



Principal Lyn Jobson

PREP CURRICULUM OVERVIEW TERM 1 2019

CURIOSITY IN THE BURROW

The Prep Educators have the important task of fostering and encouraging curiosity for all students. Curiosity is a powerful engine that drives student learning. This year, the Prep students in 'The Burrow' alongside their Educators, will explore their natural curiosity about the world we live in and connections to the Animal Kingdom. Educators will cultivate and drive students to use curiosity strategically to develop their learning through the use of shared viewings of David Attenborough documentaries such as 'Blue Planet' & 'Dynasties' and various Critical Thinking strategies such as 'See, Think, Wonder' and question stems to challenge and foster Higher Order Thinking such as 'What makes you say that?' and 'What similarities and differences do you notice?'. Student wonderings, interests and questionings drive teaching and learning within 'The Burrow' and the Prep students are very excited to share their learning with the Alamanda Community.

We would like to introduce you to the Prep Team for 2019;

Prep A - **Miss Jaymie Byrne**
Prep B - **Miss Fiona McCallum**
Prep C - **Miss Rene Bernardo**
Prep D - **Mrs Gislaine Sirmovics**
Prep E - **Miss Suzie Matthies**
Prep F - **Mrs Joanne Foster**
Prep G - **Miss Katie Colling**
Prep H - **Miss Samantha Smith**
Prep I - **Miss Senada Mustafic**
Prep J - **Mrs Anne Farrugia**
Prep K - **Miss Katie Stan**
Prep L - **Miss Jessica Phillips**

College Principal - **Mrs Lynette Jobson**
Acting Leading Teacher - **Miss Georgia Bell**
Acting Learning Specialist - **Mrs Anne Farrugia**
Integration aide - **Mrs Anita Rus**

INQUIRY BASED LEARNING

In 'The Burrow' we are exploring the Central 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. The prep students 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. 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?)
- Connection (How is it connected to other things?)
- 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
- Impacts on environments
- How and why living things change or adapt
- The types of environments

Throughout the Unit of Inquiry, the students have been exposed to a range of viewings (David Attenborough documentaries such as 'Blue Planet' and 'Dynasties'), 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 Lionni and Oliver Jeffers. The students have started 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, through the use of PM E collection on the iPads. Home reading packs should be sent to school everyday so and Words We Know book can be added to.

INQUIRY INTO MATHEMATICS

In **Number**, the emphasis has been centered 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 mathematics 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.

ICT

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 Mathematics learning. They have used Literacy applications including Pm E Collection 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 mathematics based applications. Please ensure your child comes to school with their iPad fully charged every day as it is a valuable learning tool.

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 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 Term One 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 Character Development and Storytelling, students will experiment with using their bodies to represent feelings and expressions in each 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 mentor texts to explore such as "The Gruffalo" by Julia Donaldson, and "Jungle Drums" by Graeme Base. As part of this process children will be guided to understand negotiation skills and an ability to work cooperatively in small groups.

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.

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.

Children will create artworks in response to the book 'Nature's tiny miracle BEE' by Britta Teckentrup. The inquiry is based around the

central idea 'Art connects to nature, culture, people and places'. 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 to depict the environment and work of a busy bee! Children will create artworks using 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 LANGUAGE (MANDARIN)

The Prep PYP Mandarin program gives the students the opportunity, under the Central Idea “Interactions between living things may impact environment” and transdisciplinary theme “How the world works?”, to use PYP Inquiry to integrate and inquire 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.

During Term 1, the students develop their cognitive and inquiry skills on how we communicate our feelings and how we express our likes and dislikes while building their confidence in familiarising with Chinese pinyin system, strokes, radicals, early Chinese characters, numbers and simple statement and questions such as: “I am....., I want....., I think....., I like.....; I can see.....? What is it? Who am I? and Who are we?.

They will learn about daily languages such as greetings, family members, and week. 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, and comparing the similarities and differences between strokes, radicals and characters is essential in Chinese language study. Students will learn a story “Three Little Pigs” and relate the story by using gestures. They develop their skills to improve the tones and accent in pronunciation through telling the story, practising pinyin and singing Chinese songs: Happy New Year (xīn nián hǎo à!); Congratulations (gōng xǐ gōng xǐ); Little Shark Looking for a Friend (xiǎo shā yú zhǎo péng yǒu); Number song; Class entry songs; Looking for a Friend (zhǎo péng yǒu) and My Family (wǒ de jiā).

Cultural aspects include Chinese New Year, 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	Be able to understand the pinyin and the pronunciation of Chinese early characters, the names of 10 sea animals.
Speaking	Be able to count Chinese numbers from 1 to 100 with accurate tones and relate part of the story on “Three Little Pigs (sān zhī xiǎo zhū)”. Be able to speak the names of the sea animals, month and week.
Reading and Writing	Be able to read and write numbers and the early characters such as sun, moon, mountain, water, fire, tree, bush and forest.

