



TERM 2 2016 PREP CURRICULUM OVERVIEWS

Asst. Principal Carmen Sacco

Alamanda College Principal Lyn Jobson

Dear Parents and Guardians,

We would like to welcome you back to your second term at Alamanda College. The prep students have continued to settle in well to their routines, and the teachers have been very proud to note the children's independence and enthusiasm when entering their classroom everyday 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 others and themselves through the Learner Profile attributes of Caring, Appreciation and Empathy.

Term Two is the beginning of our Winter terms, which means students will be required to wear the Alamanda Winter uniform. Hats are optional during term two and three.

Inquiry Based Learning

Inquiry One: Who We Are

We will be continuing to inquire into the idea that "An awareness of our own culture helps us to understand our past, present and future" throughout the entire year. Students will continue to look at 'Who we are' through the lines of inquiry of relationships, culture, identity and the PYP Learner Profile and Attitudes. Students are encouraged to bring their own experiences and family traditions into the classroom, so we can all learn more about ourselves and each other.

Inquiry Two: How We Organise Ourselves

We have already begun our second inquiry into the Transdisciplinary Theme: How We Organise Ourselves, with a particular focus on the key concepts of Responsibility (What is our

responsibility?) and Connection (How is it connected to other things?).

Through this inquiry students will develop the Enduring Understanding (Central Idea) that 'People belong and contribute to communities that influence lives'. We will be exploring the idea of community, how communities can impact on our lives and how we can contribute to the lives of others.

To guide this inquiry and facilitate deeper thinking the students will be exploring the following lines of inquiry:

- The similarities and differences of groups of which we are members
- How we shape and are shaped by groups in the community
- Life in community groups varies from one culture to another

In this inquiry we are 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 inquiry. Teachers will be assisting students to take action in this early stage of their PYP journey.

Inquiry Three: How We Express Ourselves

Later this term, the Prep students will begin their third inquiry for the year, which will explore the Transdisciplinary Theme How We Express Ourselves, 'an inquiry into 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'.

Throughout this inquiry students will explore the central idea that 'Folktales are told by the people to entertain, teach and to recognise culture'. This unit of inquiry will enable students to further explore and investigate the idea that:

- Folktales are timeless and evolve
- Folktales usually follow a predictable structure and have common features
- There are many reasons to read, analyse and create folktales

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 inquiry through the two key concepts of function (how does it work?) and change (how is it changing?)

Artefacts

Students will be asked to bring in an artefact as a response to their understandings of the central idea and lines of inquiry for each inquiry. Parents are asked to have conversations with their child around each inquiry in

IMPORTANT DATES

Monday 25th April
Friday 27th May
Monday 13th June
Mon 20th to
Thurs 23rd June
Friday 24th June
Monday 11th July

ANZAC Day: students not required at school
Curriculum Day: students not required at school
Public Holiday: Queen's Birthday

Three Way Student Led Conferences
Last day of Term Two
First day of Term Three

order for them to develop a deeper understanding of the relevance of their artefact and the connection to our inquiry. There are no set rules with artefacts; they can come in at any time throughout the inquiry and students may even choose to bring in more than one to share with the class as their understanding develops.

Primary Resources will be used to enhance the student's enduring understandings. We recognize 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

The on-going 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 student's concepts about print, such as: front and back, 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. 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 (thinking about what could happen next in the text, using your prior knowledge) and thinking aloud (explaining your thinking and reasoning out loud). In relation to our inquiry into 'How we organise ourselves', we will be exploring the purpose of letter writing. We will be reading letters and students will inquire into the features of a letter through identifying similarities and differences. As we move along in the term all students will set personal goals using the First Steps continuum. Later in the term, as our new inquiry begins, Prep students will focus on exploring the concept that Folktales usually follow a predictable structure and have common features. They will recognise patterns in literature and identify the characters, setting and events in a folktale and narratives.

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 Inquiry and ongoing Author Studies, including a study into the author Leo Lionni, who writes fables, a type of folktale.

In Writing sessions this term we will be continuing to focus on handwriting: pencil grip, letter size and letter formation. Students will be learning to use upper case and lower case letters correctly, and will introduce writing on paper with dotted thirds, which will assist them to write in line with the Victorian Curriculum. 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. We will continue to build up the high frequency words they can write accurately each time, and you will find these words in their 'Word Investigation Book' in their book bag for you to continue the learning at home. They will investigate letters and sounds, and begin to look at blends (such as th, sh, ch) and rimes (at, op, it) and how they work in words. Students writing will become more complex, and students will begin to add more information into their sentences and stories.

While exploring the third inquiry into 'How we express ourselves' students will be focusing on the structure and language features connected with Folktales, and will use this knowledge to retell known folktales and write their own folktales and narratives. Students will gain an understanding that Folktales can be retold in many different ways, such as through books, readers' theatre, story telling and short animated films.

As the term progresses students will set personal writing goals using the First Steps continuum.

Numeracy

In Number students will 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 20 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. Students will describe and place objects in order, such as first, second and third to develop their understanding of ordinal numbers. In relation to our second inquiry 'People belong and contribute to communities that influence lives', 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 there will be a daily 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 will touch on location and transformation in relation to our inquiry 'How We Organise Ourselves' by describing the position of objects and following directions to familiar locations. 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 knowledge of data collection by asking and answering yes/no questions with

student driven questions directly relating to the current inquiries. Students will be asked to represent their findings with pictographs, objects and drawings.

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 compliment their Literacy and Numeracy learning. They will use Literacy applications such as Kids A-Z and EPIC! for take home reading and homework. In Numeracy, students will use a range of applications including Mathletics to work on individual Numeracy goals. Edmodo has been introduced in all classrooms and parents have been invited to join their child's class. We will be using Edmodo to communicate information from the classroom to parents (such as homework, alerts, notes etc), celebrate our learning and is also a place where students can collaborate during class time and after school. Over the term we will introduce several new apps including Seesaw. Seesaw is a digital portfolio, a place where your child can record their learning. 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 literacy and numeracy apps. Please ensure your child comes to school with their iPad fully charged every day as it is a valuable learning tool.

If you have any questions or concerns, please do not hesitate to meet with your classroom teacher.

Kind Regards,

The Prep Team

Carmen Sacco, Karen Jones, Lisa Crane, Anne Imbesi, Lauren Fleetwood, Ellin Tideswell, Bridgette Santuccioni, Zoe-May Gatt, Aimee Smart, Jessica Cook, Jaymee Stigwood, Kirsty Richardson and Pauline Englefield.

Specialist Curriculum Overview

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.

Students begin this school term learning about 'Pop Art' by exploring popular foods and everyday objects. They explore food as an important part of identity and culture. This unit requires students to explore, create, and present art with deliberate planning to increase their fine motor skills and ability to select materials for their expressive needs. Students respond to artworks by Andy Warhol and Claes Oldenburg while exploring the art elements of colour, texture, repetition, size and form.

Students engage in experimental print-making, initiated by direct and spontaneous handling of materials or media to see what eventuates. They build upon their fine motor skills by exploring a range of collage techniques such as paper cutting, assemblage and folding techniques. The final result will then be displayed as part of our Art Exhibition.

The PYP Learner Profile has been incorporated to guide 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 Cicivelli, and Miss Hendry

Physical Education

At Prep level, as students work towards the achievement of Foundation standards in the Movement and physical activity dimension, they 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, kicking, rolling, balancing, twisting and turning. Through a range of activities, such as dance, gymnastics and games, students progressively gain control of their movements in personal and general space, while stationary and moving.

At the beginning of term 2, students will undertake a unit on throwing and catching. During this unit, students will display the correct technique when performing the under arm throw, using different pieces of equipment as well as catching different pieces of equipment. Upon completion of the underarm throw students will progress to the overarm throw. Learning technique and applying this skill to target based activities. They will also begin to discuss the differences between throwing and catching different pieces of equipment. They will then move onto learning and practising basic motor skills such as jumping, balancing, skipping. Students will begin to work in small groups and create simple movement sequences.

Throughout the remainder of the term, students will be exposed to the PMP (Perceptual Motor Program). This program is an integral part of the physical education program for prep students. Activities will be planned to actively involve all students. These structured rotational activities improve coordination, enhance visual and auditory skills, provide students with the opportunity to feel success and promote their self-confidence.

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.

Alamanda College strives to ensure activities are inclusive and maximum participation in PE is achieved. We ask for students to bring a hat and drink

bottle to all PE classes even though in term 2, hats are not a requirement. 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.

Miss. Livori, Mr. Allan and Mr. Mills

Chinese-Mandarin

In Term 2, students will focus on family in the first six weeks. They will know how to say their family members in Chinese and understand that different cultures have different ways of expression. They will also draw a picture of their family and label their family members in Chinese. After the first unit, they will start to learn numbers, which includes counting from one to ten in Chinese and tracing the numbers in Chinese. In addition, the Dragon Boat Festival will be introduced in this term.

In learning and consolidating the topic, students will practise speaking and reasoning skills when they are learning how to call family members and how to count in Chinese. They will have opportunities to participate in group learning, whole class games, as well as pairing up activities. They will also work independently to practise listening, reading, writing and speaking in Chinese.

Students are encouraged to inquire, think, reflect, communicate, and cooperate. In class, the activities will reflect the attributes of the Learner Profile. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are incorporated into our teaching and learning.

Miss Lee, Miss Crystal and Miss Tiffany

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 our 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.

Students are continuing to explore how performances and storytelling can teach us lessons. Students are developing

skills to communicate a character's feelings at different points in a story through facial expression, gesture and other non-vocal language. We have been using the mentor text "Where The Wild Things Are" by Maurice Sendak, to explore character and dramatic representations of the story. As part of this process children are guided to understand negotiation in order to work cooperatively in small groups.

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.

Mr. Moran

Music

At Foundation Level, students will develop their ability to communicate with voice and instruments during a 13-week program. They will be encouraged to work co-operatively with two particular PYP attitudes of the Chinese Zodiac Legend for 2016; the Chinese monkey (curiosity and confidence).

Students will learn how to perform "The Beautiful Jasmine" with percussion instruments. Scarves, ribbons and fans will be used with simple and flowing dance moves, to help develop their knowledge of rhythm and ability to keep a steady beat in simple metre.

Students will identify and perform basic rhythmic patterns and distinguish between, explore and use various instruments to produce contrasts in dynamics (loud/soft). They will be taught how to respectfully use percussion instruments such as xylophones, claves and finger cymbals.

Throughout the program, students will sing independently with clear diction and pitch with songs from the Pop Era including "Let It Be" and "ABC". Their communication skills and confidence levels will improve when performing songs collaboratively with body movement. They will build friendships and a caring attitude towards one another and experience the intrinsic social nature of music and learn about each others' musical preferences and abilities.

In Music, students will learn to be active audience members and participate in group performances during our weekly presentations during class. They will be encouraged to manage impulsivity when performing for one another in a respectful manner. By developing an awareness of various cultures and their use of musical instruments and sounds, they will have an appreciation of the world around them and attain knowledge and skills with curiosity.

Mrs. King

Food Technology

As outlined in the Victorian Curriculum, students at Foundation Level begin to explore how food is selected and prepared for healthy eating. To conclude this 13 week program, Grade Prep students will continue to apply their understanding of the food groups and healthy eating when preparing dishes. With access to the kitchen, we will now begin to explore basic cooking techniques, such as baking and food preparation and will continue to explore the tools, equipment and techniques used to prepare food safely and hygienically for healthy eating.

Throughout every Food Tech 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 maintaining the safe and orderly working environment. We encourage all students to be risk-takers and open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring during food preparation including the handling of tools and being reflective of the experience during Food Tech.

Parents are invited to follow along the progress of our students via the Alamanda College Primary Food Tech Blog. The link to access this blog is <http://alamandacollegefoodtech.weebly.com/>. I also ask that students bring a clearly named container, with a lid, to all Food Tech sessions to ensure that students can take their food home with them after their session.

Mr Ludewig