

WESTMISTER PREPARATORY SCHOOL CURRICULUM OVERVIEW

Reception Term 1 2026

CLASS TEACHER LED SUBJECTS

Mathematics	English	Wellbeing
<ul style="list-style-type: none"> AC9MFN01 Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals AC9MFN02 Recognise and name the number of objects within a collection up to 5 using subitising AC9MFN03 Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning 	<ul style="list-style-type: none"> AC9EFLA01 Explore how language is used differently at home and school depending on the relationships between people AC9EFLA05 Recognise that sentences are key units for expressing ideas AC9EFLE02 Respond to stories and share feelings and thoughts about their events and characters AC9EFLY01 Identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY08 Form most lower-case and upper-case letters using learnt letter formations AC9EFLY11 Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY09 Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) 	<p>Keeping Safe Curriculum</p> <ul style="list-style-type: none"> Keeping Safe Understand how the KS: CPC themes help to keep children and young people safe. Identify trusted people and support services to seek help from. Rights and Responsibilities Know that everyone has rights and understand how rights and responsibilities are interrelated. Understand privacy, personal space and boundaries. Safe and Unsafe Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations. <p>Wellbeing - PEEC Framework</p> <ul style="list-style-type: none"> Empathy and Compassion Show an understanding of the feelings of others Including Others Understand the importance of including others Understand how to actively include others
Science	Design & Technologies	HASS
Formal studies in Science, Design and Technologies and HASS begin in Term 2		

SPECIALIST TEACHER LED SUBJECTS

Physical Education – Nick Warren	Languages – Chinese – Kim Eng	Music – Karen Wandel
<p>Ethical Behaviour & Fair Play</p> <ul style="list-style-type: none"> AC9HPFM02 Experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM04 Follow rules to promote fair play in a range of physical activities AC9HPFP02 Practise personal and social skills to interact respectfully with others <p>Racing & Competitions (Athletics)</p> <ul style="list-style-type: none"> AC9HPFM01 Practise fundamental movement skills in minor game and play situations AC9HPFM03 Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active AC9HPFP03 Express and describe emotions they experience 	<ul style="list-style-type: none"> AC9LCF01 With support, recognise and communicate meaning in Chinese AC9LCF02 Explore, with support, language features of Chinese noticing similarities and differences between Chinese and English AC9LCF03 Explore connections between language and culture 	<ul style="list-style-type: none"> AC9AMUFD01 Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas
RAVE – Rachael Gomez	Digital Technologies – Belinda Daniel	Visual Art – Katie Routley
<ul style="list-style-type: none"> What is RAVE Examining key Features of the Westminster Chapel Values & Emotions Understanding Easter 	<ul style="list-style-type: none"> AC9TDIFK01 Recognise and explore digital systems (hardware and software) for a purpose AC9TDIFP01 Identify some data that is personal and owned by them 	<ul style="list-style-type: none"> AC9AVAFE01 Explore how and why the arts are important for people and communities AC9AVAFE01 Explore how and why the arts are important for people and communities AC9AVAF01 Create arts works that communicate ideas AC9AVAFP01 Share their arts works with audiences



Drama – Peta Shannon	Drama	
<ul style="list-style-type: none">• AC9ADRF01 Students explore why dance is important by experiencing dance as storytelling, using nursery rhymes to express feelings, characters and ideas, and reflecting verbally on how movement helps communicate meaning to an audience.• AC9ADRFD01 Students use play, imagination and guided movement activities to safely explore body parts, actions, directions, levels and simple patterns through warm-ups, games, imitation, counting in 8s and expressive movement tasks.• AC9ADRFC01 Students improvise and choreograph simple dance sequences inspired by nursery rhymes, using the elements of dance (body, space, time, dynamics and relationships) to create motifs, short phrases and group dances.	<ul style="list-style-type: none">• AC9ADR2E01 Students explore where, why and how drama is experienced by engaging in drama games, storytelling, role-play and nursery rhyme performances, and by discussing how drama helps tell stories and express feelings.• AC9ADR2D01 Students use the elements of drama (voice, movement, facial expression, focus and imagination) through dramatic play, mirroring, process drama and guided improvisation to develop expressive skills safely and confidently.• AC9ADR2C01 Students create and co-create fictional situations by developing characters and short scenes based on nursery rhymes, using imagination, experience and structured storytelling activities.	