



Principal Lyn Jobson

PREP CURRICULUM OVERVIEW TERM 3 2018

Dear Parents and Guardians,

We would like to welcome all of our Prep families back to 'The Burrow' and 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, and are expressing their creative thoughts and ideas through daily activities.

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. This term 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.

IMPORTANT DATES

Tuesday 7th August
100th day of school

Monday 10th September to Friday 21st September
Swimming Program

Friday 7th September
Book day

Monday 10th September
Curriculum day

UNIT OF INQUIRY

Unit of Inquiry Three: How We Express Ourselves

From the beginning of Term Three, the Prep students will begin their fifth Unit of Inquiry, which explores the Transdisciplinary Theme How We Express Ourselves, 'An inquiry into the ways in which we discover and express our 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 develop the enduring understanding (Central Idea) that 'Folktales can be told in many ways for different purposes'. This Unit of Inquiry will enable students to further explore and investigate:

- Students will investigate the structures and features of folktales.
- Students will investigate why folktales are told and if the message/meaning has changed overtime.
- Students will investigate the underlying message of a folktale in different forms

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:

- **Function:** How does it work?
- **Form:** What is it like?
- **Perspective:** What are the point of view?

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?

AN INQUIRY INTO LANGUAGE

An Inquiry into Language (English)

The ongoing 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 Folk Tales, Fairy Tales and Narrative based texts and are finding out the features included in these texts including characters, setting, problems, solutions and the moral/lesson within the story. 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 Folk Tale, Fairy Tale and Narrative
- The differences between Fiction and Non-Fiction texts
- They will discuss the moral or the lesson within from the text
- They will share their thoughts related to the text they have read

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 iPad applications such as 'PM e-collection'.

In **Writing**, students will be focusing on the structure and language features connected with Fairy Tales, Folk Tales and Narratives and will use this knowledge to create their own story.

The focus this term will include:

- Demonstrating knowledge of the differences between Narrative and Informational texts when writing
- Using features characters, setting, events and also a moral/lesson within the text
- 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 berisk 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 and thinking processes including See, Think, Wonder, What makes you say that?, Venn Diagrams, Mind Maps and KWL (What the students Know, Want to know and have Learnt) Charts. The students will be given the opportunity to organise their thinking through creative avenues such as Pic Collage, drawing, painting and writing.

In **Speaking and Listening** student will Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions though telling stories and playing roles of various characters throughout folktales. They will describe characters, settings and events in different types of literature and create texts that show understanding of the connection between writing, speech and images. Student will practise working in collaborative groups to present stories, plays and retelling narratives linking in with their current Unit of Inquiry.

AN INQUIRY INTO MATHEMATICS

In Mathematics, 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, Place Value and counting 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.

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.

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 simple statements about a familiar pictograph and column.
- Contributing personal information towards a collective pictograph.
- Predicting the possible outcome.
- Collecting data to show on a pictograph and bar graph.
- Using one to one correspondence to show data on a graph.
- Making comparative statements about graphs.

AN INQUIRY INTO INFORMATION, COMMUNICATION AND TECHNOLOGY

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 Language, Mathematics and Inquiry, such as PM E- collection, 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.

AN INQUIRY INTO DIGITAL TECHNOLOGIES

Throughout the year Prep students will be introduced to early stages of programming

and coding through the use of the Beebots. Digital Technologies is now included in the Victorian Curriculum to develop an understanding of the underpinnings of ICT and how ICT works effectively within the classroom. It is engaging, encourages creativity, promotes problem solving, and develops solution minded thinking. It also assists the students with collaboration skills and promotes resilience.

AN INQUIRY INTO LANGUAGE (MANDARIN)

The Prep LOTE Chinese program gives the students the opportunity, under the Central Idea of "Folktales can be told in many different ways", using PYP Inquiry to integrate and inquire about 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.

During Term 3, the students develop their cognitive and inquiry skills on How we Express Ourselves. They distinguish between fairy tales and folktales by investigating the structures and features of folktales and fairy tales and how they are told. The students also investigate the underlying message of a folktale in different forms. They build their confidence in familiarising with Chinese pinyin system, strokes, radicals, early Chinese characters, numbers, days, dates, pets' names and some simple propositions and verbs.

The students will learn a story book Three Little Pigs (sān zhī xiǎo zhū) and relate the story by using gestures and working in groups to perform parts of the story. They will develop the skills to confidently and independently follow instructions to use iPad and online Chinese software learning programs for listening and speaking skills, drawing on Key Concepts of Communications, Connections and Culture. Practising the writings of Chinese characters, and comparing the similarities and differences between strokes, radicals and characters is essential in Chinese language study. The students will further develop their skills to improve the tones and accent in pronunciation.

Cultural aspects include Mid-Autumn Festival and its myths and legends. During the course, they students will concentrate on communitive, creative, organisation and self-management skills throughout their approaches to learning.

AN INQUIRY INTO DRAMA

At foundation level in drama, students begin to explore how different forms of expression can be used to communicate and reflect stories and ideas. Students will have the opportunity draw inspiration from a range of folktales as they inquire into the Central Idea 'Folktales can be told in many ways for different purposes'. This exploration will be focused around a range of dramatic forms including re-enactment, puppetry, role-play, mask-work and improvisation.

Students will practise a variety of skills to successfully use their voice, facial expressions, movement and space to develop, communicate preform different characters and scenarios. Students will have the opportunity to use these skills within a collaborative learning environment to rehearse and present performances that communicate their ideas to an audience and express their connection to community developed throughout the unit.

During drama classes students will be encouraged to be risk-takers; to display confidence when participating in unfamiliar or challenging learning activities. While collaborating with peers, students will engage in key communication and social skills to successfully listen to, develop and express ideas within groups. The drama unit will foster student's curiosity on the communities which exist around them; encouraging them to be imaginative in their expression of ideas and stories.

AN INQUIRY INTO PHYSICAL EDUCATION

The content explores health messages and how they relate to health decisions and behaviours and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform in a range of settings, including indoor and outdoor. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games.

Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision making, problem-solving and persistence during movement activities.

To begin term 3, students from prep will participate in a 2-week skipping and jumping unit, with a heavy focus on the coordination and timing of the movement. This unit has a partnership with Jump rope for Heart, that we will be focusing with the students later on in the term.

In the following 4 weeks, students will be completing a unit Soccer and the skill of kicking. The focus of this unit will be on learning the gross motor skill required to kick a ball. Students will work individually, in groups and as an entire class through set activities based around kicking and dribbling a ball with their feet.

We finish the final 4 weeks of term with a unit of teamwork and communication. This time we will be having a strong emphasis on what makes a good team member and a solid communicator. The unit will be focused around a fun, inclusive games that promote positive communication with class members, students are required to share ideas, express their own opinions and accept feedback from peers. This unit is also based around using strategies and connections with each other to complete the tasks that are set.

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.

AN INQUIRY INTO ART & DESIGN

At Foundation level, students explore visual arts. They make and share their artworks with peers and experience visual arts as audiences. Students 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 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.

The Unit of Inquiry for Term Three is based around the Central Idea 'Artists think and create artworks in unique ways'.

During Term Three, students will create artworks inspired by the historically famous, Swiss-German artist Paul Klee. They will inquire into Paul Klee's unique way of creating art with continuous lines, shapes and rhythmic colours. Students will begin the unit by exploring Paul Klee's paintings and practise creating their own rhythmic artwork using their prior knowledge of colour and pattern. They will engage in the practise of guided drawing and continuous line work. The concept of rhythm will be further explored in Music and PE.

Students will express themselves using colour. They will engage in discussion and questions about Paul Klee's unique artistic processes, life and artworks, continuing to develop curiosity for the arts. They will continue to discuss and reflect upon their own artwork and the artwork of others.

Students will create rhythmic artworks using pattern and colour applying painting and/or oil pastel techniques. They will learn fundamental skills that will enable them to combine the art elements of rhythm, line, shape and colour. Students will engage in the design and creation of a Paul Klee inspired 2D artwork. They will have the opportunity to participate in both individual and collaborative activities.

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.

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

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