



Principal Lyn Jobson

PREP CURRICULUM OVERVIEW TERM 3 2019

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.

UNIT OF INQUIRY 2

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 folktales from different origins from around the world.

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 three key concepts:

- **Change:** How are they changing?
- **Connection:** What are the connections?
- **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 writing to peers:

- 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?

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 and explore personal connections
- They will investigate 'perspective' of different characters and how this can change
- 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 the Writer's Notebook to plant writing seeds and follow the writing process accordingly
- 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 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 and thinking processes including See, Think, Wonder, What makes you day 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 Sketches, Lego Movie Maker, Scratch Junior and Garage Band.

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

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.

INFORMATION & COMMUNICATION 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. Students will be encouraged to create using a variety of new and exciting learning applications such as Sketch, Lego Movie Maker, Scratch Junior and Garage band. Students will also begin to explore the idea of 'podcasts' and narrating their own stories into devices for their peers to hear. 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.

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 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 3 of Physical Education, foundation students will be continuing to develop their communication and teamwork skills through a range of engaging games and activities. Students will participate in a 4-week dance unit, a 3-week basketball/bounce unit which will focus on improving their ball handling skills, and 3 weeks of the jump rope for heart programme (skipping). Students will inquire into the different skills used and how they assist us in sports and everyday life. Students will approach these units 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 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.

Thank you,
Physical Education Team

AN INQUIRY INTO ART

In Art, students will experience visual arts from artists - locally and globally, now and in the past, by men and women, and by people of different backgrounds. This term, they will be introduced to artwork from distant locations and will create artworks in response to Asian Arts and culture. The inquiry for Term Three is based around our central idea 'Art connects to culture, history, people and places'.

This term, children will create artworks inspired by Japanese contemporary artist Yayoi Kusama. We will begin by viewing and reading *The Dotted World of Yayoi Kusama* and *From Here to Infinity* as an introduction to exploring the artist and her artworks. Children will explore how Yayoi Kusama sees the world in dots and colours, she quotes, "I'm just another dot in the world". They will respond to a variety of her artworks including paintings, sculptures and the Infinity Room. Children will have the opportunity to learn about Yayoi Kusama's journey as an artist, developing their knowledge of different artists.

Children will explore and play with different ways to create and arrange dots using their imagination and inspiration from Yayoi Kusama. They will discuss and reflect upon their own artwork throughout their learning. Children will continue to build upon their fine motor skills while learning to use tools and techniques for painting, cutting and collage. They will learn to identify and use a colour wheel in order to select colours. Students will have the opportunity to participate in both individual and collaborative activities that will enable them to produce a final mixed media artwork for display.

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.

Kind regards,
Miss Wacker

AN INQUIRY INTO LANGUAGE

This term in LOTE, the students will have the opportunity, through their inquiry into, "Folktales Can Be Told in Many Ways for Different Purposes", to explore 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; and our appreciation of the aesthetic.

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

The students will learn and create their own story book based on the book, "Three Little Pigs (三只小猪 sān zhī xiǎo zhū) and relay the story by using gestures whilst working in groups to perform parts of the story. 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. The students will further develop their skills to improve the tones and accent in pronunciation. Topics include: greetings, complex number, animals, likes and dislikes, hobbies, verbs such as "knock (qiāo敲), run (pǎo跑), want (yào要), open (kāi开), huff and puff (chuī吹), know (zhīdào知道), have (yǒu有)"; negative words such as "not (bù不, méi没)"; pronouns such as "I (wǒ我), you (nǐ你), it (tā它), he (tā他), and she (tā她)", and sentence structure such as "This

is (zhè shì这是)...; That is (nà shì那是)...." for introduction.

Cultural aspects include Mid-Autumn Festival and its myths and legends. Chinese songs include "Little Good Bunnies (xiǎo tùzi guāi guāi小兔子乖乖), Little Shark Looks for a Friend (xiǎo shā yú zhǎo péng yǒu小鲨鱼找朋友), Mother Crocodile Gave Birth to Babies (è yú māma shēng bǎobao鳄鱼妈妈生宝宝)". During the course, the students will concentrate on communicative, creative, organisation and self-management skills throughout their approaches to learning. They will apply the IB learner profile for personal development and social skills, aiming at being internationally – minded.

