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 reflects 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, dancing, drama and the 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, Italian, Art and Physical Education will be undertaken. Where possible these teachers are integrating their work with our inquiry.

**Italian Program - Year Prep**

Learning more than one language has never before been more relevant or important as our everyday lives become more globalised and interconnected. We live in a world of increased mobility between countries for work and leisure. Valuing and building on our cultural and linguistic diversity, and further developing the language skills of our children and young people, will empower them to become confident citizens of the world. As an important part of the PYP at Seabrook Primary School, all students learn a second language. The LOTE (Language Other Than English) is Italian. The Prep year introduces them to the identity of the country and flavour of the language. All inquiries covered throughout the year, reflect both linguistic and cultural aspects of the language, whereby most lessons are oral/speaking sessions accompanied by songs, rhymes, games, stories and visual display. The students are encouraged to participate, have fun and share the language beyond the classroom with friends, family and the wider community.

**Italian Teacher**
Rosita Savoia

We look forward to working with you and your children.

**Prep Grade Teachers** - Adam, Janessa, Abbey, Kelly, Casey, Micaela and Hilki
ART
Pamela Tsigros
ML, AC, KS, JG

At foundation level, students make and share visual art works that communicate observations, personal ideas, feelings and experiences. They explore and, with guidance, use a variety of arts elements, skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms and combinations. At this level, students are encouraged to talk about aspects of their own art works.

During term one; the students will use a variety of materials to create simple art works. They will have the opportunity to experiment using equipment such as food dye, sponge brushes, paint, pastel and pencil, to name a few. Students will create art works exploring elements of line, colour, texture, shape and pattern. They will become familiar with the colour wheel and experiment with mixing colours. The students will be given the opportunity to improve their fine motor skills through drawing, tracing, cutting, pasting, painting and sculpting.

Paul Cochran
CP, AS

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 such as “The Rainbow Fish”, as motivation for their own works.
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one, the grade prep children will be introduced to a variety of Fundamental Motor Skill activities. The focus will be on running, throwing, catching, ball bouncing and two-handed striking. These skills will be practiced using various drills and activities. This will allow children to progressively gain control of their movements while stationary and moving. They will work on developing control of their speed and balance when starting, stopping and changing direction. 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.

Italian
Paula Thomson

In term one, the Italian Program will enable all students to be given the opportunity to learn a second language. There will be an introduction to the Italian language through the emphasis of children becoming familiar with various greetings and courtesies and interacting with the teacher and their peers to greet one another. This will take place through repetition, performance and play such as through rhymes, songs, puppets, clapping and actions games. The students will be introduced to simple phrases useful in everyday situations, such as introducing themselves in Italian ‘Ciao, buongiorno, mi chiamo ….’ (Hello, my name is...’) The students will also be introduced to the Italian numbers 1-10.

The students will be engaged in the Primary Years Programme units of inquiry where possible - with an emphasis on Learning to Learn, PYP attitudes and learner profile and through the inquiry (We express ourselves in many ways).

The Italian 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 ask questions to better understand the world around them. The students will be provided with opportunities to use language effectively in a range of contexts from informal to formal.

The children will take part in many discussions and many oral and written activities relating to these areas. They will be introduced to the language through creative play, performance and action-related talk such as speaking and listening, through books, songs, role-play, puppets, poems and chants and creative activities.