

# Prep Information Booklet 2017



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# Curriculum



The curriculum at school is based on the Victorian Curriculum. At Foundation Level (Prep), the focus is largely on foundational literacy and numeracy skills and the development of physical, personal and social capacities. There are 8 Learning Areas and 4 Capabilities as follows;

## Learning Areas

- The Arts
- English
- Health & Physical Education
- The Humanities
- Languages
- Mathematics
- Science
- Technologies

## Capabilities

- Critical & Creative Thinking
- Ethical
- Intercultural
- Personal & Social

## Developmental Play & Discovery Learning

Each morning during Term 1, we encourage the students to participate in a variety of activities. This gives students an opportunity to develop relationships with different children, to try new things and to become more comfortable and confident in their class and school. As the year develops, this play and learning experience will be more structured Discovery Learning, based around our inquiry topics.





## Inquiry & Discovery Learning

Our shared Inquiry for Term 1 focuses on the key question: 'How can we be safe?' During the first term much of our Inquiry is made up of play based activities. These activities (learning centres) are designed to encourage interaction between children and foster the development of social skills and teamwork. During these sessions children are given a choice about the type of activity they would like to participate in. The learning centres are set out to encourage the students to use each of their five senses (sight, smell, taste, touch, and hearing) to explore different situations.

Types of learning centres that may be included in a session:

- ⇒ A tub of water and objects that may float or sink
- ⇒ Lego
- ⇒ A series of different sized nuts and bolts
- ⇒ Dress ups (not costumes) for imaginary play
- ⇒ Puzzles
- ⇒ Playdough
- ⇒ Animals for imaginary play
- ⇒ Cash register and groceries for shopping play.

As well as the development of social competencies these learning centres also enhance problem solving, number sense, fine motor skills and the ability to sort and classify. At the beginning of each session all children come together to make decisions about which learning centre they would like to visit.

The children need to consider questions such as:

- ⇒ What will I do?
- ⇒ How will I do it?

Children are encouraged to remain at the same learning centre for as long as they can during a session. While they are able to move from centre to centre, it is important to learn to maintain focus on an activity. During this time the teachers and parent helpers move around the room asking questions and having conversations with groups of children to extend or develop concepts and support learning.

At the conclusion of the session the Preps participate in a reflection session. During this time they consider:

- ⇒ What did I find tricky?
- ⇒ How did I solve the problem?
- ⇒ How did I interact with others?



## English Early Years Literacy



Each morning the Prep students participate in Early Years Literacy. By Term 2 this will be extended to the full session, between 9:00 and 11:00. This involves a shared time at the beginning of the session during which the class shares a story, exploring concepts and ideas in texts. The children then have a one-hour period focusing mainly on Reading. During this time the children will be working in small groups on a specific task related to the class focus. The teacher will usually work with one of the small groups in a guided reading session. Throughout the week, each group will have the opportunity to participate in a guided reading session.

Each week the children focus on specific sounds letters make. In this session, we teach students about the letters, speech sounds and spelling choices in English. We help children to understand the relationships between the 44 phonemes of spoken English and the 26 letters of the alphabet. For example, on the first week the children focused on the sound of m as in mouse. All the letters and their sounds are covered throughout the year. We then begin to focus on sound blends, such as sh as in shark, ch as in chair.

Another hour during the day will be focused on Writing. During this time the children will have a general discussion and shared writing experience on the specific genre (recount, letter writing, list making, labelling etc) the class will be focusing on. Children will also work in small groups on a specific task related to the class focus or through individual conferencing. Throughout the week, each group will have the opportunity to participate in a guided writing session, or a conference session.

Another focus during the session is Speaking and Listening. In both reading and writing sessions, the children will be able to share their work with the grade. During this time children have an opportunity to discuss their learning with others in the group. This provides a chance to focus on skills such as voice projection and the behaviours of a good listener. This will also be rehearsed during show and tell sessions.

Each day the Preps will bring home a small book in their reader bag. This book is to share and to be enjoyed at home. Early in the year, most children will need you to read the book to them. As they become more confident they can take on more of the reading task. The readers are sent home for children to practise FLUENCY and PHRASING. Your child may read through this book quite quickly and it may appear that they are finding the words 'easy'. These books are not designed to be a difficult task for your child. It is very beneficial to sit and look at the book together and have a CONVERSATION about what is happening in the book, how the characters may be feeling, and relating the ideas in the book to familiar experiences. Each morning the children will be encouraged to come into the classroom from 8:50am onwards to change their readers.

We also include the Magic 100 Words – that is the most frequently used words in the English language. We will be placing them on word rings, in order to learn how to instantaneously recognise these words, both at home and at school. The words are divided into sections, or colours in which we ask that you practice at home out of order. We then test the students at school and when they can do this without any assistance, are presented a certificate at assembly to celebrate this.

We encourage parents to participate and help out in the classroom. During this time parents may be asked to work with a small group on a task (such as a literacy/word game or listening activity) or sometimes hear children read.

# Mathematics Early Years Numeracy

Each week, the Prep students will have 4 to 5 one-hour sessions of Mathematics. Here, the students will be participating in many hands-on and real life activities and games that focus on developing skills and strategies. There are three content strands -:

- Number and Algebra: number recognition and counting from 0 – 20 and beyond. Simple addition. Place value. Algebra and ordinal numbers from first to tenth.
- Measurement and Geometry: using units of measurement, shape, location and transformation.
- Statistics and Probability: chance, data representation and interpretation.

Across each content strand there are proficiency strands of -:

- Understanding, fluency, problem solving and reasoning.

In first term, the students will be introduced to the “Maths Tool Kit”. The kit comprises of the basic tools and materials needed for early childhood numeracy skills. Items the students have in their tool kit include counters, tens frame, number cards, 100 number chart, a ruler, basic shapes and addition and subtraction cards. This gives the children access to the core mathematical materials at all times. It assists the development of their independence and self-confidence in mathematics. The tool kit will be of valuable assistance to the students throughout the year.

Each day, students will count the number of days they have been at school up to 100. At each count of the day students experience seeing the number, viewing the number on a tens frame, locating the number on a 100 chart and ‘hearing’ the number in terms of materials. On the final day we celebrate with ‘100’ things. This daily activity helps students to conceptualise and visualise numbers up to 100. It allows them to recognise patterns in counting and truly understand what it means to be ‘x’ number.



# Specialist Programs



## ⇒ Visual Arts

Each grade will enjoy a weekly Art session with Ms. Petrucci in the Art Room where they will be encouraged to make 2 and 3 dimensional art works using a wide variety of materials.

## ⇒ Performing Arts

Music Education develops in the student enjoyment, appreciation, creativity, skills and understandings with Mrs. Ferguson.

Some of the goals of the music program are:



- To develop skills and techniques as a musician
- To sing, play, create, move, listen to a variety of music
- To experience and use musical instruments: piano, keyboard, percussion instruments, xylophones, recorders, drum stick rhythms.
- To introduce students to formal music notation
- To be disciplined to practise and polish pieces for performance
- To experience and manipulate the following music elements – beat, rhythm, pitch, melody, harmony, tone colour, style, texture and form.
- To listen, form opinions, discuss and analyse music
- To appreciate music from other cultures, times, and contexts.

Term 1 2016 Preps will experience singing, dancing, listening, playing and creating music through many songs and activities. They will learn to use their voices by speaking, singing and whispering. They will join in games that help to develop each student's sense of beat, rhythm and pitch.

## ⇒ Information Communication Technology (ICT)

All classrooms have access to banks of laptop and iPad borrowing. The Preps use a variety of different computer programs to support learning in all curriculum areas. These include; ABC Reading Eggs, Mathletics, Word, PowerPoint, Excel, and Sunshine Online. Computers and iPads are used in the classroom for Literacy, Maths and Inquiry sessions. During these times there is an emphasis on working together in pairs or small groups to find and sort information using ICT equipment. Computer skills are taught across curriculum areas as they are needed. The Preps also have regular access to the Interactive Whiteboard in the classroom. This provides an opportunity for children to manipulate objects on the computer's screen by touch and to use Interactive Websites and programs. Parents can communicate with their classroom teacher in person or by email.



## ⇒ **Phys. Ed**

The Physical Education Program for each class is composed of daily and weekly activities taken by the class teacher and the physical education teacher, Mr Kenez. To maximise the benefits of the PMP program, it is essential to have volunteers help to supervise and run the activities.

The weekly timetabling for year levels in the school are shown below, satisfying the requirements as identified by the Department of Education and Early Childhood Development.

### **Prep - 2 (PMP, swimming, gymnastics, dance, fundamental motor skills, fitness)**

- 30 minutes lesson with the Physical Education Teacher
- 1/2 hour Platoon (House) Physical Education sessions with classroom teachers
- 1/2 hour session of Perceptual Motor Program (PMP)
- An intensive swimming program in Term 4 over 8 days

### **After School Sport**

This is a Federal Government Funded After School Sport initiative gives students an opportunity to try new sports. View the current timetable in the calendar.

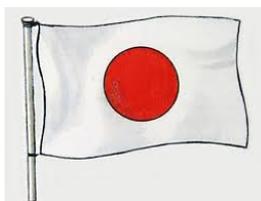
#### **Additional activities include:**

- Community Joggers & Cycling Club (every weekday morning before school)
- Milo Cricket (Summer)
- Auskick Football (Winter)
- House Athletics Sports (Term 1)
- Active Transport to School Days
- Participation in Jump Rope every second year
- Fun Run every alternate year
- Physical Education Week activities during Term 4
- After School Basketball & Tee Ball teams
- Before School "Kelly Sports"



## ⇒ **Japanese**

The Japanese program allows students to experience the Japanese language and culture. Each week, the Preps have one sixty-minute session with Miyagi Sensei. During these sessions, the Preps learn Japanese words, songs and greetings, as well as simple hiragana (Japanese alphabet) and origami. These are also supported with classroom activities.



# General Information

## Allergies

Some children in Prep have allergies to different foods. We ask that where possible you avoid sending nuts to school. Talk about washing hands after eating dairy.

## Birthdays

Some parents choose to bring in a special cake or lollies on their child's birthday. These will be given out at the end of the day. Children are asked to check with their parents before eating any food given out at school.

## Brain food

Each morning the Preps eat brain food at 10am and 12:30pm. We ask that students bring along a small amount of fruit or vegetables to eat at these time.

## Hat

Hats need to be worn at school until May and again in Term 4.

## Homework

The most important aspect of Homework in Prep, is reading the Reader. From time to time, teachers may give your child an activity to do at home. These are designed to be fun tasks, which complement the work we are doing at school.

## Library

Each Monday Prep Y visit the library, Prep E on Tuesday and Prep W visit on Thursday. This is an opportunity to borrow books to take home and share. Books can be kept for 2 weeks. Books need to travel in a Library bag.

## Lost Property

Lost property is located in the breezeway at the hall end of the North building. Please feel free to take a look if something goes missing. Please make sure all students' clothing is clearly named.

## Parent Helpers

Parents are very welcome to join in with any classroom activities. Parent involvement is a vital part of our Early Years Literacy program, where parents work with small groups of students. They are equally vital in our PMP program. There may be opportunities to also help out at special activities throughout the year.

## Reporting to Parents

Parents will have the opportunity to attend information night during Term 1, allowing teachers to 'meet the parents' and find out relevant information about each child. Parents will receive a written report at the end of Term 2 and Parent/Teacher interviews will be conducted. The final written report is sent home at the end of the year. All teachers are happy to arrange interviews at any time throughout the year, if you have anything you need to discuss.

Just a reminder that the door is always open for you and your family to come and see us at any stage. Please don't hesitate to visit, whether it is for a concern, a query, or a friendly chat! We look forward to having a fantastic year with you, your family and, of course, your Prep child!

