



IMPORTANT DATES

Wednesday 7th March
Final Prep Wednesday off

Monday 12th March
Public Holiday (Labor Day)

Tuesday 13th March
Preps first full week of school

Thursday 22nd March
Alamanda Primary Years Programme
Community Evening

Monday 26th March,
Tuesday 27th March
& Wednesday 28th March
School Photos
(Your child's photo day will be confirmed at a later date)

Thursday 29th March
Last day of Term One

Friday 30th March
Public Holiday
(Good Friday)

Monday 16th April
First day of Term Two

PREP CURRICULUM OVERVIEW TERM 1 2018

Dear Parents and Guardians,

We would like to begin by extending a warm welcome to all Prep families. Welcome to the "Burrow", the first home for your children as they commence their learning journey at Alamanda College- Importantly the "Burrow" experiences offers the children opportunities to 'engage, wonder and explore concepts we all value in our world. To connect this inquiry journey your children have been immersed into the world of nature. They have engaged in the exploration of the sea and sea life to the rainforests.

Prep is an exciting time, as children embark upon new adventures in the world of learning. We hope that the time you spend here at Alamanda will be a happy and enjoyable one.

We would like to introduce you to the Prep Team for 2017:

Mrs Lynette Jobson
College Principal

Mrs Carmen Sacco
Assistant Principal

Mrs Anne Farrugia - Prep A
Miss Georgia Bell - Acting Leading Teacher /Prep B

Miss Jessica Phillips Prep C
Miss Kady Stan Prep D
Mrs Gislaine Sirmovics - Prep E
Mrs Joanne Foster - Prep F

Miss Suzanne Matthies Prep G
Miss Katie Colling Prep H
Mrs Devi Subramaniam -Prep I
Miss Senada Mustafic - Prep J
Mrs Shahn Jones - Acting Leading Teacher / Prep K

Miss Jaymie Byrne - Prep L
Miss Rene Bernardo - Prep M
Mrs Karen Pidgely - Prep N

During Term One, the students have been focusing on establishing classroom and school routines and orienting to the "burrow" home environment. They have been building relationships in both classroom and play situations and learning about school values, with the aim of establishing a positive learning community within their classroom. Each class has become familiar with the Primary Years Program (PYP) Learner Profile and Attitudes, which has assisted us in creating our classroom Essential Agreements.

INQUIRY-BASED LEARNING

In the "Burrow" we are experiencing the idea that living things may change and adapt to their changing environments' The PYP (Primary Years Programme) is designed to be collaborative, student driven and is a curriculum framework that is structured around six transdisciplinary themes that are revisited each year the students are in the programme. Student will inquire into a central idea and lines of inquiry for each transdisciplinary theme. Due to the nature of development and learning for prep students, the prep students inquire into four of the six transdisciplinary themes over the year to create an in depth understanding of each central idea year.

The Prep students will have delved into their first Unit of Inquiry during term one exploring the world around them. This Unit of Inquiry explored the Transdisciplinary Theme: How the world works, with a particular focus on the key concepts of change (How is it changing?) and causation (Why is it like it is?).

To guide the Unit of Inquiry and facilitate deeper thinking, children have inquired into:

- The requirements of living things
- How and why living things change or adapt

- The types of environments
- The short and long-term effects of climate change

Throughout the Unit of Inquiry, the students have been exposed to a range of viewings, provocations and local excursions to explore and provoke thoughts, wonderings and discussions among the students. This approach has provided the students with the opportunity to explore, inquire and communicate their knowledge and ideas with their peers and further develop their wonderings over the course of the Unit of Inquiry.

For each Unit of Inquiry students will be given the opportunity to bring in artefacts to support their understanding of the central idea. Artefacts will create an opportunity for continual discussion within the classroom and the students will be encouraged to independently make connections with the Unit of Inquiry. This approach to their learning allows the students to become natural inquirers and risk-takers by further developing their confidence when presenting their connections and knowledge with the class.

Primary Resources (parent speakers, textbooks, videos, incursions/excursions) will be used throughout the year to enhance the student's enduring understandings throughout each Unit of Inquiry. We recognise that many parents have stories/expertise/ideas related to our Unit of Inquiry. If you are interested in becoming a Primary Resource, please contact your classroom teacher.

INQUIRY INTO LANGUAGE

During language sessions, the children have been exposed to a variety of texts to engage their interest and enjoyment of stories. Shared big books, wall stories, picture storybooks, rhymes, poetry and songs have been accessed daily in the classroom in a variety of ways. The teaching and learning focus will continually build on the students developing concepts about how print works, for example how a book is held, turning the pages appropriately, looking at the words and pictures and using the pictures to express their ideas. The students will develop their knowledge of text structure through exposure to a range of authors including Eric Carle, Leo Leoni and Oliver Jeffers. The students have begun



to acquire skills on how to locate where the story starts, how the print is read in a left to right direction, that print is made of upper and lowercase letters, high frequency words are in most of the beginning texts, the pictures support the meaning of the story and spaces show where one word starts or ends. These understandings are fostered through whole class activities of shared reading and small groups. Small group sessions will continue to assist the students in developing their oral and aural language skills by giving all children the opportunity to discuss, question, read, write and explore a range of texts.

Throughout language sessions the children have been exposed to expressing their ideas in written form daily, which will support the children in understanding the connections between language as a whole (oral language, reading and writing). The classroom teacher will continuously model writing to assist with the children's understandings of the writing process, whilst working with small groups of children using the teaching instruction methods of guided, shared and interactive writing. Students have begun to further their understanding of authors and begin to see themselves as authors as they explore a range of texts. Students have furthered their knowledge of texts and expressed their ideas by creating class text innovations and developed their creativity by participating in craft activities to develop fine motor skills while making texts that can be enjoyed within the classroom environment. Parents will notice the in the classrooms murals and wall stories being created with the children.

Students will focus on writing their own name, holding their pencil using the correct

grip, developing writing that compliments their drawings and craft, and learning the correct letter formation of lowercase and uppercase letters. They will also learn how to recognise all the letters of the alphabet both upper and lower case and form them correctly, the different sounds letters can make and how to implement high frequency words into their writing using print from the environment (which are words that appear most frequently in their reading and writing).

Reading at home every night with your child will help support your child's reading development. Home reading packs should be sent to school everyday so books can be exchanged and the Poems, Rhymes and Song book and Words We Know book can be added to.

INQUIRY INTO MATHEMATICS

In **Number**, the emphasis has been cantered around developing number concepts and the understanding that number represents a value through hands-on practical activities. They have developed confidence in counting forwards and backwards to and beyond 20. Students have used concrete materials such as unifix cubes, popsticks, counters, an abacus, hundred charts and tens frames during mathematic sessions to develop their ability to make, count, recognise and say numbers to 20 and beyond.

In **Measurement and Geometry** there has been an ongoing focus using everyday language of time, such as days of the week, months of the year, and the vocabulary 'yesterday, today, tomorrow'. Students

have begun to sequence days of the week, and are beginning to link days to familiar and regular events such as 'We have art on Tuesday'. When inquiring into location and transformation, the students have explored the concept of location, where they have developed their understanding of the vocabulary and movement such as up/down, in/out, over/under, around, beside, next to, in front of, on top. As well as follow and give simple directions using the language of location and direction.

In **Statistics and Probability** students have begun to collect information with yes/no answers, and create class pictographs to display the information they gather through the Unit of Inquiry. Throughout the term they will continue to develop their understanding that information can be displayed and interpreted in many ways.

INFORMATION, COMMUNICATION AND TECHNOLOGY

Information and Communication Technology (ICT) has been integrated in all areas of the curriculum. Students have used a variety of iPad applications to complement their Unit of Inquiry, Language and Mathematic learning. They have used Literacy applications including Kids A-Z and EPIC! for take home reading and within the classroom. In Mathematics, students will continue to use a range of applications including Mathletics and friends of tens to work on individual Numeracy goals. Teachers have begun to introduce several new applications to their students including Seesaw. Seesaw is a digital portfolio, a place where your child can record their learning and share it with you at home. In addition to this, students will use a range of applications as part of their daily learning in the classroom such as: Eggy Words, PicCollage, BrainPop Jr and other language and mathematic applications. Please ensure your child comes to school with their iPad fully charged every day as it is a valuable learning tool.

If you have any questions or concerns, please do not hesitate to meet with your classroom teacher. We look forward to getting to know you and your child as the year progresses.

AN INQUIRY INTO PHYSICAL EDUCATION

At a foundation level, students have begun to build on their knowledge around movement to help develop greater understanding across all fundamental movement skills areas, in a range of settings including indoor and outdoor. Students aim to combine basic movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The foundation level also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making. Furthermore, students will develop understanding in the inquiry of identity, active living and interactions. Students will be able to identify their strengths, limitations and challenges as well as the ability to cope successfully with situations.

During term one of Physical Education, the prep students have participated in activities assisting with the development of their fine and gross motor skills in improving their neurological and anatomical ability to reach competency in all fundamental motor skills. Students will continue to participate in range of different skill acquisition including basic movement, throwing, catching,

balancing, and rhythm activities. Students have had the opportunity to approach this unit with an open mind as they aim to find their identity and social interaction with their peers and conduct themselves in a principled manner.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to bring a hat and drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please ensure you notify your classroom teacher outlining the reason for their non-participation.

AN INQUIRY INTO ART & DESIGN

At Foundation- two level, students explore visual arts. They will continue to make and share their artworks with peers and experience visual arts as audiences. Students are beginning to become aware of whom artists, craftspeople and designers are, and that they express their ideas through different art forms and visual expressions. As they make, create and respond to visual artworks, students identify art forms in different social and cultural contexts. They make artworks as an artist and view them as an audience.

Children will create artworks in response to a



wide range of objects, stories, media, images and artworks. They will begin experiencing visual arts from artists - locally and globally, now and in the past, by men and women, and by people of different backgrounds. Children will have the opportunity to ask questions about artworks developing curiosity for why and how things are made. As the year progresses the students will begin to discuss and reflect upon their artwork and the artwork of others, making personal connections.

The inquiry is based around the central idea 'Nature inspires creativity and play through all senses'. Children will select tools, materials and processes in a range of painting, printing, drawing textiles and craft. They will learn to combine the art elements such as line, shape, texture and colour. Children will create artworks with their imagination in a sensory environment that supports play and free expression. They will participate in individual and collaborative artworks.

Along with the PYP learner profile, children will learn to take responsibility for the care of tools and materials and for their own and others' safety in the Art environment. They will be open minded to new concepts and ideas and be courageous when challenged with new skills and techniques.

AN INQUIRY INTO FOOD TECHNOLOGY

At foundation level, in food technology, students begin to explore the use of plants and animals for food production and healthy eating. Students will have the opportunity to investigate, generate, produce and evaluate food products within a collaborative learning environment.

Lessons will integrate different forms of technology including a range of materials, tools and equipment as students inquire into how to select and prepare a range of foods for healthy eating. Through their exploration of tools, equipment and techniques students will discuss and participate in food safety and hygiene practices.

As students inquire into how the design cycle can be used to design meals for healthy eating, the key concepts of form and function will be emphasized. In identifying and categorizing different foods, students develop the ability to consider the different characteristics and properties of foods. In selecting and using a range of tools, equipment and preparation techniques, students consider how different skills and food components work, to develop a successful design. Through their exploration students identify and consider a range of foods, beverages and cooking techniques from a variety of sources and cuisines.

During food technology classes, students are encouraged to be risk-takers as they experience unfamiliar cuisines and cooking skills and explore new ideas. While engaging in the design cycle students will develop the ability to utilise critical and creative thinking skills throughout their decision-making process. In producing their own food products students will have the opportunity to be reflective, considering the success of their designs and their learning throughout the stages of the design cycle.

AN INQUIRY INTO MUSIC

At foundation level in music, students begin to discover and explore different forms of music. This exploration will be focused around the use of percussion instruments, body percussion and students' own voices. Students will also have the opportunity to explore sounds in natural environments as they inquire into how nature can inspire the creation of music. While experimenting with instruments and voices students will have the opportunity to explore how we express ourselves, drawing on different forms of sound to express their ideas.

Students will practice techniques for singing songs and playing instruments to develop and understanding of pitch and rhythmic patterns. Students will have the opportunity to use these skills within a collaborative learning environment as they rehearse and perform pieces of music that communicate their ideas to an audience and express their connection to music developed throughout the unit.

During music classes students will be encouraged to be open-minded when experiencing and working with new forms and sources of music. While collaborating with peers, students will engage in important communication skills to confidently and creatively express ideas. In exploring, producing and performing music, students will have the opportunity to be risk-takers as they take on the challenges of unfamiliar situations and explore new ideas and roles.



The Prep Team

Lynette Jobson (College Principal), Carmen Sacco (Prep Assistant Principal), Shahn Jones (Prep Acting Leading Teacher), Georgia Bell (Prep Acting Leading Teacher), Katie Colling, Suzie Matthies, Devi Subramaniam, Karen Pidgely, Anne Farrugia, Kady Stan, Rene Bernardo, Senada Mustafic, Gislaine Sirmovics, Jo Foster, Jessica Phillips, Jaymee Byrne, Estelle Migliorisi, Kyra Hendry, Matthew Cramp and Iris Ai.