Curriculum Overview
Seabrook Primary School
Term 4 2016

Prep

Dear Parents/Guardians,

Welcome back to term 4. We hope the children had a great break and are ready for a great term ahead. The year has gone quickly and many more great things are planned to end the year. We have seen the children grow, change and become eager to share their knowledge.

In term four we will continue to work on developing students understanding of the different learner profiles and attitudes. This 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. These experiences will extend students understandings of how to relate to each other in both work and play situations and using the PYP language.

Teachers will continue to use brain friendly practices within the classroom. These will include water being readily available (for brain hydration to support clear thinking), the use of Brain Gym activities (movement breaks to assist focused learning) and fresh fruit for Fruit Reading. These strategies are consistent with the Seabrook Health and Wellbeing policy.

CURRICULUM
English
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 checklists to assess your child’s progress.

In Guided Reading sessions children will be encouraged to use their reading strategies to help them clarify words and to develop their comprehension skills. Teachers will encourage the children 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 read, discuss 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. Teachers will also focus on developing fluency and expression in reading.
All children will continue to participate in daily Purposeful Reading Activities that focus on allowing children to develop and practise the reading strategies taught in class. During independent reading session’s students will be encouraged to choose a selection of ‘Just Right Books’ to assist them with developing their reading stamina.

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.

Parents are reminded of the need to continue revising all letters, sounds and OWL words nightly. 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, said, 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.

A few suggestions of what you can do at home that will help your child develop their English skills:

- Allow your child time to use Reading Eggs and PM Collection.
- Stop your child while reading and ask them to make predictions of what they think will happen next in the book.
- Ask your child questions about the characters and what has happened in the story.
- When reading nonfiction books together, ask your child to tell you some facts they found interesting from their book.
- After your child has read, ask them to retell what happened in the book. Encourage your child to discuss what happened at the beginning, middle and end of the story.
- Practise spelling the OWL words in different ways. Some suggestions are to play hangman, write the words in different colours and play scrabble.
- Provide different opportunities for your child to write at home to develop their love of writing. For example they could help write a shopping list, birthday cards and stories.

Mathematics
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. Oral counting activities will be undertaken daily with the focus being counting by 1s, 5s and 10s to 100 and beyond, by 2s to 20 and backwards from 20 by 1s.

Automatic recall of number facts to ten will be promoted through games and through iPad applications. Early addition and subtraction understandings will be promoted using the terms “and” and “takeaway”.

Children will continue to explore 2D and 3D shapes. They will make comparisons between 2D and 3D shapes and identify their properties. They will have learning experiences that will be hands on and provide children opportunities to find shapes in our environment.

Mathematical experiences relating to our inquiry will include – building models, ordering sequences, making graphs, sorting/classifying and simple problem solving.

A few suggestions of what you can do at home that will help your child develop their Mathematical skills:

- Going on Mathletics to complete tasks.
- Play maths games to develop their counting and problem solving skills. Some suggestions are Snake and Ladders, Chess, UNO and Connect Four.
- When you are at the shops get your child to read the numbers they can see on posters, price tickets and car number plates.
- Counting by 1s, 5s, 10s starting at different points. You could start counting and ask your child to continue where you have stopped to see how far they can go.
- To develop students place value knowledge ask them: Tell me how many tens are in 24 and how many ones. Students should respond with ‘2 of the tens and 4 of the ones’
Inquiry
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 ways. This idea will lead us to inquire into:

- How foods are produced?
- Where different foods come from? (farm, orchard, market gardens, bakeries etc)
- Food production has changed over time

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.

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.

Reminders
- It is essential that all students have an art smock to protect their clothes.
- Students need a library bag to borrow books eg. Prep yellow Library Bag
- Students need to bring their reading bag each day.
- Parents are reminded that school begins at 8:50am. Our doors are opened at 8:40am, ten minutes before the bell. Punctuality is essential if we are to maximize your child’s learning.

Things to look out for this term:
- 19th October - Endangered animals mini expo
- 26th October - Zoo Excursion.
- 9th November - Farm Excursion.
- 10th November - Mini Olympics
- Late November - Swimming Program
- 7th December - Christmas Concert

We look forward to your continued support this term.

Grade Prep Teachers - Mrs Trajkovski, Ms Lindorff, Ms Verdolini, Ms Szmigielski, Ms Gatt and Ms Cobbledick
PERFORMING ARTS - Adam Smith

The preps will continue to undertake the ongoing Performing Arts inquiry to facilitate the Victorian Curriculum. The students will use the conceptual lenses of ‘Form’, ‘Perspective’ and ‘Reflection’ to investigate the central idea that ‘Creativity is an expression of the Imagination.’ We are focusing on creating ideas and how we expressing them. Students will be inquiring into what creativity looks like in a performing arts setting, using the mediums of music, drama and dance. The classroom links this term will be:
- Role-plays dealing with emergency situations and their responsibilities in keeping themselves and others safe.
- Expressing ourselves through creativity using the forms of dance, music and drama.

Undertaking these inquiries will help develop our students into independent and creative thinkers with well developed social, communication and self-management skills.

VISUAL ARTS - 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.

As part of the Inquiry- ‘Animals are endangered due to human action’ we will read and discuss – “Too Many Elephants in the House” by Ursula Dubosarsky. The students will then select an endangered animal mask and decorate it before completing a background design based on the animal’s natural environment. The mask will then be mounted onto the background to create a 3D collage. A range of art skills, tools and materials will be explored throughout this activity.

The semester will conclude with a link to the enquiry: “The food people eat is produced in many ways”. After viewing examples of still life drawings and painting of bowls of fruit, the students will create their own picture of their favourite fruit using oil pastels and cutting/pasting techniques.
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 striking techniques using hockey to assist. 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 (AFL), holding the ball at hip height and stepping forward with the non-kicking leg as they complete some kicks. Children will have the opportunity to participate in a 4-5 session swimming program at Shawn’s Swim School during the term, developing areas such as stroke, kicking and breathing technique, treading water, fitness, water safety, survival and lifesaving skills, games and recreational activities. Students will continue to use and be encouraged to practice using all the PYP Learner Profiles and PYP Attitudes such as caring for fellow students. They will be encouraged to be risk takers and have a go at all skills.

ITALIAN - Elena Pirovano

In Term Four, the prep students will be involved in different activities to keep revising greetings and courtesies, colours and numbers, pencil-case items and classroom instructions. In each lesson they will have a chance to interact with the teacher and their peers in simple question/answer conversations. In the first four weeks, the students will be continuing the CLIL program (Content and Language Integrated Learning) by learning Music through the Italian language. The program has: music content goals: to play simple percussion instruments following the teacher’s instructions in Italian (Pronti, Via, Stop), to recognise and locate simple percussion instruments using their Italian names, to understand dynamics (piano/forte) and tempo (slow/fast); and language goals: to name/recognise some percussion instrument in Italian, to understand and repeat instructions related to playing the instruments and to follow the teacher’s instructions in Italian during the lesson. In second part of the term, the students will be learning basic vocabulary related to family and food. The students will also be exposed to some Italian traditions related to Christmas. By using their prior knowledge of colours and numbers, they will work on a Christmas calendar. The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate commitment and consistency in practicing their new vocabulary and conversation, creativity and co-operation in their everyday tasks as well as display respect and tolerance of the new culture they are learning about. Every time they use the Italian language in different contexts, they are encouraged to be risk-takers and to extend their communication skills. In each inquiry they will have the opportunity to be inquirers and thinkers.