

Prep

"IDENTITY"

Term 1 2026



Enduring Understanding

Identifying the personal strengths and God given gifts we each have.

Knowledge

An inquiry into:

- the similarities and differences between ourselves and others
- the different emotions people experience and how these can be expressed
- how health information can be used to make good choices
- how digital systems are used for specific purposes
- how data can be represented using objects, pictures, and symbols
- data that is personal and belongs to them

Action

What might our students do now?

Students apply their learning by engaging respectfully with others, using health information to make informed decisions, demonstrating purposeful use of digital systems, and representing, interpreting, and recognising ownership of simple data.

Progressive Summative Assessment

Chatterbox speaking task: **All About Me**

Design an afternoon snack using always and sometimes foods.

Record a short video demonstrating a personal talent.

Demonstrate their understanding of public and private information online.

Faith & Character Formation

Everything was made through Jesus.

God never stopped loving his creation.

Through Jesus we get to be part of God's promised family.

Concepts

What do we want students to conceptually understand?

Knowing who I am and Whose I am.

Learning Habits

What do we want students to be able to do and who we want them to become

Communication

I can listen and respond to instructions.

I use sentences to share my ideas, needs and feelings.

I use my whole body to listen and to express what I mean and think.

Completion of Tasks

I follow instructions to complete tasks or get ready for activities.

I engage in activities, giving them my best effort.

I feel proud of finishing activities.

Resilience

I can identify and express emotions in different situations.

I persist with simple tasks or activities even when they are hard.

I ask for help from others when I need it.



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Suggested Parent Engagement

Talk with your child about their strengths, interests, and emotions.

Support healthy choices by discussing everyday food and wellbeing.

Encourage your child to share and practise a personal talent at home.

Talk about safe use of digital devices, including what information should be kept private.

Engage in simple activities that involve collecting or sorting information (e.g. charts, lists, or routines).

Literacy Focus

Concepts

- Understanding language
- Phonemic awareness
- Sound–letter relationships
- Early reading behaviours
- Listening and comprehension
- Story structure and meaning

Skills

- use spoken language to share ideas, needs, and experiences in familiar contexts
- hear, identify, and produce individual sounds in spoken words
- recognise and link sounds to their corresponding letters
- engage in shared reading by handling books correctly and attending to print and images
- listen to spoken texts and respond to simple questions about meaning
- retell familiar stories using oral language pictures, or actions

Numeracy Focus

Concepts

- Patterns
- Measurement (Time)
- Counting and place value
- Location and position

Skills

- recognising and creating patterns
- describing time using everyday language
- counting and representing numbers
- describing position and movement

Japanese

Some general classroom phrases like 'good morning / good afternoon.

Counting to 10 in Japanese

Music

Songs and rhymes to do with our Tea Party theme. We have a Tea Party at the end of term, with Fairy Bread, Hot Cross Buns and real cups of (herbal) tea

P.E

Learning routines and positive participation including following instructions, taking turns, following whistles and how to participate in individual and group activities. Develop Fundamental Movement Skills in running, jumping and balancing.

Dance

Develop coordination, balance, and body awareness through dance games and playful movement exercises, working collaboratively to learn a short, age-appropriate choreographed dance.

