Dear Parents,

In term one the focus of learning will be on settling into the new school situation and establishing both classroom and school routines. A whole school focus of “Learning How to Learn” will be undertaken during the first four weeks. We will be investigating aspects of Quality Learning. During this period children will be involved in setting goals for personal learning and developing our classroom Essential Agreement which reflect the PYP Attitudes. The children will be learning how to relate to each other in both work and play situations and will develop an awareness of behavioural expectations within the school setting. We will be fostering the development of caring, communicating and risk taking in support of the Primary Years Program (PYP) Learner Profile. Activities within the classroom will include discussion, role-play and stories. Links to all areas of the curriculum will be explored.

We will introduce the use of Brain Friendly Practices within the classroom. These will include water being readily available (encourages frequent hydration of the brain to support clear thinking), the use of Brain Gym (movement breaks) and fresh fruit for Fruit Reading. These are all strategies, which are embedded in our Seabrook Health and Wellbeing policy.

Our Inquiry this term will focus on the key learning areas of Social Studies - Society. We will be exploring and investigating “Myself and Others” (Who we are)

The Central Idea to be explored through the inquiry is - We are all individuals. Together we grow and change.

This idea will lead us to inquire into:
- How we adapt to our new environments.
- How we build new relationships and how they may change over time.
- How we change over time.
- Our personal experiences, characteristics and feelings that make us special.
- How the PYP Learner Profile influences how we work together.

During this inquiry students are encouraged to bring artefacts and relevant resource materials to share within our classroom. For example: photographs, family tree details and family cultural origins.

Through these studies the children will gain an understanding of themselves- their attributes, needs and relationships and will learn to value others for their differences. The children will understand that needs and relationships change over time and place.

Throughout the year we will also be inquiring into different forms of self expression using various arts media. For example, singing, drama, dance and visual arts.

Our unit is called “Our Talents on Show” and the central idea is “We express ourselves in many ways”.

This will be a practical inquiry where children will be encouraged to confidently communicate their ideas and will develop an appreciation of others.
In the area of **English**, the children will be exposed to a variety of texts to enhance their interest and understanding of the written word. Shared big books, picture storybooks and poetry will be utilised. Take-home books for reading experience will be provided. As a teaching team we value the role of parents reading to/with children and listening to them read. Reading to your child not only models the importance of this activity, but provides the opportunity for you to demonstrate reading for enjoyment and to see a purpose in learning to read. Concepts about print, such as - holding the book the correct way, turning pages, left to right movement and using picture cues will be fostered through small group, guided reading activities. These small group sessions give all children the opportunity to talk, read and think their way through the text.

The children will be given opportunities to write every day with their teacher recording the dictated text. Teachers will also use modelling to foster the child’s understanding of the writing process.

The children will participate in a language experience cooking program to foster their oral and written language.

We are encouraging the children to make connections between reading and writing through the skills taught and teacher modelling. Our take home writing/reading book also supports the children making this connection.

In **Mathematics** emphasis will be placed on developing number concepts through hands-on, practical activities. We are exploring numbers to ten, placing emphasis on one to one correspondence when counting, number recognition and writing. We will also explore the concepts of making groups, limiting and counting on. Experiences related to our theme will include shape, location, graphing, sorting and classifying. The children will be introduced to the “ten frame” as a means of supporting their understandings of place value, number facts to ten and odd and even numbers. All sessions will incorporate concrete experiences to establish understandings before written work is attempted.

Experiences in the specialist fields of Literature, Art and Physical Education will be undertaken. Where possible these teachers are integrating their work with our inquiry.

We look forward to working with you and your children.

*Val, Adam, Michelle, Catherine, Katerina, Alex & Genevieve.*

*Prep Grade Teachers*
ART

Julie Comer

The Children will make art works in the art forms of painting, drawing and collage. The children will be encouraged to discuss and express and opinions about the arts ideas they are exploring and the artwork they are creating. The children will be provided with a range of sources as inspiration for their work including the work of recognised artists, their own imagination and picture storybooks.

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. This term there will be a particular emphasis on being:

- Caring. They will show empathy and, compassion and respect towards the needs and feelings of other children in the art room as well as showing commitment to their work in the art room.
- Thinkers. The children will be encouraged to give thought to their work before they take action and weigh up the possible outcomes of the different opportunities that can be explored when developing their artwork. When creating an artwork the children will sometimes be presented with the challenges and they will be encouraged to be problem solvers.

Paul Cochran

At level 1, the students will participate in activities exploring the 2D art forms focusing on drawing, painting and collage. They will be encouraged to select, arrange and make choices about expressive ways of using the art elements (e.g. line, shape, texture and colour) in their work. The students will be encouraged to develop the PYP Learner Profile attributes of being communicators, expressing their ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

In term one the students will use and integrate a variety of tools and materials to create simple art works including a self-portrait and a ‘Me and My Family’ collage. The students will be given the opportunity to improve their fine motor skills through drawing, cutting, pasting and painting. In collage they will use and integrate a variety of materials. The students will begin to use the artwork seen in picture story books as motivation for their own works.

Paula Thomson

At level 1, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will begin to demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements. They will begin to use skills, techniques, processes and materials in a range of art forms.

Through the Art Program, the students will be encouraged to develop the PYP learner profile attributes which will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, inquirers, thinkers, well-balanced, caring and reflective people. They will approach their learning with confidence and creativity - identifying, describing, and discussing characteristics of their own and other’s art works.

In term one the focus will be on a very simple exploration of the art elements/principles of line, shape, pattern and colour in art. A range of activities using a variety of art materials and tools will help the students to develop an understanding of how these elements and principles shape artworks. In particular, the students will be focusing on ‘me and my family’ and working towards completing various activities in relation to these topics. Resources including Picture story books and illustrations will be utilised to introduce and develop this unit of work.
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one, the grade prep children will be introduced to a variety of Fundamental Motor Skills activities. The focus will be on running, throwing, catching, ball bouncing, rolling and kicking. These skills will be practiced using various games and sports. This will allow children to progressively gain control of their movements in personal and general space, while stationary and moving. They will explore ways of moving and developing control when starting, stopping, changing direction and speed. They will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

As part of our unit, we will link in with the classroom inquiry with the Central idea of “We are individual and throughout life we grow and change”. We will look at how the children adapt to new and changing environments, through learning the rules and structures of various skill development activities, fitness and modified games and working cooperatively with others when using equipment. They will also learn about moving safely within set boundaries, listening for the whistle and subsequent instructions.

As part of the Physical Education program, we will introduce the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.