



# Chapel Hill State School

## Additional Learning Areas Curriculum and Assessment Overview 2024

### Prep



	Term 1	Term 2	Term 3	Term 4
<b>THE ARTS</b>			<b>Dance – U2 Shape Dance</b>  Learn basic movement skills that explore rhythmical patterns, locomotor and non-locomotor movements, repetition and coordination.	<b>Drama – U2 Stories</b>  Explore ways that ideas in stories can be stimulus for dramatic actions.
			<b>Assessment:</b> Observations checklist	<b>Assessment:</b> Marking Guide
	<b>Music</b>  <ul style="list-style-type: none"> <li>Learn to join in singing</li> <li>Participate in partner activities</li> <li>Moving to the beat</li> </ul>	<b>Music – Unit 4 Music in our New World Performance</b>  <ul style="list-style-type: none"> <li>Compose, perform and respond to music using the stimulus of different texts</li> </ul>	<b>Music</b>  <ul style="list-style-type: none"> <li>Participating in beat and rhythm work</li> </ul>	<b>Music</b>  <ul style="list-style-type: none"> <li>Participating in Beat and Rhythm work</li> </ul>
	<b>Assessment:</b> • Teacher observations and Checklist	<b>Assessment:</b> • Collection of Work and Marking Guide	<b>Assessment:</b> • Teacher observations and Checklist	<b>Assessment:</b> • Teacher observations and Checklist
<b>TECHNOLOGIES</b>	<b>Design and Technologies</b>  With guidance, 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  (Links to Science)			
			<b>Assessment:</b> Not assessed in Prep	
<b>HPE</b>	<b>Positive Behaviour for Learning (PBL)</b> Developing and maintaining a safe and supportive school environment			
	<b>Health – U1 I can do it</b>  Explore information about what makes them unique, identifying their strengths and achievements; identify safe settings where they can move and play safely and identify actions that keep them safe in different settings and identify different emotions people experience in different situations.	<b>Health – U2 I am growing and changing</b>  Explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity		
	<b>Assessment:</b> Marking Guide	<b>Assessment:</b> Marking Guide		
	<b>Health &amp; Personal Development - Perceptual Motor Program (PMP)</b> From the Movement and Physical Activity strand, students develop and practise fundamental movement skills through active play and structured movement activities  <b>Assessment:</b> Not assessed			
	<b>Physical Education - Introduction to PE Practical</b>  <ul style="list-style-type: none"> <li>Engage in games and a Perceptual Motor Program to develop gross and fine motor skills.</li> <li>Participate in physical fitness routines to participate in cross-country (locomotive skills eg. run, jump)</li> </ul>	<b>Physical Education - Athletics Practical</b>  <ul style="list-style-type: none"> <li>Engage in athletics and perceptual motor activities to develop gross and fine motor skills</li> </ul>	<b>Physical Education – Circuit Work Practical</b>  <ul style="list-style-type: none"> <li>Demonstrate personal and social skills for working with others in a range of activities.</li> <li>Develop the fundamental movement skills of two-handed catching and underarm throwing, explore dynamic balances with beanbags and apply these skills to solve movement challenges.</li> </ul>	<b>Physical Education - Throwing and Catching Practical</b>  <ul style="list-style-type: none"> <li>Develop throwing, catching and kicking skills and engage in more complex climbing activities involving different movements and the additions of simple games.</li> </ul>
<b>Assessment:</b> Observations/checklists	<b>Assessment:</b> Observations/ checklists	<b>Assessment:</b> Observations/ checklists	<b>Assessment:</b> Observations/checklists	

**Disclaimer:** Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.