Curriculum Overview
Seabrook Primary School
Term 4 2013

Dear Parents/Guardians

In term four the focus of our social learning will be the learner profile of being: an inquirer; a thinker and reflective learner. This profile supports the PYP (Primary Years Programme) and will be investigated through focused sessions in our classrooms to develop understandings of being a local and global citizen. Activities within the classroom will include discussion, role play and stories. Links to all areas of the curriculum will be explored. Through these activities the children will extend their understandings of how to relate to each other in both work and play situations, they will develop an understanding of themselves as learners and they will continue to develop an awareness of behavioural expectations within the school and community setting.

Teachers will continue to use brain friendly practices within the classroom. These will include water being readily available, (for brain hydration and to support clear thinking) the use of Brain Gym activities (movement breaks to assist focused learning) and fresh fruit (no roll ups, fruit sticks or muesli bars) for Fruit Reading. These strategies are consistent with the Seabrook Health and Wellbeing policy.

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, videos and poetry will be utilised. Take-home books for reading experience will continue to be provided. This experience provides a valuable model for children as they see their parents sharing and valuing their learning. Teachers will continue to use the continuums to assess your child’s progress and to enhance lesson planning.

In Guided Reading sessions children will be encouraged to use picture and initial letter cues, blending, breaking words into parts and to apply known sight vocabulary to gain meaning from print. The strategies of re-reading and reading-on will be fostered. These small group sessions give all children the opportunity to talk, read and think their way through a text. From discussion about the text the teacher can gain insight into the child’s ability to comprehend the material being read. Our unit of inquiry will focus our reading on non-fiction material about farms and their products from around the world. The children will use their library sessions to access material which supports our inquiry.

Independent reading will be held daily. The children have access to a range of books of varying levels of difficulty and genres. The children are expected to complete a reading journal that details date, title, Fiction/non-fiction and a response to the text.
The children will continue to write every day. Formal handwriting will focus on the use of dotted thirds, letter formation (both capitals and lower case) and neatness. Teachers will use modelling to foster the children’s understanding of the writing process. They will be encouraged to use their letter/sound knowledge to write unknown words and to use print from the environment to assist their writing. The students will have opportunities to use the knowledge gained through our inquiry to write reports and recounts. They will be encouraged to include relevant details following the “who, what, where and when” model and to become aware of the need for a beginning, middle and an end to their writing. They will also be expected to re-read their work to ensure it makes sense.

During term four Spelling will focus on applying our single sound knowledge to two and three letter words by listening for the initial, middle and final sound. They will practise the skills of sounding out and blending through their reading and writing tasks. The children will also be encouraged to develop a base of common words they can spell automatically, (eg. have, the, school, home) as well as the words related to our inquiry (eg. farm, food, animals, plants)

Mind mapping will be utilised to promote memory, discussion and planning in all curriculum areas. In addition, we will be using the Six Thinking Hats to differentiate types of thinking.

In Mathematics emphasis will be placed on developing number concepts to thirty through hands-on practical activities. These concepts include pattern, order and value. Using and understanding the ten-frame will be an integral part of the program. All sessions will incorporate the use of concrete materials before written work is attempted.

Early addition and subtraction understandings will be promoted using the terms “and” and “takeaway”. Oral counting activities will be undertaken daily with the focus being counting by 1’s, 5’s and 10’s to 100 and beyond, by 2’s to 20 and backwards from 20 by 1’s. Automatic number facts to ten will be promoted through games and though computer programs. Mathematical experiences relating to our inquiry will include - building models, ordering sequences, making graphs, sorting/classifying and simple problem solving.
Our inquiry this term will focus on the disciplines of Humanities—both economics and geography and Science through an investigation into farms and how they help meet our needs.

The central idea to be explored through inquiry is - The food people eat is produced in many places and in many ways. This idea will lead us to inquire into:

- Where different foods come from.
- The different foods people eat.
- How foods are produced.

During this inquiry students are encouraged to bring artefacts and relevant resource materials to share within our classroom. For example—photos, videos, books, toy farm equipment and animals.

Our whole day farm excursion is aimed at providing the children with a shared experience and developing their understanding of our inquiry.

We will continue our on-going inquiry We express ourselves in many ways through oral language, singing, role play and dancing activities. This inquiry is also strengthened by the work of Mrs. MacAuley in Literacy sessions. We will focus on celebrating our year together by performing at the Seabrook Carols.

Music/Drama will be related to both Inquiries and to the Learner Profile. In music we will be emphasising the use of music for enjoyment, relaxation and pleasure. Drama will focus on developing the children’s self confidence when speaking, singing and moving.

Further experiences in the Specialist fields of Art, Literacy and Physical Education will be undertaken. Where possible these teachers will be integrating their work with our inquiry. The children will be invited to participate in a four session swimming program. This program will begin in late November.

Once again parents are reminded that your child’s portfolio can be accessed in the classroom.

We look forward to sharing this term with you as we continue our journey in your child’s education.

Val, Adam, Michelle, Katerina, Alex, Catherine and Genevieve.

Prep Teachers
ART
Julie Comer

The children will create art works in the art forms of printing, drawing, painting and construction. The children will be encouraged to make choices about their art work and talk about this in group discussions. They will be encouraged to attempt new skills and use new materials and equipment. Each child will be encouraged to develop their natural tendency to discover the possibilities and limitations within each art form that is being investigated. They will also be exploring the art elements (e.g. line, shape, colour, texture, form, tone and space). The children will create art works related to their PYP Unit of Inquiry, “The Food We Eat is Produced in Many Places”. The children will also be using their creativity to develop art works related to festivities and celebrations such as Christmas.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program, Learner Profile and in particular to be: Communicators. The children will be involved in discussions in the art room related to art development and art appreciation as well as the understandings they are developing in relation to their PYP classroom unit of inquiry. The children will be encouraged to participate in discussions to express their ideas. They will be encouraged to speak confidently using the new “art” words and language that they have been exposed to. The children will be working in an environment that encourages them to be confident speakers and effective listeners.

Reflective. Having been exposed to a range of quality learning experiences and opportunities in each art activity the children will be asked to give careful thought to their work and then assess what they believe are the strengths and successes they have displayed as well as their thoughts for what they might do differently. The purpose of this being to develop in children responsibility for their own learning in art. It is an opportunity to celebrate successes and to support personal development.

Paul Cochran: OMT, OAS

At level 1, the students will continue with activities exploring the 2D and 3D art forms focusing on drawing, painting, printing 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 continue 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. During early term four we will complete the Year Prep PYP Unit of Inquiry- ‘Safety is everyone’s responsibility’. Following the visit of the fire fighters and their engine late last term, the students will create a 3D collage showing their family assembling at their “safe place” (the letterbox), as the fire engine arrives to help. This is a direct link between the classroom inquiry and the art program and is designed to reinforce important safety messages using the creative process. We will conclude the year with a Christmas craft activity suitable for all students, involving a number of tools and materials unfamiliar to our preps.
Paula Thomson

In term four, the Art Program will continue to focus on students creating and presenting 2D and 3D visual arts works - with a focus on arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. The students will continue to demonstrate their ability to select, arrange and make choices about expressive ways of using the art elements. They will continue to use skills, techniques, processes and materials in a range of art forms.

The students will continue to focus on exploring the art elements/principles of line, shape pattern, form, space, texture, and colour. We will be working on a range of activities using a variety of art materials, tools and methods that will help the students to develop a deeper understanding of how these elements and principles shape artworks. We will be using picture story books which will also compliment this unit of work. Where possible, students will also be engaged in the Primary Years Programme units of inquiry (‘The food people eat is produced in many places’ and ‘Celebrations”).

In addition, we will be Celebrating the festive season with various hands-on Christmas activities and wonderful contemporary Christmas ideas. We will be making creative use of brightly coloured materials to create Christmas decorations, cards and displays for the Christmas celebrations.

The Art Program will encourage students to further develop the PYP learner profile.

The Art Program will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, Inquirers, thinkers, well-balanced, caring and reflective people. The Students will be encouraged to approach their learning with confidence - identifying, describing, and discussing characteristics of their own and other’s art works.

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term four, the grade Prep children will continue to participate in a variety of Fundamental Motor Skills (leap, run, catch, throw, bounce, run and two-handed striking and stick sports) and fitness based activities and games. They will participate individually, in partners and in group based activities. A major focus will be integrating a fitness component to all sessions.

Children will also work on a range of fitness strategies, skills and games that are aimed to improve overall fitness capacities of the students.

Children will continue to perform locomotion movements such as walking, running, hopping, skipping jumping and dodging in a range of fitness games and activities.

Children will be introduced to two-handed and forehand striking techniques using a variety of sports/activities like hockey and cricket. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target and stepping towards it with foot opposite to that of the striking hand/arm.

Children will be introduced to some kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height and stepping forward with the non-kicking leg as they complete some kicks.

Students will continue to use and be encouraged to use all the PYP Learner Profiles and PYP Attitudes such as caring for fellow students. They are encouraged to be risk takers and have a go at all skills.