Curriculum Overview
Seabrook Primary School
Term 2 2013

Dear Parents/Guardians

In term two the focus of learning will continue to be on the establishment of classroom and school routines. The children will extend their understandings of how to relate to each other in both work and play situations and will continue to develop an awareness of behavioural expectations within the school setting.

Teachers will continue to support the Primary Years Programme (PYP) through the provision of activities such as role-playing, class discussions and positive role modelling. During this term we will be focussing on the Attitudes of Independence, Respect and Tolerance and the Learner Profile attributes of being Balanced, being Thinkers and being Inquirers in accordance with the PYP teaching model.

Teachers will continue to use 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 (to provide movement breaks to assist with focused learning) and fresh fruit for Fruit Reading.

We will be exploring and investigating the topic “In The Garden” (How the World Works) through our inquiry program.

The Concept focus will be Connection.

The Central Idea to be explored through the inquiry is - Living Things have certain requirements in order to grow and stay healthy.

This idea will lead us to inquire into:

- How to recognise the life cycle of plants, insects and animals.
- The needs of plants- connection between light, water and growth.
- How plants and insects need each other to survive.

Through these studies the children will gain an understanding of their environment, the life cycle, plants and creatures that can be found in this habitat and how humans utilise their environment to meet their needs.

During this inquiry unit students are encouraged to bring artefacts and relevant resource materials to share within our classroom.

Planning has begun on a “fun day” when children will be encouraged to dress up and participate in a variety of activities. More information will be available later.

We will continue our inquiry 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 other people.
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 story books and poetry will be utilised. Take-home books for reading experience will continue to be provided. As a teaching team we value the role of parents reading to/with children and listening to them read. Reading to your children 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.

Guided reading sessions will focus on the needs of individual children. Within these small group sessions children will be encouraged to use picture cues, initial letter cues and to apply known sight vocabulary to gain meaning from print. Guided reading helps students develop greater control over the reading process by providing opportunities for them to work with the teacher and the text. It encourages children to talk, read and think their way through a text, whilst enabling the teacher to see how each student in the group is able to make meaning from the text. Parents are reminded to revise all letters, sounds and sight vocabulary words nightly and ensure that both checklists are returned to school each day in the reading folder. Our parent helpers use these with your child every day.

The children will continue to write every day. They will be encouraged to use their letter/sound knowledge to write unknown words and to use print from their environment to assist their writing. Teachers will continue to use modelling to foster the child’s understanding of the writing process. We encourage 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. The concept of mind mapping will be used during reading, writing and inquiry learning sessions.

In Mathematics emphasis will be placed on developing number concepts through hands-on, practical activities. We will continue to explore numbers to ten and beyond, placing emphasis on one-to-one correspondence when counting, number recognition and writing. We will compare and order sets of numbers and make and name models of numbers. Work with the ten-frame will continue to foster understandings of place value, number facts to ten and odd and even numbers. Many opportunities will be given to develop skills of making, reading and recognising patterns. (Colour, shape, number) Experiences related to our inquiry will include shape, growth rates, location, graphing and sorting and classifying.

Children’s learning will be recorded individually on the unit checklists for Mathematics, English and Inquiry Learning. The children will continue to build their portfolios which will reflect their on-going learning.

Experiences in the specialist fields of Library, 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, Alex, Catherine, Adam, Katerina, Genevieve & Michelle
Prep Grade Teachers
ART

Julie Comer

The children will make art works in the art forms of printing, drawing, painting and collage. The children will be given the opportunities to use a range of materials, techniques and processes to make visual arts works. 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:

- Principled. They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- Risk-takers. In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will look at Australian illustrators and discuss the art forms they have used as well as the art elements they have used e.g. line, colour, shape etc. The children will create their own art works and be asked to consider the art element they are using and how they have used selected to use that element.

Paul Cochran:

At level 1, the students will participate in activities exploring the 2D & 2D art forms focusing on drawing, painting, collage and modeling. 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 two the students will use and integrate a variety of tools and materials to create their art works. They will be introduced to 3D art forms through the use of modeling materials to create a series of panels containing scenes from the story “Leaf” by Stephen King. This art activity links to the term two PYP Unit of Inquiry- Central Idea: “Living things have certain requirements in order to grow and stay healthy.” There will be opportunity for the students to discuss the techniques they have used and to share their work with their classmates.
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 two the focus will be on the 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 aspects relating to the PYP unit inquiry of ‘In the garden’ 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 two, the grade Prep children will continue to practice basic Fundamental Motor Skills (throw, catch, run, leap, dodge and one and two handed striking). They will engage in a variety of physical activities on their own, with their peers and with and without equipment. They will explore ways of moving and developing control when stopping, starting and changing direction and speed. Students will be introduced to some of the basic concepts and skills involved in Gymnastics (Static Balancing activities).

- Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports and small group pyramids.
- Children will perform these movements using mats and will work individually, in pairs and in small groups.
- Children will be introduced to one and two-handed striking techniques, through using tennis and bat tennis equipment to practice the skills. A main focus will to keep their eyes on the ball throughout a strike.
- As part of the Physical Education program, 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.

The Prep children will continue to learn simple rules and procedures for safe movement, and how to follow instructions. They will continue to combine movement with the use of equipment. While participating in movement and physical activities, they learn to consider, support and encourage others to share equipment, and to adhere to rules that aid participation and cooperation.