



PREP CURRICULUM OVERVIEW TERM 3 2017

IMPORTANT DATES

Life Education Session

Tuesday 1st August
Prep A and N

Wednesday 2nd August
Prep E, G and I

Thursday 3rd August
Prep D, B and J

Friday 4th August
Prep M, C and K

Monday 7th August
Prep H, F and L

Diary of a Wombat Excursion

Thursday 10th August

101st Day of School celebration

Friday 11th August

Alamanda Book Day

Friday 25th August

Last day of Term Three

Friday 22nd September

Monday 9th October

First day of Term Four

Dear Parents and Guardians,

We would like to welcome all of our Prep families back to Term Three at Alamanda College, and extend a warm welcome to our new families who have joined the Alamanda College learning community in the recent weeks. The Prep students have continued to develop their independence and confidence this term, as they find their feet in their classrooms and in the wider school community.

During Term Three the students will continue to build on their knowledge of the Primary Years Programme (PYP), as they continue to take risks and show commitment to their learning. Throughout Term Three, the Prep students will continue to wear the winter uniform and are encouraged to wear their Alamanda raincoats when outside to ensure they stay dry and warm throughout the final winter months. Parents, please note that hats are optional in Term Three.

INQUIRY-BASED LEARNING

Unit of Inquiry Four: How the World Works

From the beginning of Term Three, the Prep students will begin their fourth Unit of Inquiry, which explores the Transdisciplinary Theme How the World Works, 'an inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment'.

Throughout this Unit of Inquiry students will develop the enduring understanding (Central Idea) that 'Living things go through a process of change'. This Unit of Inquiry will enable students to further explore and investigate:

- The lifecycles of plants and animals
- The connections and differences between lifecycles
- Why changes occur and are necessary

There are eight key concepts used in the PYP, to ensure inquiry is purposeful and structured. Through the exploration and re-exploration of concepts throughout this year and their remaining years in the PYP, students will deepen their conceptual understanding and ability to think critically. Students will explore this Unit of Inquiry through two key concepts:

Causation: Why is it like it is?

Change: How is it changing?

Students have the opportunity to bring in an artefact as a response to their understanding and connection of the Central Idea. Artefacts can be brought in anytime during the inquiry, to share with the class and to guide our inquiry.

Students will build their **oral language** capacity through the presentation of their artefacts and when presenting their summative assessment of an oral presentation to conclude the inquiry. Some of the skills we will be building upon are:

- Projection of voice
- Developing an understanding of cause and effect
- Ability to explain, enquire and compare
- Ability to question and answer



questions such as; Who? What? Where? When? Why? and How?

We invite all parents to join us at the conclusion of our Unit of Inquiry to share with you our learning in the form of a presentation.

Unit of Inquiry Five: How We Express Ourselves

Later this term, the Prep students will begin their fifth Unit of Inquiry for the year, which will explore the Transdisciplinary Theme How We Express Ourselves, 'an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic'. Throughout this Unit of Inquiry students will explore the central idea that 'Folktales are told by the people to entertain, teach and to recognise culture'. This Unit of Inquiry will enable students to further explore and investigate:

- Folktales are timeless and evolve
- Folktales usually follow a predictable structure and have common features
- There are many reasons to read, analyse and create folktales

There are eight key concepts used in the PYP, to ensure inquiry is purposeful and structured. Through the exploration and re-exploration of concepts throughout this year and their remaining years in the PYP, students will deepen their conceptual understanding and ability

to think critically. Students will explore this Unit of Inquiry through the two key concepts:

Function: How does it work?

Change: How is it changing?

Later in the year the students will be participating in an incursion titled 'Fairytale Fiasco' to complement this Unit of Inquiry.

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 students' reading strategies and skills and they will be asked to apply these to a variety of reading tasks based on their individual learning goals. 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 and Prior Knowledge, Thinking Aloud, Questions and Questioning, Text Structures and Features, Visualising, Summarising and Inferring. As we move along in the term all students will continue to set personal goals using the First Steps continuum.

During **Reading**, the students will be focusing on reading and analysing Non-Fiction texts and are finding out the

features included in a Non-Fiction text, such as the 'contents page, summary, index and glossary page'.

They will build upon their prior knowledge, and will apply a range of reading strategies and skills to understand the information they are finding out.

Prep students will focus on:

- The features of a Non-Fiction text
- The differences between Fiction and Non-Fiction texts
- They will discuss the main idea of an information text and make connections with their own knowledge
- They will share their thoughts related to the information they read
- identify the main points of the text

In Prep your child will be supported in choosing appropriate reading material to read at home and school and will be encouraged to explore a range of new texts, both through our Unit of Inquiry and ongoing Author Studies, including Pamela Allen, Lynley Dodd and Oliver Jeffers.

In **Writing**, students will be focusing on the structure and language features connected with explanation texts, and will use this knowledge to create their own presentation.

The focus this term will include:

- Demonstrating knowledge of the differences between Narrative and Informational texts when writing
- Using features such as headings, diagrams and labelling
- Sharing of written work using effective speaking and listening skills

In **Writing** sessions this term we will be continuing to focus on handwriting: pencil grip, letter size and letter formation. Students are continuing to learn to use upper-case and lower-case letters correctly using the dotted thirds to guide them. 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. The students will investigate letters and sounds, and begin to look at

blends (th, sh, ch) and rimes (at, op, it) and how they work in words. Students writing will become more complex, and they will begin to add more information into their writing pieces. To further develop their understanding of the writing craft, students will use their Writer's Notebook to capture all their creative thoughts and ideas.

Students will be supported through the writing process by using a range of Advance and Graphic Organisers, including Venn Diagrams, Mind Maps and KWL (What the students **K**now, **W**ant to know and have **L**earnt) Charts. They will be given the opportunity to organize their thinking both through the use of ICT and also with pencil and paper.

Spelling will continue to be integrated throughout the Reading and Writing programs, with the teacher introducing strategies to assist students in becoming familiar with High Frequency Words and common letter patterns. This will be developed through the exposure of daily big books and various texts from authors, such as Eric Carle, Oliver Jeffers, Lynley Dodd and Mo Willems.

This term the focus will be on:

- What vowels are, and their importance in words.
- The dependable rimes (such as -ay, -ing, -an, -at).
- Some helpful blends (such as sh, th, ch).
- How to spell High Frequency Words independently when writing.
- Recognising rhyming words.
- Use knowledge of similar sounding words to write unknown words.

NUMERACY

In Numeracy, students will be practising skills through authentic problem solving tasks. They will be taking part in teacher-focused groups, individual and small group practise. They will explore open-ended activities using concrete materials to demonstrate their understanding.

In **Number**, the emphasis will be upon developing number concepts, including Ordinal Number, Addition Revision, Multiplication and Subtraction, through

hands-on practical activities.

This term students will focus on:

- Recognise and count patterns (by 2s, 5s, 10s).
- Counting forwards and backwards using a range of starting points.
- Representing numbers in a range of formats (Pictures, numbers, words, items).
- Comparing, ordering and making correspondence between collections up to and beyond 20.
- Counting forwards and backwards from a non-zero starting point to 20 and beyond (one more or one less, two more or two less).
- Using concrete materials to show simple regrouping.
- Describe and place objects in order such as first, second and third.
- Describe and place objects in order from first to tenth.
- Making multiple groups of the same size.
- Counting all to find the total of multiple groups.
- Using simple counting patterns to find the total of multiple groups (repeated addition).
- Solving open-ended tasks, making links to understand that they can have multiple answers.
- Generating simple number stories to model subtraction tasks.
- Recognising symbols and use mathematical terms for subtraction.

In **Measurement and Geometry**, there will be a continued focus on using the everyday language of time, such as days of the week, months of the year, o'clock and the vocabulary 'yesterday, today, tomorrow'. Students will continue to sequence days of the week, and begin to link days and times to familiar and regular events (such as 'We have Art on Tuesday at 1 O'clock'). They will also look at the properties of three-dimensional shapes, and where they can recognise them in the world around them.

This term students will focus on:

- Relating the function of clocks to the telling of time.
- Showing an awareness that a clock changes in response to time in a daily cycle.
- Recognising that hands on an

analogue clock move and numbers on a digital clock change as time is passing and that both are providing the same information.

- Recognising o'clock and half past times on an analogue clock.
- Recognising and naming common three-dimensional shapes e.g. spheres, cubes, cones, cylinders.
- Identifying where familiar three-dimensional objects occur or are used in everyday life.
- Directly comparing common objects in length, mass and capacity using appropriate language (e.g. longer, wider, heavier, lighter, holds more or less).

In **Statistics and Probability** students will focus on:

- Using appropriate language to describe chance events e.g. maybe, sometimes, always, never, less, more, possible, impossible.
- Making some simple statements about a familiar pictograph and column.
- Contributing personal information towards a collective pictograph.
- Predicting the possible outcome of inquiry based topics
- Collecting simple data to show on a pictograph and column.
- Using one to one correspondence to show data on a simple graph.
- Making comparative statements about simple pictographs.



ITC

During Term Three, students will explore a range of iPad applications and web-based tools that will foster communication and allow them to experience non-linguistic representation, (including videos, animation and images). Students will be exposed to applications that will support their literacy, numeracy and inquiry, such as Mathletics, Kids A-Z, Epic!, Seesaw, Friends of Ten, Eggy Words, BrainPop and Pic Collage. New applications will be integrated within the classroom on a regular basis and your classroom teachers will inform you when these new apps are needed. Please ensure you download all apps that are requested.

DIGITAL TECHNOLOGIES

Throughout the year Prep students will be introduced to early stages of programming and coding through the use of the Beebots and Cubettos. Digital Technologies is now included in the Victorian Curriculum to develop an understanding of the underpinnings of ICT and how ICT actually works. It is engaging, encourages creativity, promotes problem solving, and develops solution minded thinking. It also assists the students with collaboration skills and promotes resilience.

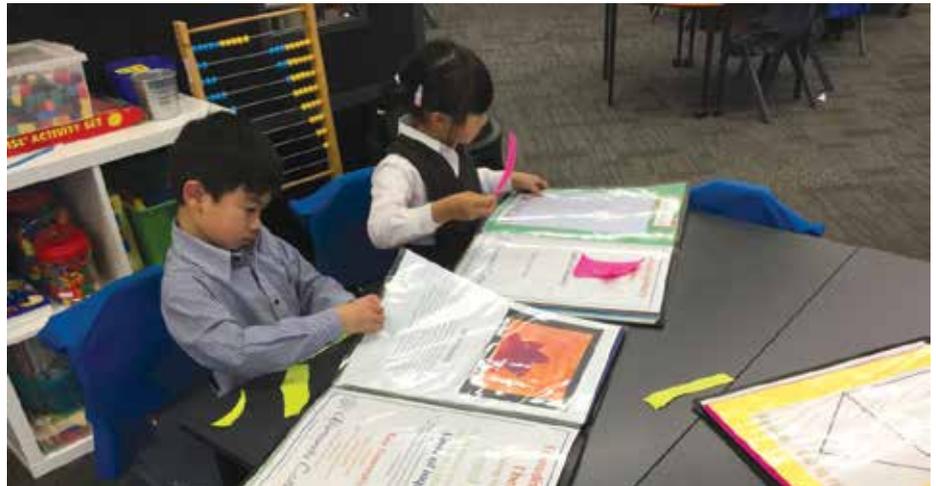
If you have any questions or concerns, please do not hesitate to meet with your classroom teacher. We look forward to another term filled with enthusiasm, curiosity and creativity.

Kind Regards,

The Prep Team

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

ART



Working towards end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination. Students identify and describe the subject matter and ideas in artworks they make and view. They explore ideas, experiences, observations and imagination to create visual artworks. Students also experiment with different materials and techniques to make artworks.

During Term Three, students are creating artworks for our school wide 'Book Day' which will celebrate children's books. Prep students are using the stories 'Oh No George!', 'Goodnight Everyone' and 'Ssh We Have a Plan' by Chris Haughton to inspire their artwork.

Students will engage in collaborative and independent activities as we unpack the analogous colour schemes used in his stories using the colour wheel. They will be involved in group discussions and engaging activities to look closely at Chris Haughton's illustrations. Students will see how Chris Haughton creates his illustrations for his books using collage techniques.

In order to demonstrate their understanding, students will recreate the main character from the story, Oh No George! applying collage and oil pastel techniques in an analogous colour scheme.

Along with their PYP inquiry topic, 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 will begin this Term participating in a Perceptual Motor Program (PMP).

This program assists the development of the child and their relationship with their peers and the surrounding environment. It aids concentration and reasoning and gives a sound basis for future formal learning. PMP enhances brain development by stimulating the five senses through movement.

The key areas of development through PMP are:

Gross motor skills

The acquisition of large scale movements eg: walking, running, jumping, skipping, climbing and moving in and out of positions.

Fine motor skills

The acquisition of small scale movements eg: performing building tasks, isolating various fingers, using tools, copying precise actions without overflow (accompanying large scale movements)

Crossing the midline of the body (laterality)

Children who fail to develop this skill are at risk of changing hands at the midline when performing tasks involving movement on a horizontal plane. Eyes must also learn to track across the body midline to avoid potential difficulties with reading.

Balance

Closely associated with the development of gross motor skills.

Body and space awareness

This usually develops from head to toe and from the centre outwards. Spatial concepts such as behind, between backwards, forwards and up/down are also practiced.

Visual and spatial skills

Students are helped to track objects in all directions, match shapes and copy patterns.

Rhythm sequence, memory and listening

Activities such as clapping to rhythms, fast vs slow movements, counting claps, steps, jumps etc.

Students will participate in a range of activities throughout the unit focusing on the aforementioned skills.

Students will then move onto an Athletics unit in preparation for the Prep to Grade Four Athletics Carnival, being held at the end of Term 3. During this unit students will participate in a range of activities such as; 100m sprints, egg and spoon races, relay races, hurdles and many more. Students will be encouraged to display risk taker qualities and engage in conversations about healthy choices and the changes their bodies are going through.

Throughout every PE lesson, students are encouraged to display the PYP Learner profile 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.

During Term 3, Prep students will study a range of Chinese and Chinese inspired folk tales. They will come to understand the morals and ideas contained within them and begin to

discuss the importance of these morals. Students will also begin to understand the different elements that comprise a folk tale.

Through Lon Po Po, a Chinese version of Little Red Riding Hood, students will understand how stories can be adapted to suit different cultures. Working collaboratively, they will compare some similarities and differences between the two stories. In looking at 小兔子乖乖 (The Good Little Rabbits), students will unpack the importance of security and safety in different situations. A key feature of the story is the 小兔子乖乖 song, which they will learn to sing together. Finally, while reading The Empty Pot, students will be able to make links to the learner Profile and Attitudes, and understand the value of honesty. Students will be encouraged to reflect on their own experiences and personalities.

During LOTE classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive attitudes of learning and the Learner Profile. Activities will encourage students to inquire, think critically, reflect, communicate, take risks and cooperate. The PYP attitudes of curiosity, commitment, open-mindedness, and enthusiasm are embedded 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

MUSIC

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

