



Asst. Principal Carmen Sacco

Principal Lyn Jobson

## IMPORTANT DATES

**Wednesday, 8th March**

Final Prep Wednesday off

**Monday, 13th March**

Public Holiday (Labor Day)

**Tuesday, 14th March**

Preps first full week of school

**Thursday, 23rd March**

Alamanda Primary Years Programme Community Evening

**Friday, 24th March,**

**Monday, 27th March**

**& Tuesday, 28th March**

School Photos

(Your child's photo day will be confirmed at a later date)

**Friday, 31st March**

Last day of Term One

**Tuesday, 18th April**

First day of Term Two

## PREP CURRICULUM OVERVIEW TERM 1 2017

We would like to begin by extending a warm welcome to all Prep families. Prep is an exciting time, as children embark upon new adventures in the world of learning. We hope that the time you spend here at Alamanda will be a happy and enjoyable one.

We would like to introduce you to the Prep Team for 2017:

**Mrs Carmen Sacco**

Assistant Principal

**Mrs Shahn Jones**

**Ms Ellin Tideswell**

**Mrs Pauline Englefield** Prep A

**Miss Katie Colling** Prep B

**Miss Kirsty Richardson** Prep C

**Miss Suzanne Matthies** Prep D

**Mrs Lara Stephens** Prep E

**Miss Jessica Cook** Prep F

**Miss Bridgette Santuccion**

Prep G

**Mrs Devi Subramaniam** Prep H

**Miss Karen Jones** Prep I

**Mrs Anne Farrugia** Prep J

**Miss Kady Stan** Prep K

**Miss Zoe-May Gatt** Prep L

During Term One, the students will focus on establishing classroom and school routines and orienting the new school environment. They will also be building relationships in both classroom and play situations and learning about the school values, with the aim of establishing a positive learning community within their classroom. Each class will become familiar with the Primary Years Program (PYP) Learner Profile and Attitudes, which will assist us to develop classroom Essential Agreements.

### LEARNING TO LEARN

The Prep students will commence the year with a Learning to Learn unit, where the students will look into the Primary Years Programme Learner Profiles in depth using mentor texts to assist with their understanding, and begin to understand what it means to be a student in a PYP (Primary Years Programme) school, such as Alamanda.

The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. The program aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Students will also begin to see themselves as learners, as we begin to set personal learning goals using the first steps continuum and set up our learning portfolios.

### INQUIRY-BASED LEARNING

The PYP (Primary Years Programme) is designed to be collaborative and is a curriculum framework that is structured around six transdisciplinary themes that are revisited each year the students are in the programme. Student will inquire

into a central idea and lines of inquiry for each transdisciplinary theme in an engaging environment. Due to the nature of development and learning for prep students, some units are designed to be ongoing throughout the school year.

The Prep students will commence their first inquiry which will be ongoing throughout the year. This inquiry will explore the Transdisciplinary Theme: Who We Are, with a particular focus on the key concepts of *form* (*What is it like?*) and *causation* (*Why is it like it is?*) Students will develop the Enduring Understanding (*Central Idea*) that *'An awareness of our own culture helps us to understand ourselves'*

To guide this inquiry and facilitate deeper thinking, children will inquire into:

- The PYP Learner Profile and Attitudes
- My Culture
- My Family
- My Identity

For each 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 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 to enhance the student's enduring understandings throughout each inquiry. We recognise that many parents have stories/expertise/ideas related to our inquiry. If you are interested in becoming a Primary Resource, please contact your classroom teacher.

## LITERACY

During **Reading** sessions, the children will be exposed to a variety of texts to

engage their interest and enjoyment of stories. Shared big books, picture storybooks, rhymes, poetry and songs will be accessed daily in the classroom in a variety of ways. The teaching and learning focus will be on developing the students' 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 an author study, as we study Eric Carle's books. The students will 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, that words are made of letters, the pictures support the meaning of the story and spaces show where one word starts or ends. Throughout the author study on Eric Carle, we will explore many of his stories, including *The Very Hungry Caterpillar*, *The Very Busy Spider*, *Mister Seahorse* and *Brown Bear, Brown Bear, What Do You See?* This approach will allow Students to inquire further into texts by looking at the clues from texts to make predictions and connections through their own experiences. These understandings are fostered through whole class activities of shared reading and small group guided reading. Small group sessions

assist students to develop their oral and aural language skills by giving all children the opportunity to discuss, question, read and think about written text.

Reading at home every night with your child will help support your child's reading development. Home reading packs should be sent to school everyday so books can be exchanged and the Poems, Rhymes and Song book can be added to.

In **Writing**, the children will be exposed to expressing their ideas in written form daily, which will support the children in understanding the connections between oral language, reading and writing. The classroom teacher will 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 will further their understanding of authors and begin to see themselves as authors as they explore a range of texts, including those of Eric Carle. Students will begin to further their knowledge of texts and express their ideas by creating class text innovations and will develop their creativity by participating in craft activities to develop fine motor skills while making



## ART

At Foundation Level, students' make arts works in response to stimuli drawn from sources such as play, problem solving, imagination and observation. Students' natural tendency to discover possibilities and limitations is encouraged through exploring different ways of using visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements.

To begin this school year in art students will be creating artworks to prepare for the celebration of PYP Night, to be held towards the end of Term 1. As we are a PYP school and are aspiring to be Internationally Minded people, this year, we are exploring the Indian culture and its traditions around celebrations and festivals such as Diwali and Holi. Prep students will be learning about India's National symbols and festivals while exploring the art elements of shape, repetition and colour. They will create a 2D piece of artwork using watercolour and printing techniques. Students will simultaneously build upon their



fine motor skills while exploring these art elements and skills. The National flower of India, the lotus, will be incorporated into their artwork to represent their understanding of the significance of the lotus in Indian culture. The final result will then be displayed as part of our PYP open night, in celebration of our cultural diversity in our community.

Along with our focus on International Mindedness, 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

## PHYSICAL EDUCATION

At Foundation level, students 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 begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, and kicking, 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 Term One participating in a range of PE familiarisation activities, including tag games, grouping

activities and counting games. Through these activities students will focus on accurately following teacher instructions, working within varying size play spaces and controlling their ability to move within large and small spaces. Thereafter, students will begin to focus on a range of fundamental motor skills, beginning with a focus on the loco-motor skills such as running, skipping, hopping and jumping.

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.

At Alamanda College, we aim for maximum participation in PE and ask for students to bring a hat and 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. They will be encouraged to engage in a variety of texts and resources such as songs and pictures, in order to see, hear and understand the different sounds and characters involved in the Chinese language.

In Term One, students will explore how to count from zero to ten verbally in Chinese and through using hand gestures. They will be taught the Chinese song “我的朋友在哪里 (Where are my friends?)” so they will become familiar with the sound of Chinese numerals. Teachers will model correct language use, which provides the main source of students’ development in Chinese. Students will also develop their reading and writing skills by recognising and tracing Chinese numerals when completing a range of learning activities, such as putting objects in order, hopscotch, writing Chinese numerals, and counting games etc. At the end of the unit, students are expected to demonstrate the ability to show numbers on one hand and to identify numerals within ten in Chinese.

Students will be encouraged to work individually and collaboratively with classmates to develop their understanding of Mandarin, and practise their speaking, writing, and visual and aural recognitions. In class, the activities reflect all the learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in the teaching and learning.

Ms. Wen Men Li, Ms Tiffany Zhang,  
Ms Rida



## 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.



texts that can be enjoyed within the classroom environment. Students will explore writer's craft through a collaborative writer's notebook, where they will be encouraged to contribute their ideas of things that are special to them to support their enjoyment and enthusiasm around the written word. Students will focus on writing their own name, holding their pencil using the correct grip, drawing pictures that complement their writing, and learning the correct letter formation of lowercase and uppercase letters. They will also learn how to recognise letters of the alphabet and form them correctly, the different sounds letters can make and how to implement high frequency words into their writing (which are words that appear most frequently in their reading and in their writing).

### NUMERACY

In **Number**, the emphasis will be upon developing number concepts and the understanding that number represents a value through hands-on practical activities. They will develop confidence in counting forwards and backwards to and beyond 20. Students will use concrete materials such as unifix cubes, popsticks, counters, an abacus, hundred charts and tens frames during math sessions to develop their ability to make, count, recognise and say numbers to 20 and beyond.

In **Measurement and Geometry** there will also be an ongoing focus on using the everyday language of time, such as days of the week, months of the year, and the vocabulary 'yesterday, today, tomorrow'. Students will sequence days of the week, and begin to link days to familiar and regular events such as 'we have art on Tuesday'. They will also look at the properties of two-dimensional shapes and where they can recognise them in the world around them. When inquiring into location and transformation, the students will explore the concept of location, where they will develop 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 will begin to collect information with yes/no answers, and create class pictographs to display the information. They will develop their understanding that information can be displayed and interpreted in many ways.

### INFORMATION, COMMUNICATION AND TECHNOLOGY

Information and 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 Kids A-Z and Epic! for take home reading and within the classroom. In Numeracy, students will use a range of applications including Mathletics to work on individual Numeracy goals.

If you have any questions or concerns, please do not hesitate to meet with your classroom teacher. We look forward to getting to know you and your children as the year progresses.

### The Prep Team

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



## 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.

## 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.

