---|---|---|
| **Moving Our Body** | | **Understanding Movement** | | **Learning Through Movement** | |
| Refining Movement Skills | Developing Movement concepts and Strategies | Fitness and Physical Activity | Elements of Movement | Teamwork and Leadership | Critical and Creative Thinking in Movement |
| **Curriculum Requirement:**<br><br>Practise fundamental movement skills and movement sequences using different body parts (ACPMP008) | **Curriculum Requirement:**<br><br>Participate in games with and without equipment<br><br>(ACPMP009) | **Curriculum Requirement:**<br><br>Explore how regular physical activity keeps individuals healthy and well (ACPMP010) | **Curriculum Requirement:**<br><br>Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011) | **Curriculum Requirement:**<br><br>Cooperate with others when participating in physical activities (ACPMP012) | **Curriculum Requirement:**<br><br>Test possible solutions to movement challenges through trial and error (ACPMP013)<br><br>**What does this look like for MMA program?** |

# Australian Prep Curriculum version 8.4

| | | | | | |
|---|---|---|---|---|---|
| **What does this look like for MMA program?**<br><br>Sending, controlling and receiving objects at different levels in different ways.<br><br>Performing locomotor skills in any direction from one point to another<br><br>Responding with movement to rhythm, beat, music and words.<br><br>Creating movement sequences without equipment. | **What does this look like for MMA program?**<br><br>Participating in games, such as musical chairs, rhythm actions and alphabet shapes.<br><br>Participating in games that require children to be aware of personal safety and game boundaries.<br><br>Participating in games from other cultures. | **What does this look like for MMA program?**<br><br>Identifying how regular physical activity can help keep people healthy<br><br>Children sharing the things they enjoy about being physically active<br><br>Describing their feelings after participating in different physical activities. | **What does this look like for MMA program?**<br><br>Demonstrating the difference between personal space and general space in physical activities.<br><br>Moving at different speeds and different directions with others in a designated area. | **What does this look like for MMA program?**<br><br>Working with a partner or a small group to complete a movement task or challenge.<br><br>Using words and body language to communicate clear intentions when playing minor games. | Attempting different ways to solve a movement challenge<br><br>Trialling a number of techniques<br><br>Making positive choices when faced with a movement challenge. |

## English 50%

## PREP Achievement Standard Version 8 in English

**Receptive modes (listening, reading and viewing) 60%**

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

**Productive modes (speaking, writing and creating)**

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

# English – Language

| Strand: Language for Interaction | |
|---|---|
| **Thread** | **Curriculum Requirement:** |
| **Evaluative Language**<br>How language is used to express opinions and make evaluative judgments about people, places, things and texts | Understand that language can be used to explore ways of expressing needs, likes and dislikes<br>(ACELA1429)<br><br>**What does this look like for MMA program?**<br><br>Children recognise some of the ways that we can use speech, gesture and writing to communicate meaning and feeling. |
| **Strand: Text structure and organisation** | |
| **Purpose audience and structures of different types of texts**<br>How texts serve different purposes and how the structures of types of texts vary according to the text purpose | Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| | have different purposes<br>(ACELA1430)<br><br>**What does this look like for MMA program?**<br><br>Discussing the purpose of a text, e.g. this text will tell a story, this text will provide information, etc.<br><br>Children share their experiences of different texts. |
| **Text cohesion**<br>How texts work as cohesive wholes through language features that link parts of the text together, such as paragraphs, connectives, nouns and associated pronouns | Understand that some language in written texts is unlike everyday spoken language<br>(ACELA1431)<br><br>**What does this look like for MMA program?**<br><br>Children learn that stories/texts don't always sound the same as when people speak to each other when we read stories/tell stories to the children. |
| **Concepts of print and screen**<br>Different conventions that apply to how text is presented on a page or screen | Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality<br>(ACELA1433)<br><br>**What does this look like for MMA program?**<br><br>Learning about print, direction of print and return sweep, spaces between words, etc in completion of booklet. |
| **Strand: Expressing and developing ideas** | |
| **Sentences and clause- level grammar**<br>What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex) | Recognise that sentences are key units for expressing ideas<br>(ACELA1435)<br><br>**What does this look like for MMA program?**<br><br>Learning that word order is important in a sentence. E.g.<br><br>"The boy sat with the dog," |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| | "The boy sat on the dog." |
| **Word-level grammar**<br>Different classes of words used in English (nouns, verbs, etc), the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups | Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)<br><br>**What does this look like for MMA program?**<br><br>Exploring spoken texts, written texts and multimodal texts, identifying words and images that hep make meaning. |
| **Visual language**<br>How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound | Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)<br><br>**What does this look like for MMA program?**<br><br>Exploring how a combination of print and images create meaning.<br><br>Comparing the story from the written words to how the story can be interpreted from just the images. |
| **Vocabulary**<br>Meanings of words, including everyday and specialist meanings, and how words take their meanings from the context of the text | Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)<br><br>**What does this look like for MMA program?**<br><br>Discussing new vocabulary found in a story.<br><br>E.g. "what do this word mean." |
| **Strand: Phonics and word knowledge** | |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| **Alphabet and phonic knowledge**<br>The relationship between sounds and letters (graphemes) and how these are combined when reading and writing | Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents<br>(ACELA1440)<br><br>**What does this look like for MMA program?**<br><br>Using familiar and common letters in handwritten communications. |
| | Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words<br>(ACELA1820)<br><br>**What does this look like for MMA program?**<br><br>Listening to hear the children are using letters/sounds (when necessary) to read words and hear and record appropriate sounds associated with letters when writing CVC words, e.g. 'kat' for 'cat'. |
| **Spelling**<br>Knowledge about how sounds (phonemes) of words are represented by letters or letter patterns, knowledge of meaning units within words (morphemes) and word origins | Know how to read and write some high-frequency words and other familiar words<br>(ACELA1817)<br><br>**What does this look like for MMA program?**<br><br>Knowing how to write child's own name, perhaps names of familiar people to them too e.g., mum, dad, siblings.<br><br>Knowing how to write some high-frequency words, e.g. and, my, is, etc. |

# Australian Prep Curriculum version 8.4

## English – Literature

| Strand: Literature and Context | |
|---|---|
| How texts reflect the context of culture and situation in which they are created | Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)<br><br>**What does this look like for MMA program?**<br><br>Children engage with texts that reflect social and cultural groups to which students belong. |

## English – Literacy

| Strand: Interacting with Others | |
|---|---|
| **Listening and speaking interactions**<br>Purposes and contexts through which students engage in listening and speaking interactions | Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)<br><br>**What does this look like for MMA program?**<br><br>Participating in informal situation, for example, play-based experiences, which involve the imaginative use of spoken language.<br><br>Listening to, remembering and following simple instructions. |
| **Listening and speaking interactions**<br>Skills students use when engaging in listening and speaking interactions | Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)<br><br>**What does this look like for MMA program?**<br><br>Showing understanding of appropriate listening behaviour, such as listening without interruption, and looking at the speaker, (if culturally appropriate). |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| | Learning different levels of voice control. E.g. 'inside voices' and 'outside voices'<br><br>Learning to ask questions and provide answers that are more than one or two words. |
| **Strand: Interpreting, analysing and evaluating** | |
| **Reading processes**<br>Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts, including predicting, monitoring, cross-checking, self-correcting, skimming and scanning | Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge<br>(ACELY1649)<br><br>**What does this look like for MMA program?**<br><br>Predicting what might happen on the basis of experience in a familiar type of text; at the sentence level. Predicting meaning or end of sentence. E.g. "the cat sat on the ___".<br><br>Attempting to work out unknown words.<br><br>Navigating a text correctly. Starting at the right place and working through in the correct direction. |
| **Comprehension strategies**<br>Strategies of constructing meaning from texts, including literal and inferential meaning | Use comprehension strategies to understand and discuss texts listened to, viewed or read independently<br>(ACELY1650)<br><br>**What does this look like for MMA program?**<br><br>Talking about the meaning in texts listened to, viewed and read.<br><br>Discussing and sequencing events in stories.<br><br>Making an inference about a character's feeling. |
| **Strand: Creating Texts** | |
| **Handwriting**<br>Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting | Produce some lower case and upper case letters using learned letter formations<br>(ACELY1653) |

| | |
|---|---|
| | **What does this look like for MMA program?**<br><br>Following clear demonstrations on how to form each letter.<br><br>Learning how to construct lower case and to combine these into words.<br><br>Learn how to produce simple handwriting movements and grip and learn how to construct some upper-case letters. |

## Mathematics 85%

## PREP Achievement Standard Version 8 in Mathematics

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

# Mathematics – Number and Algebra

| Strand: Number and Place Value | |
|---|---|
| Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point<br>(ACMNA001) | **What does this look like for MMA program?**<br><br>Understanding that numbers are said in a particular order and there are patterns in the way we say them.<br><br>Developing fluency in counting forwards and backwards and within contexts, such as stories and/or rhymes |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002) | **What does this look like for MMA program?**<br><br>Understand that each object must be counted only once.<br><br>Understanding the arrangement of objects don't change how many there are.<br><br>Understanding the last number counted answers the 'how many' question. |
| Subitise small collections of objects (ACMNA003) | **What does this look like for MMA program?**<br><br>Using subitising as the basis for counting, ordering and comparing a small number of objects.<br><br>Subitising is recognising a number of objects without counting. E.g. "There are 5 dots."<br>  |
| Represent practical situations to model addition and sharing (ACMNA004) | **What does this look like for MMA program?**<br><br>Using a range of strategies to add small groups of numbers, e.g., concrete materials and visual displays. |
| Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289) | **What does this look like for MMA program?**<br><br>Understanding and using terms of first and second to order positions. |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| | Comparing and ordering using items of 'like' and 'unlike' characteristics using the words 'more', 'less', 'same as', 'not the same', and giving reasons for these answers. |
| **Strand: Patterns and Algebra** | |
| Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005) | **What does this look like for MMA program?**<br><br>Observing natural patterns in the world around us. |

## Mathematics – Measurement and Geometry

| **Strand: Using Units of Measurement** | |
|---|---|
| Compare and order duration of events using everyday language of time (ACMMG007) | **What does this look like for MMA program?**<br><br>Knowing and identifying days of the week and linking them to familiar events. E.g. Movement Monkeys day! |
| Connect days of the week to familiar events and actions (ACMMG008) | **What does this look like for MMA program?**<br><br>Choosing events and actions that make connections with students' everyday family routines. |
| **Strand: Shape** | |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) | **What does this look like for MMA program?**<br><br>Sorting, describing and naming squares, circles, triangles, rectangles, spheres and cubes. |
| **Strand: Location and Transformation** | |
| Describe position and movement (ACMMG010) | **What does this look like for MMA program?**<br><br>Interpreting everyday language of directions. E.g., 'forward, backwards, between, near, next to, etc." |

## Mathematics – Statistics and Probability

| **Strand: Data Representation and Interpretation** | |
|---|---|
| Answer yes/no questions to collect information and make simple inferences (ACMSP011) | **What does this look like for MMA program?**<br><br>Posing questions about the children and familiar objects and events. |

## Science 70%

## PREP Achievement Standard Version 8 in Science.

# Australian Prep Curriculum version 8.4

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

## Science – Science Understanding

| Strand: Chemical Sciences | |
|---|---|
| Objects are made of materials that have observable properties (ACSSU003) | **What does this look like for MMA program?**<br><br>Sorting and grouping materials based on observable properties. E.g. colour, size, texture, etc. |
| **Strand: Physical Sciences** | |
| The way objects move depends on a variety of factors, including their size and shape (ACSSU005) | **What does this look like for MMA program?**<br><br>Comparing the way different sized, but similar shaped objects, such as tennis balls, blocks, bean bags (hand size) etc, roll, bounce and move in games. |

## Science – Science as a Human Endeavor

| Nature and Development of Science | |
|---|---|
| Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) | **What does this look like for MMA program?**<br><br>Exploring and observing using the senses. Touch, taste, smell, sight and hearing.<br><br>Recognising that an observation is important part of exploring and investigating the things and places around us. |

| | |
|---|---|
| | Sharing observations with others and communicating their experiences. |

## Science – Science Inquiry Skills

| Strand: Questioning and Predicting | |
|---|---|
| Pose and respond to questions about familiar objects and events (ACSIS014) | **What does this look like for MMA program?**<br><br>Considering questions related to the home and school and objects used in everyday life. |
| **Strand: Planning and Conducting** | |
| Participate in guided investigations and make observations using the senses (ACSIS011) | **What does this look like for us and our program?**<br><br>Using sight, hearing, touch, taste and smell so that children can gather information about the world around them. |
| **Strand: Processing and Analysing Data and Information** | |
| Engage in discussions about observations and represent ideas (ACSIS233) | **What does this look like for MMA program?**<br><br>Taking part in informal and guided discussions related to student's observations.<br><br>Using drawings to represent ideas and observations and discussing these representations with others. |
| **Strand: Communicating** | |
| Share observations and ideas (ACSIS012) | **What does this look like for MMA program?**<br><br>Communicating ideas through play and/or drawing. |

| | |
|---|---|

## HASS 30%

## PREP Achievement Standard Version 8 in HASS.

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

# HASS – Inquiry and Skills

| Strand: Questioning | |
|---|---|
| Pose questions about past and present objects, people, places and events (ACHASSI001) | **What does this look like for MMA program?**<br><br>Asking questions about the place they are in after being encouraged to observe it using different senses. |
| **Strand: Researching** | |
| Sequence familiar objects and events (ACHASSI004) | **What does this look like for MMA program?**<br><br>Drawing story maps of events described in books or stories. |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| **Strand: Analysing** | |
| Explore a point of view<br>(ACHASSI005) | **What does this look like for MMA program?**<br><br>Identifying places that they like/don't like and talking about reasons for their feelings. |
| **Strand: Evaluating and Reflecting** | |
| Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps<br>(ACHASSI008) | **What does this look like for MMA program?**<br><br>Identifying how a story connects with an aspect of the child's family history. E.g., how a story connects to how their grandparent lived. |
| Reflect on learning to propose how to care for places and sites that are important or significant<br>(ACHASSI009) | **What does this look like for MMA program?**<br><br>Describing or drawing special places, telling what they have learnt that makes that place special and how to behave when there. E.g., Movement Monkeys Learning Play. |
| **Strand: Communicating** | |
| Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location<br>(ACHASSI010) | **What does this look like for MMA program?**<br><br>Using simple terms to denote the passage of time. E.g., 'then', 'now', 'later', 'yesterday', 'tomorrow', etc. |

## HASS – Knowledge and Understanding – None

## Technologies 10%

# Australian Prep Curriculum version 8.4

## PREP Achievement Standard Version 8 in Technologies

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.

Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance, students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas and information face-to-face and online.

**Design and Technologies**

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.

With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.

**Digital Technologies**

By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.

Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.

| Strand: Engineering principles and systems. | |
|---|---|
| Explore how technologies use forces to create movement in products (ACTDEK002) | **What does this look like for MMA program?**<br><br>Exploring how to manipulate materials using various tools. E.g., using hands as tools to manipulate given objects in games.<br><br>Exploring the use of push and pull forces to manipulate given objects for the purpose of a game. |

# Australian Prep Curriculum version 8.4

## The Arts 20%

## PREP Achievement Standard Version 8 in The Arts.

### *Overall Achievement Standard:*

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

## Dance: 25%

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

## Drama: 50%

By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.

Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.

## Media Arts:

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

## Music:

By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.

## Visual Arts: 50%

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

# Australian Prep Curriculum version 8.4

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

| Dance - Strand: Developing understanding of practices | |
|---|---|
| Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002) | **What does this look like for MMA program?**<br><br>Obviously, we're not making dance sequences, but we are developing the fundamental movements skills in our learning play program.<br><br>Practising fundamental movements to begin to develop technical skills of body control, posture, strength, balance and coordination, and responding to coaches' feedback.<br><br>Practising a range of fundamental movements, e.g., walking, running, jumping, skipping, marching, crawling. |
| **Drama - Strand: Exploring ideas and improvising with ways to represent ideas** | |
| Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) | **What does this look like for MMA program?**<br><br>Taking part in purposeful dramatic play, focusing on experiencing the roles and situation they create. E.g., This can be as simple as, "We are explorers and need to find a safe way across the 'Bridge of Doom', which is the game that involves jumping across the red pads. |
| **Visual Arts - Strand: Sharing artworks through performance, presentation or display** | |

# Australian Prep Curriculum version 8.4

| | |
|---|---|
| Create and display artworks to communicate ideas to an audience<br>(ACAVAM108) | **What does this look like for MMA program?**<br><br>Children talk about their artworks they have created that also shows their learning from our program. This can be with coaches, school or parents. |