



TERM 4 2016 PREP CURRICULUM OVERVIEWS

Asst. Principal Carmen Sacco

Alamanda College Principal Lyn Jobson

Dear Parents and Guardians,

Welcome back to school. The Prep Team would like to welcome everyone back to Term Four at Alamanda College, and a special welcome to the new families that have joined us this term. The Prep students have made an enthusiastic start to the Fourth Term, arriving back with smiles on their faces and showing that they are eager to learn.

During Term Four, the students will continue to build on their knowledge of the Primary Years Programme (PYP), as they continue to be Principled and Caring members of Alamanda College. Term Four sees the return of the Summer Uniform. Please be aware that sunhats are a part of the Summer Uniform and are therefore required for outdoor activities during Term Four.

Inquiry Based Learning

Inquiry Five:

Where we are in Place and Time

At the conclusion of Term Three and Beginning of Term Four, the Prep students will continue their



fifth inquiry, which explores the Transdisciplinary Theme Where we are in Place and Time and the Central Idea that 'Documenting personal histories allows us to reflect on where we have come from'. They will explore this inquiry through the lens of the key concepts Reflection (How do we know?) and Perspective (What are the points of view?).

This unit of inquiry will enable students to explore and investigate the lines of inquiry centered around:

- Family tradition and celebrations
- Significant events in my life
- A memoir includes details about a significant event



IMPORTANT DATES

Monday, 31st October	Curriculum Day
Tuesday, 1st November	Public Holiday (Melbourne Cup)
Monday, 7th to Friday 11th November	Prep Swimming
Thursday, 1st December	Prep Extended Stay (Information will be sent out soon)
Monday, 5th to Wednesday 7th December	3-Way Conferences
Monday, 12th to Wednesday 14th December	Christmas Carols
Friday, 16th December	Internal Transition

Students have been enjoying sharing their artefacts and significant events that have happened in their lives. Through these discussions the students have made valuable connections to memories which has prompted them to write about and identify memories that are important to them. To further support their understanding, children were given the opportunity to participate in an excursion to the Collingwood Children's Farm to experience something new and then use this to write a memoir about their experience.

Inquiry Six: Sharing the Planet

Commencing in week seven this Commencing Week Four, the Prep students will begin their sixth inquiry, through the exploration of the Transdisciplinary Theme Sharing the Planet, and the Central Idea that 'Our planet is made up of diverse natural environments'. They will explore this inquiry through the lens of the key concepts of Causation (Why is it like it is?) and Form (What is it like?). Through the use of these key concepts to guide our inquiry, we are supporting the students to build on their prior understanding around these concepts, and make connections to their prior knowledge in a meaningful way.



This unit of inquiry will enable students to explore and investigate the idea that:

Natural environments have unique features

- Climate
- Plants
- Animals

And natural environments vary dependent on location.

Students will commence the inquiry by exploring different cities around the world in order to describe each cities visual form (What it is like?) Students will build upon their oral skills by describing what they see and will identify where the cities are on a world map.

Students will continue to build upon their understandings through the presentation of their personal artefacts and sharing new and prior knowledge.

The students will be making connections to the inquiry through the use of mentor texts that explore concepts linked to natural environments such as *Where the Forest Meets the Sea* and *The Waterhole*.

The Prep students will be encouraged throughout the inquiry to take action in a range of forms that enable them to further their understanding and

knowledge around the central idea and lines of inquiry that are being explored.

Literacy

Term Four has begun with students continuing to develop their knowledge of memoirs. The students are developing their understanding that a memoir should be written about something personally significant and could be a reflection on a memorable experience or person. Using mentor texts such as *When I Was Little*, *When I Was Five* and *Wilfrid Gordon McDonald Partridge* the students are beginning to make connections to their own experiences and our fifth inquiry. As we continue to develop our skills in writing we are focusing on adding detail, such as, who, what, when, where, why and how. As a memoir is a personal experience this is the perfect opportunity for students to continue to develop their writing skills.

Students will explore the work of **Pamela Allen** through an Author Study that will carry on throughout the term. We will enjoy many of her entertaining stories, including *Mr McGee*, *Fat Ferdie*, *Who Sank the Boat*, *Alexander's Outing*, *A Lion in the Night* and *Belinda*. Students will look at the different writing and illustration techniques she uses, and will in particular focus on her use of: rhyme, repetition and rhythm. They will learn about her life and her influences, and compare texts she has written looking

at the similarities and differences.

Later in the term students will explore the work of author **Mo Willems**. They will inquire into the text and language features of persuasive writing, with a particular focus on persuasive language and techniques. As always, mentor texts will be used to guide the students' inquiry into persuasive texts, with texts such as *Don't Let the Pigeon Drive the Bus*, *The Pigeon wants a Puppy*, *This is NOT a Good Idea*, *Happy Pig Day* and *I Wanna Iguana* by Karen Orloff will be used to inspire students and to learn persuasive techniques from the experts.

In **Reading** students will continue to focus on their personal reading goals, set using the Western Australian First Steps Continuum during reading conferences and guided reading. They will track their learning on this continuum with the guidance of their teacher, constantly reflecting on their use of comprehension and reading strategies. There will be a continuous focus on reading and recognising high frequency words through the use of mentor texts and classroom Word Walls.

In **Writing**, each Prep class will continue to use their class Writer's Notebook to inspire and explore ideas of different topics that individual students might

like to write about. We will use Pamela Allen and Mo Willems' texts as a springboard to write innovations and poetry, and explore craft such as repetition, rhythm, similes, strong verbs, leads and adjectives. Students will have the opportunity to write about what is important to them, across a range of text types.

In **Spelling** students will continue to explore the way words work, and look at the different sounds letters can make when combined differently (through blends such as sh and ch, as well as individual letters, such as the different sounds the letter c can make in different words). They will continue working with the 37 dependable rimes (such as op, ing, at and up) and build words with these rimes in them (such as hop, stop, pop etc.) Students will also continue to focus on reading and writing the high frequency words we use in our reading and writing everyday.

Numeracy

In **Numeracy**, students will be practising skills through hands on and authentic problem solving tasks. They will be taking part in small teacher-led focus groups, individual and small group practise, and will explore Open-Ended activities using concrete materials to demonstrate, explain and understand knowledge gathered.

In **Number**, students will continue to build upon their understanding of number using words, symbols, figures and pictures. The emphasis will also be centered around further developing their understanding of number concepts, including Simple Fractions and the beginning of Division, through hands-on, practical activities and the integration of mentor texts such as *100 Hungry Ants*, *When the Doorbell Rang* and *The Great Divide*, all texts that explore the concept of sharing equally.

This term students will be introduced to the vocabulary connected with Fractions and use the correct terminology to describe fractions, e.g. whole and half. Students recognise and describe one half, as one of two equal parts of a whole object. Students will continue to build their knowledge of subtraction, recognising the minus and equal signs in equations and through

generating simple number stories to model subtraction tasks. They will continue to build upon their knowledge of counting forwards and backwards from a range of starting points to 20 and beyond. Students will begin to explore the concept of numbers and that they are represented in a range of formats, such as pictures, numbers, words and collections. Open-Ended tasks will continue to build on students understanding that problems can have multiple answers and allow them to develop a set of valuable problem solving skills.

In **Measurement and Geometry**, students will begin to explore the concept of capacity through hands on, practical activities with the integration of text such as *Mr. Archimedes' Bath* and *Counting on Frank* which will allow the students to make valuable links with measurement. Students will continue to recognise and name common three-dimensional shapes; for example spheres, cubes, cones and cylinders. They will be identifying familiar three-dimensional in the environment and also investigating the properties of three-dimensional shapes and how they relate to two-dimensional shapes.

This term students will be focusing on recognising how uniform informal units are used to compare capacity, and explain their reasoning. They will make direct comparisons between common objects in length, mass and capacity using appropriate language (e.g. longer, wider, heavier, lighter, holds more or less). The students will also recognise which units hold more, less or the same. Students will show reasoning by explaining comparisons of quantities and explaining processes for indirect comparison of measurement. There is a continued 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 continue to sequence the days of the week, and begin to link days to familiar and regular events. They will be relating the function of clocks to the telling of time and build an awareness that a clock changes in response to time in a daily cycle. Students will recognise o'clock and half past times on an analogue clock.

Statistics and Probability continues to be an ongoing area of learning and is linked with our inquiry as it naturally occurs.



Students will focus on using appropriate language to describe chance events; for example, maybe, sometimes, always, never, less, more, possible, impossible. They will be making some simple statements about a familiar pictograph and column and contributing personal information towards a collective pictograph, and will be making comparative statements about simple graphs as well as asking clarifying questions about the data collected. Students will compare and contrast data gathered. When exploring probability the students will be predicting the possible outcome of the roll of a dice or coin toss and predicting the outcome, as well as questioning and providing reasoning behind the data collection.



Specialist Curriculum Overview

Information and Communication Technology (ICT)

During Term Four, students will explore a range of iPad applications and web-based tools that will foster communication and allow them to experience non-linguistic representation, (such as videos, animation and images). Students will be exposed to applications that will support their literacy, numeracy and inquiry, such as Mathletics, Literacy Planet, Kids A-Z, Edmodo, Epic, Seesaw, Lego Movie, BrainPop Jr and Google Earth. New applications will be integrated within the classroom on a regular basis and your classroom teacher will inform you when these new apps are needed. Please ensure you download all apps that are requested as they will be integrated into the student's daily learning.

If you have any questions or concerns, please do not hesitate to arrange a meeting with your classroom teacher. We look forward to another term filled with commitment enthusiasm, curiosity and creativity! and Shahn Jones.

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.

Art

As part of their arts making in Prep, students talk about ways in which the Arts are part of their personal experience, as well as cultural and social events in their community. They discuss and express opinions about arts ideas they are exploring and works they are creating and, with guidance, begin to use arts language to describe features of their own and others' arts works. They learn about ways of making personal responses to arts works based on sensory perception, and consider ways that they and others can be both makers and audience.

To begin Term 4 in Art we will be looking at the Indigenous history of Australia. Students will inquire into Aboriginal dreamtime stories, and discuss the ways Aborigine's tell these stories through their paintings. Students will understand symbols and elements used in famous dot paintings. To demonstrate their understanding of the culture and history, students will be engaged in developing their own paintings on a Boomerang. Their design will incorporate native Australian animals and the dot painting technique. Please discuss the history with your child at home to help them understand the significance.

Along with their PYP inquiry topic, the PYP Learner Profile will be used to guide the children 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, Miss. Hendry

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.

Throughout Term Four, students will revisit all the Fundamental Motor Skills they have focussed on throughout this year. Each skill will be practiced, ensuring that students are using the correct technique, before all students will be assessed on their motor skill abilities. We will finish the year with games and activities, celebrating their first year of primary school.

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.

Miss. Livori, Mr. Allan and Mr. Mills

Chinese-Mandarin

In Term Four of LOTE, students will continue to develop their thinking, communicating, knowledge and inquiring skills in relation to reading, writing, speaking and understanding Mandarin.

Prep students will inquire into the theme of how we organise ourselves, through looking at the concept of body parts. They will learn to name and write the main body parts, such as head (头), hands(手), face(脸), feet(脚), mouth (嘴巴), nose(鼻子), eyes(眼

睛), ears (耳朵), and stomach(肚子), in Chinese. A traditional Chinese song “两只老虎”(Two Tigers) will be introduced to them so they will be more familiar with the focused vocabulary of body parts.

Prep students will also practise the language skills and the knowledge they gained through a variety of hands-on activities and games, such as cutting and labelling, drawing, matching, and dice games.

During LOTE classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive attitudes of learning and the learner profile. Activities will encourage students to inquire, think critically, reflect, communicate, take risks and cooperate. The PYP attitudes of curiosity, commitment, open-mindedness, and enthusiasm are embedded in 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 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 Mime; children develop skills to communicate a character's feelings at different points in a story through facial expression, gesture and other non-vocal language. As a mentor text, we will use “Where The Wild Things Are” by Maurice Sendak. Children will use the text 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.

They will begin inquiring into characters, and how we can represent different types of characters during a performance. Through improvisation and collaborative performance, students will experiment with speech and non-verbal expressions to show how their character is unique. We will also use 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.

Mr. Sean 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.

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.

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 also learn how to create a rap song based on rhyming words and a simple beat using garage band.

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 appreciate 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. As we continue this 13 week program, Grade Prep students will develop their understanding of the food groups and the importance of eating a balanced diet. Students will apply this knowledge into

the creation of healthy lunchbox items, including dips and fruit snacks. Students will be encouraged to be independent learners by producing these recipes at home and incorporating them into their daily lunchbox. Across this program, students will also 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 and reflective 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.

Thanks,
Mr Ludewig

