



Principal Lyn Jobson

PREP CURRICULUM OVERVIEW TERM 2 2019

Dear Parents and Guardians,

We would like to welcome all our families back to the 'Burrow' at Alamanda College. The Prep students have continued to settle in well to their daily routines, and the teachers have been very proud to note the children's independence and enthusiasm when entering their classroom every day ready 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 and empathy toward others and themselves through living the Learner Profile and Attributes.

The students have been continuing to build and foster relationships in both classroom and play situations and learning about the school values, with the continued aim of establishing a positive learning community within their classroom and around the 'Burrow'. Each class has become familiar with the Primary Years Programme (PYP) Learner Profile and Attitudes, which has assisted them in creating our classroom Essential Agreements during Term One leading into Term Two.

We hope that the time you spend here at Alamanda College will continue to be a happy and enjoyable one.

WINTER UNIFORM

Please be aware that in Term 2, Winter Uniform will be required. For girls, this includes the winter pinafore, white long sleeve shirt with the blue cross over tie, jumper/cardigan and blue tights/socks with black shoes. Girls can also replace the winter pinafore with the school skirt. For boys, this includes long sleeve shirt, jumper/cardigan or vest with long blue pants. Boys also wear blue socks with their black school shoes. Students can

still wear their PE uniform on their designated PE day. It is optional to wear the PE uniform on Fridays, however this is an option to support our families. Hats are not required in Term 2, however hats can still be worn. We understand cold weather is upon us, however any coats need to be official school uniform and beanies/scarves need to be navy blue in colour.

UNIT OF INQUIRY 2

HOW WE ORGANISE OURSELVES - 'An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.'

At the beginning of Term Two in the 'Burrow' the teachers and students have begun to unpack and explore our second Unit of Inquiry into the Transdisciplinary Theme: How We Organise Ourselves, with a particular focus on the key concepts of Function (How does it work?) and Connection (How is it connected?) and Form (What is it like?).

Through this Unit of Inquiry students will develop the enduring understanding (Central Idea) that 'We build a successful community when we work as a team'. To further guide our Unit of Inquiry and facilitate deeper thinking the students will be exploring the following lines of inquiry:

- The roles in the community
- Features of communities inside, around and outside our classroom
- Respectful communication both verbal, non-verbal and additional language

During this Unit of Inquiry, we are continuously 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.

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 an artefact 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

The ongoing focus in language 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 making predictions (thinking about what could happen next in the text, using your prior knowledge) and thinking aloud (explaining your thinking and reasoning out loud). As we move along in the term all students will continue to set personal reading, writing and oral language goals using the WA First Steps continuum.

In Prep your child will be supported in choosing appropriate reading material to read at home using the application PM which will also be supported throughout daily classroom practice. Students will be encouraged to explore a range of new texts, both through our Unit of Inquiry and ongoing author studies looking into writer's craft, including Leo Leoni, Oliver Jeffers, Mo Willems, Mem Fox and Dr Seuss.

To compliment, our inquiry into language we will be continuing to focus on handwriting: pencil grip, letter size and letter formation and using the correct dotted third lines to form Victorian modern cursive. Students will be learning to use uppercase and lowercase letters correctly during independent writing sessions. We will encourage the students to be risk takers by

having a go at writing words they know and using their knowledge of letter/sound relationships to assist them to strive for accuracy using class resources including THRASS charts to assist with this development. They continue to unpack and investigate 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 writing drafts with a focus around completing the writing cycle and publishing a piece of work.

INQUIRY INTO MATHEMATICS

In Number and Algebra, students will continue to 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 50 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 Unit of Inquiry

'We build a successful community when we work as a team', 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 students will 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 explore location and transformation in relation to our Unit of Inquiry 'How We Organise Ourselves' by describing the position of objects and following directions to familiar locations around the community. This will lead into developing the students 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 unit of 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.

INFORMATION & 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 PM and EPIC for take home reading. In Numeracy, students will use a range of applications including Mathletics to work on individual Numeracy goals. In addition to the above applications, students will continue to explore and unpack a variety of applications as part of their daily learning in the classroom such as: Eggy Words, PicCollage, BrainPop Jr and Primary writer. Please ensure your child comes to school

with their iPad fully charged every day as it is a valuable learning tool.

Kind Regards,

The Prep Team

Lynette Jobson (College Principal), Georgia Bell, Katie Colling, Suzie Matthies, Fiona McCallum, Anne Farrugia, Kady Stan, Rene Bernardo, Senada Mustafic, Gislaine Sirmovics, Jo Foster, Jessica Phillips, Jaymee Byrne, Bianca Wacker, Iris Ai, Ethan Petterwood and Stephanie Shaw.

AN INQUIRY INTO ART

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 Two is based around our central idea 'Art connects to nature, people, culture and places'. Children will create artworks in response to a range of 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.

This term, children will create artworks inspired by the famous French artist Henri Matisse. They will inquire into the artists use of colour and shape, while learning to categorise organic and geometric shapes. Children will begin this unit by exploring and playing with different ways to arrange and select shapes for creative purposes. They will have the opportunity to ask questions about the artist and his artworks, continuing to develop curiosity for the arts. Children will discuss and reflect upon their own artwork and the artwork of others.

Children will build upon their fine motor skills while learning to use tools and techniques for acrylic painting, cutting and collage. They will learn to combine the art elements of colour and shape in their own unique ways. Children will engage in the design and creation of a Henri Matisse inspired collage. 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.

I look forward to continuing this creative journey with your child at Alamanda.

Miss Wacker



AN INQUIRY INTO ROBOTICS

At the Prep Level, students gain the foundation skills needed to become digitally literate citizens and 21st century learners. They will be introduced to the concept of coding through applied robotics and hands on learning. The foundation is laid for students to become competent thinkers and confident problem solvers.

Students will learn the fundamentals of coding and robotics. Students will learn that a robot is a mechanical device that can be programmed to follow a set of instructions. They will learn how to code and run simple programs with the robots, using coding commands represented as buttons, sounds and images.

Throughout the program, students will be exposed to a variety of cutting edge robotic devices and coding applications. Lessons will encourage active learning through creative problem-solving tasks. Room will be allowed for students to explore and to develop their curiosity and questioning skills. They will learn how to solve problems both systematically and creatively, and be involved in a balance of co-operative and independent learning experiences.

Students will be supported to take risks in their learning by persisting with challenges and trying new things. Students will learn how to take responsibility for their learning. They will do so via regular involvement in reflection, to actively determine their next learning steps, and by communicating where they need support or extension.

PHYSICAL EDUCATION

The Foundation Level curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings, including indoor, outdoor and aquatic.

In Term 1 of Physical Education, foundation students will aim to develop their spatial awareness and fundamental movement skills through games and activities designed to enhance these skills. Students will inquire into the different skills used and how they assist us in sports and everyday life. Foundation students will then move into a perceptual motor program

unit in the beginning of term 2. Students will approach this unit with an open mind as they conduct themselves in a principled manner through fairness, honesty and inclusion.

Throughout every Physical Education lesson, students are expected 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 Physical Education.

At Alamanda College, we aim for maximum participation in Physical Education and ask for students to bring a hat and drink bottle to all lessons. If your child cannot participate in a particular lesson, then please send them to their Physical Education teacher with a signed note outlining the reason for their non-participation.

AN INQUIRY INTO LANGUAGE

The Prep LOTE Chinese language program gives the students the opportunity, under the Central Idea of “We build a successful community when we work as a team” and transdisciplinary theme “How we organize ourselves?” to use PYP Inquiry to integrate and inquire into the interconnectedness of human-made systems and communities and the environment; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

During Term Two, the students develop their cognitive and inquiry skills on how community connects with families and the environment; how we greet in different languages in a community; How people use different languages to communicate and participate in cultural experiences; how relationships influence language use and own identity and why Chinese language is a major community language in Australia community. 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.

They will learn a story book “The Kitten Was Looking for a Home” (xiǎo māo zhǎo jiā) They also 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. Students will further develop their skills to improve the tones and accent in pronunciation. They will also learn the poems and songs about Dragon Boat Festival (duān wǔ jié), Color Songs (yán sè gē), The Mother Crocodile Laying Eggs (è yú māma shēng bǎo bǎo) and Song of Month and Week (yuè fèn gē he xīng qī gē)

Cultural aspects include Chinese Dragon Boat Festival, Chinese modern technology, facts about China, Chinese native animals. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

Classwork	Description
Listening and reading on understanding numbers, family members and pets	Be able to understand the pronunciation and the character of numbers. Be able to recognise the expressions of family members and pets, some propositions and verbs.
Speaking	Be able to count Chinese numbers from 1 to 100 with accurate tones and relate part of the story of “Three Little Pigs”. Use gestures and rhythms to relate the story and do performance in Mandarin.
Writing	Being able to write simple numbers, strokes and simple radicals, early Chinese writing about nature and a few adjectives and animal names in pinyin and character.
Viewing	Being able to interpret cartoon pictures about ocean world and zoo.

The Prep Team

Lynette Jobson (College Principal), Shahn Jones (Prep Acting Leading Teacher), Georgia Bell (Prep Acting Leading Teacher), Katie Colling, Suzie Mathies, 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.