



## PREP CURRICULUM OVERVIEW

### TERM 2 2017

We would like to welcome you back to your second term at Alamanda College. The Prep students have continued to settle in well to their routines, and the teachers have been very proud to note the children's independence and enthusiasm when entering their classroom everyday for learning.

During Term Two the students will continue to build on their knowledge of the Primary Years Programme (PYP), as they develop their understanding of themselves and the world they live in. We will be encouraging students to develop not only their academic skills and knowledge, but also their kindness to others and themselves through the Learner Profile attributes of Caring, Appreciation and Empathy.

Term Two is the beginning of our Winter terms, which means students will be required to wear the Alamanda Winter uniform. Hats are optional during Term Two and Three.

#### INQUIRY-BASED LEARNING

#### **Inquiry Two: How We Organise Ourselves**

We have already begun our second inquiry into the Transdisciplinary Theme: How We Organise Ourselves, with a particular focus on the key concepts of Responsibility (What is our responsibility?) and Function (How do it work?).

Through this inquiry students will develop the enduring understanding (Central Idea) that 'Communities depend on people taking on different roles'. We will be exploring the way people impact communities and the function of the different roles of people. To guide this unit of inquiry and facilitate deeper thinking the students will be exploring the following lines of inquiry:

- The roles of people in our local community
- The roles of people in our school community
- The responsibilities of people in our community

In this unit of inquiry we are encouraging students to become involved in our community by asking how can we make a difference in the lives of others. We will be focusing on encouraging students to take action that is driven by their own understandings of our unit of inquiry. Teachers will be assisting students to take action in this early stage of their PYP journey.

#### **Inquiry Three: Sharing the Planet**

Commencing in Week Six, the Prep students will begin their third Unit of Inquiry, through the exploration of the Transdisciplinary Theme: Sharing the Planet, and the central idea that 'Our planet is made up of diverse natural environments'. They will explore this unit of inquiry through the lens of the key concepts of Causation (Why is it like it is?) and Form (What is it like?). Through the use of these key concepts to guide our unit of inquiry, we are supporting the students to build on their prior understanding around these concepts, and make connections to their prior knowledge in a meaningful way.

This unit of inquiry will enable students to explore and investigate the idea that:

- Natural environments have unique features (climate, plants, animals)
- Natural Environments vary dependent on location.

Students will commence the unit of inquiry by looking at cities around the world and describe the form, for example, What is it like? Students will build upon their oral skills by describing what they see and will identify where the cities are on a world map.

Students will continue to build upon their understandings through the presentation of their personal artefacts and sharing new and prior knowledge.

The students will be making connections to the unit of inquiry through the use of mentor texts that explore concepts linked to natural environments such as

## IMPORTANT DATES

**12th June**

Queen's birthday  
(Public Holiday)

**26th-29th June**

Three-Way  
Student-led Conferences  
(Bookings via Compass)

**30th June**

Last day of Term Two

**17th July**

Term 3 commences

'Where the Forest Meets the Sea' and 'The Waterhole'.

The Prep students will be encouraged throughout the unit of inquiry to take action in a range of forms that enable them to further their understanding and knowledge around the central idea and lines of inquiry that are being explored.

## LITERACY

The on-going focus in **Reading** sessions will be to build up a range of strategies to read and comprehend texts. There will be a continued focus on developing the student's concepts about print, such as: front and back of the book, reading from left to right, the difference between a letter and a word, one to one correspondence (which means reading one word out loud for every word that is written on the page), and the concept of beginning and ending of sentences. Students will also focus on developing strategies to assist them in reading a new text such as: using the picture, recognising an increasingly large bank of high frequency words, and continuing to develop their understanding of the relationships between letters and the different sounds they can make. We will focus on the comprehension strategies of prediction (thinking about what could happen next in the text, using your prior knowledge) and thinking aloud (explaining your thinking and reasoning out loud). In relation to our inquiry into 'How We Organise Ourselves', we will be exploring the purpose of letter writing. We will be writing and reading letters and students will inquire into the features of a letter through identifying similarities and differences. As we move along in the term all students will continue to set personal reading goals using the WA First Steps continuum.

In Prep your child will be supported in choosing appropriate reading material to read at home (books, iPad apps e.g EPIC, Kids A-Z, library books) and school and will be encouraged to explore a range of new texts, both through our unit of inquiry and ongoing author studies, including a study into the author Eric Carle.

In **Writing** sessions this term we will be continuing to focus on handwriting: pencil grip, letter size and letter formation. Students will be learning to use uppercase and lowercase letters correctly, and will introduce writing on paper with dotted thirds, which will assist them to write in line with the Victorian Curriculum. We will encourage the students to be risk takers by having a go at writing words they don't know, and using their knowledge of letter/sound relationships to assist them to strive for accuracy. We will continue to build up our bank of high frequency words and work towards recording them accurately in our dictionary. They will investigate letters and sounds, and begin to look at blends (such as th, sh, ch) and dependable rimes ('at' in cat, hat, sat) and how they work in words. Students writing will become more complex, and students will begin to add more information into their sentences and stories. As the term progresses students will continue to set personal writing goals using the WA First Steps continuum.

## NUMERACY

In **Number and Algebra** students will build upon their understanding of numbers to 100 and beyond through daily counting, both forwards and backwards from a range of starting points. An emphasis will be placed upon counting patterns, such as odd and even numbers, and counting by 10s and 5s to 20 and beyond. Students will continue to develop their understanding of number concepts through hands-on practical activities and the use of concrete materials, such as unifix cubes, icy pole sticks, counters, hundred charts and tens frames. We will continue to connect number names, numerals and quantities through our daily 100 days of school focus and will subitise small collections of objects. Students will begin to develop their understanding of addition and model addition by placing two groups of objects together and counting the combined group. They will add numbers by counting forwards, initially to 20. In relation to our second inquiry 'Communities depend on people taking on different roles', we will be exploring the purpose of money

and developing the understanding that money holds a value. Students will have the opportunities to participate in role-play experiences involving the exchange of money and they will develop skills around coin and note recognition.

In **Measurement and Geometry** there will be a daily focus on using and understanding the everyday language of time, such as days of the week, months of the year, and the vocabulary 'yesterday, today, tomorrow'. Students will continue to sequence days of the week, linking days to familiar and regular events (such as 'we have P.E. on Thursday'). Prep students will also begin to compare the length of items, (and themselves), using uniform and informal units to measure, and understanding that when we compare objects, the unit of measurement must be the same size. Students will begin to use the language of measurement, such as longer/shorter to describe objects. We will touch on location and transformation in relation to our inquiry 'How We Organise Ourselves' by describing the position of objects and following directions to familiar locations. This will lead into developing the student's understanding and ability to interpret simple maps.

In Statistics and Probability students will continue to build upon their understanding that information can be sorted by developing their knowledge of data collection by asking and answering yes/no questions with student driven questions directly relating to the current inquiries. Students will be asked to represent their findings with bar graphs, picture graphs, objects and drawings. They are also developing their ability to interpret the data displayed in a bar graph and picture graph.

## ITC

Information and Communication Technology (ICT) will be integrated in all areas of the curriculum. Students will use a variety of iPad applications to complement their Literacy and Numeracy learning. They will use Literacy applications such as Kids A-Z and EPIC! for take home reading and homework. In Numeracy, students will

use a range of applications including Mathletics to work on individual Numeracy goals. Over the term we will introduce several new apps including Seesaw. Seesaw is a digital portfolio, a place where your child can record their learning. 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 literacy and numeracy apps. Please ensure your child comes to school with their iPad fully charged every day as it is a valuable learning tool.

In Term 2, Timetable A (Timetable B and C students will begin late Term 2/3) students have developed their knowledge around coding to align with the new Victorian Curriculum. They have used the Beebots to practise and develop their problem solving skills. They have worked cooperatively in small groups to provide challenges to each other. The Beebots have been used to complement our Unit of Inquiry, Literacy and Numeracy programs.

If you have any questions or concerns, please do not hesitate to meet with your classroom teacher.

Kind Regards,

The Prep Team

**Carmen Sacco, Shahn Jones, Ellin Tideswell, Lara Stephens, Pauline Englefield, Katie Colling, Kirsty Richardson, Suzanne Matthies, Jessica Cook, Bridgette Santucciono, Devi Subramaniam, Karen Jones, Anne Farrugia, Kady Stan, Zoe-May Gatt, Lillian LaFleur and Joanne Foster.**

## ART

At Foundation Level, students' make arts works in response to stimuli drawn from sources such as play, problem solving, imagination and observation. Students' natural tendency to discover possibilities and limitations is encouraged through exploring different ways of using visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements.

This Term in Art, Prep students are learning about the amazing work of abstract artist Wassily Kandinsky. Kandinsky is known for his use of shape, colour and line in his colourful paintings. Students will know of Kandinsky's most famous artworks and understand how he used the Art Elements when creating his paintings.

Our inquiry is based around the central idea, 'Through the arts, artists use different

forms of expression to convey their uniqueness as human beings. To demonstrate their understanding of this unit, Prep students will have the opportunity to create a painting inspired by Kandinsky. They will participate in small learning activities to build their skill knowledge and vocabulary. Their final piece will highlight the use of the art elements: colour, shape and line.

Along with our focus on International

Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Miss O'Toole, Miss Hendry, Miss Cicivelli**

## P.E.

At Foundation level, students continue to engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). They continue to develop basic motor skills such as running, hopping and jumping, and begin to develop motor skills such as catching, underarm throwing, balancing and rolling through a range of activities. Students also explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed.

Students advance from creating and playing games on their own or with a partner to playing in small and large groups. They begin to combine motor skills into movement sequences and create simple movement sequences in response to a variety of stimuli.

Term Two will begin with catching and the underarm throw. During this

unit, students will display the correct technique when performing the under arm throw, using different pieces of equipment as well as catching them. They will also begin to discuss the differences between throwing and catching different pieces of equipment. Students will then participate in a unit on Dance. Students will participate in a range of activities to get them moving to the beat of music and to assist with building their confidence. They will then move onto Gymnastics, learning and practicing basic motor skills such as jumping, balancing and rolling. Students will begin to work in small groups and create simple movement sequences. Students also have the choice to participate in a two week swimming block, focusing on water safety and basic swimming techniques.

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 wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

Thank you,  
**PE Team**

CHINESE-MANDARIN

At the Foundation Level, students will be introduced to common characters associated with routines and their immediate experience, and draw on explicit models to communicate. They will be encouraged to engage with a variety of texts and text modes, including picture and caption books, songs, cartoons and movies. They hear the different sounds of Chinese in stimulus material such as stories read aloud, multimedia resources and internet sites.

In Term 2, students will focus on family in the first six weeks. They will notice that the pattern of naming family members in Chinese is repeating a sound twice. They will learn how to call their family members in Chinese and understand that different cultures have different ways of expression. They will also draw a picture of their family and label their family members in Chinese. A song describing the love to the family will be introduced to them so they will get more familiar with the focused vocabulary. After the first unit, they will start to learn about colours.

In learning and consolidating the topic, students will practise speaking and reasoning skills when they are learning how to call family members and colours in Chinese. They will have opportunities to participate in group learning, whole class games, as well as pairing up activities. They will also work independently to practise listening, reading, writing and speaking in Chinese.

Students are encouraged to inquire, think, reflect, communicate, and cooperate. In class, the activities will reflect the attributes of Learner Profile. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are incorporated in teaching and learning.

DRAMA

At the Foundation Level, students begin to make performance pieces that express and communicate experiences, observations, ideas and feelings about themselves and their world. During the 13-Week Drama program students will explore dramatic styles in which the Arts are part of their personal experience, as

well as cultural and social events in their community.

Throughout the program, students will be exposed to a wide variety of sources to generate creative ideas. Our focus for the first unit is Folktales; students will experiment with using their bodies to represent feelings, expression and story. They will begin inquiring into characters, and how we can represent different types of characters during a performance. Students will develop skills to communicate a character's feelings at different points in a story through facial expression, gesture and other non-vocal language. Children will use a variety of different Folktale texts to explore character and dramatic representations of the story. As part of this process children will be guided to understand negotiation skills and an ability to work cooperatively in small groups.

Through improvisation and collaborative performance, students will experiment with speech and non-verbal expressions to show how their character is unique. We will be using the mentor text "Jungle Drums" by Graeme Base, to explore different characters and students will recreate scenes together in performances.

In Drama, students will learn to be active audience members and participate in group performances during our weekly presentations during class. The students will continue to be encouraged to develop the PYP Learner Profile attributes of being risk-takers; approaching new ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

Mr. Moran

DRAMA

At Foundation Level, students will develop their ability to communicate with voice and instruments during a 13-week program. In Music, students will learn the importance of music in our lives with our Unit "Why Music Matters".

Through pitched and non-pitched instruments, movement, games, singing,

and rhythmic exploration, students at Foundation Level will develop their own innate musical talents in a way that is immediately successful and rewarding. To build a sense of belonging, students will collaborate together with movement using ribbons and scarves. Rhythmic skills and co-ordination will be taught as they participate in parachute movement activities and fun games.

Students will understand how rhythm and melody can be used to express thoughts and feelings. Throughout the program, they will collaboratively sing songs in different languages with clear diction, pitch and rhythm. They will also learn how to sing "In The Jungle" with percussion instruments and xylophones. With the use of the Primary Years Program Attitudes, students will learn how to manage impulsivity, and use a growth mindset to achieve personal goals in Music.

Mrs. King

FOOD TECH

Central idea: Human health depends on the choices we make

Lines of Inquiry: The responsibility of people to consume healthy food

During this term in Food Technology, Prep students will learn to make healthy food choices. They will look into the main food groups and make lists of what is healthy and what is not. They can achieve this through the use of technology or by drawing pictures of food. They will be creating healthy lunch box snacks that consist of mainly fruits, vegetables and grains in as close to their natural form as possible. The aim is to encourage students to make healthy choices and to enjoy eating more fruits and vegetables during school. They will be required to bring an apron and a food container to every session and eventually they will also be bringing along their iPads.

Mrs. Sylaidos