



Richmond State School

Deeds Not Words

Prep, Term 4 2025 Curriculum Overview

English

In English, students will be exploring poems through reading, listening and viewing. They will learn what a poem is, what it is about and how it makes them feel. Students will identify rhyming words, sound patterns and rhythm in different poems. They will make connections between the poems they read and their own experiences. Students will also have opportunities to create and respond to poems by experimenting with words, sounds and patterns. Through these activities, they will build confidence in reading, speaking and listening while having fun with language and creative expression.

Key Concepts & Vocabulary: poem, rhyme, rhythm, alliteration, sound patterns, text, words, feeling, personal connection, predict

Mathematics

In Mathematics, students are learning to work with numbers to 20. They will practise counting forwards and backwards, recognising and ordering numbers to 20. Students will explore how to partition (break apart), combine (put together) and compare different collections of objects. They will learn to identify which collection has more or less, using hands-on materials to build their understanding of number relationships. Students will also explore repeating patterns, learning how to copy, continue and create their own patterns using colours, shapes and objects.

Key Concepts & Vocabulary: counting, numbers to 20, more, less, same, order, combine, separate, part-part-whole, pattern, repeat, sequence

Science

In Science, students will learn about objects and the way they move. They will describe the properties of familiar objects and how they roll, bounce, slide and spin. Students will learn to observe an object's movement and share their reflections with the class. They will use their science knowledge to ask questions about different objects and how they might move.

Key Concepts & Vocabulary: objects, move, observe, investigate, spin, roll, move, bounce, properties, record, reflect, pull, push

HASS (Humanities & Social Sciences)

In HASS, students will explore places that are special to them and others, such as their home, school, local park, or community spaces. They will explore why they are important to different people. Students will learn about how to describe features of these places (like trees, buildings, or playgrounds) and where they are located using simple maps, drawings, and models. They will discuss how people can care for places to keep them safe, clean, and enjoyable for everyone.

Key Concepts & Vocabulary: place, special, feature, map, model, care, natural, constructed, managed

Music

In this unit, students explore how and why people across cultures experience and create music. They engage in hands-on activities that encourage listening, responding, movement, and discussion. They will learn about music elements such as rhythm, melody, form, and mood, and respond to music from different cultures, including First Nations Australians. Students will develop their ability to describe music using both informal and emerging technical language.

Key Concepts & Vocabulary: Rhythm, Melody, Tempo, Dynamics, Pitch, Form, Mood, Beat, Pattern, Expression, Cultural expression, Musical elements, Listening and responding, Creativity and performance, Respect for diversity, First Nations perspectives



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Health and Physical Education

In Health, students are learning to identify how they can take responsibility for their own safety. They will select and apply strategies to keep themselves safe and strategies to ask for help with tasks or problems. Students will identify actions that help keep them safe with medicines and poisons and in situations involving water and fire. They will demonstrate practices and protective behaviours to keep themselves and others safe and healthy in different situations. Students will articulate who and how to ask for help with tasks or problems.

In PE, students will be learning to demonstrate water skills and strokes in different movement sequences and situations. They will perform freestyle and backstroke in continuous movement sequences maintaining good form and control of the flow during entries, strokes and exits.

Key Concepts & Vocabulary: take responsibility, road safety, car safety, bike safety, situation, appropriate strategies, safe, healthy, practices, protective behaviours, situations, medicines, poisons, problems entries, exits, freestyle, kicking, backstroke, torpedo, sculling, floating, flow, control

Digital Technologies

In this unit, students will explore how technology helps us in everyday life through fun, hands-on activities. They will use digital tools and simple coding to solve problems and share their ideas. Using Bee-Bots (small programmable robots), students will learn how to plan and follow a sequence of steps, helping them understand the basics of coding and problem-solving. They will collect and organise data, create digital projects, and learn how to stay safe when using technology. Students will also work together to share ideas and build confidence using digital systems.

Key Concepts & Vocabulary: everyday use of technology, Coding and algorithms, Problem-solving with Bee-Bots, Data collection and presentation, Computational thinking, Safe and responsible technology use. Technology, digital system, information, data, sequence, steps, algorithm, coding, Bee-Bot, pattern, problem-solving, logical thinking, program, online safety, share, create, collaborate



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Prep, Term 4 2025 Assessment Calendar

English Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment name: Examining the Features of Poetry Assessment technique: Short response Due date: Weeks 5 and 6		
Mathematics Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment name: Partitioning, combining and comparing collections Assessment technique: Observed demonstration Due date: Week 5		
Science Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment name: Investigating movement Assessment technique: Investigation Due date: Weeks 5 and 6		
HASS Teacher: Hayley Ybema Contact: hybem0@eq.edu.au	Assessment name: Special Places Assessment technique: Interview Due date: Weeks 4 and 6		
Digital Technologies Teacher: Amy Jeffery Contact: aerya1@eq.edu.au	Assessment name: Handy Helpers Assessment technique: A collection of work Due date: Part: B Week 4, Part C, Week 6		
Health and Physical Education Teacher: Jaimee Baartz Contact: jbaar16@eq.edu.au	<table> <tr> <td> Assessment name: I am safe Assessment technique: Collection of work and verbal response Due date: Weeks 5 and 6 </td><td> Assessment name: Tadpoles Assessment technique: Practical Observation Due date: Weeks 6 and 7 </td></tr> </table>	Assessment name: I am safe Assessment technique: Collection of work and verbal response Due date: Weeks 5 and 6	Assessment name: Tadpoles Assessment technique: Practical Observation Due date: Weeks 6 and 7
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Music Teacher: Amy Jeffery Contact: aerya1@eq.edu.au	Assessment Name: Let's sing and play together Assessment technique: Part C - Making and Performing: Lead the class in performing own composition Date Due: Week 4		