



Prep - 2019 Term 2 Overview

Throughout this term, the students will continue to experience a range of learning activities which incorporate the ongoing development of the positive dispositions of the Habits of Mind and the Growth Mindset. These dispositions encourage reflection, high order thinking, creativity, problem solving, critical thinking and collaboration, and align with our school values of, 'I am a learner', 'I am a friend', and 'I am respectful'. The development of the Habits of Mind and a Growth Mindset, complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will continue to be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the learning areas.

The students will continue to investigate the Habits of Mind and the use of a Growth Mindset approach. The Habits of Mind are a set of 16 problem solving, life related skills. This term in Prep the focus will be on:

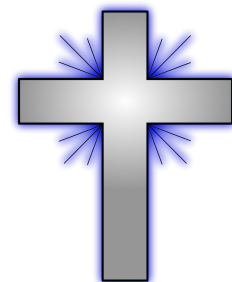
- persisting
- managing impulsivity
- listening with understanding and empathy

RELIGION

Jesus is Alive - Alleluia

The understandings for this unit are that:

- Jesus died on the cross and rose from the dead
- the cross is a special symbol for Jesus' followers
- the season of Easter is a time of new life
- after Jesus rose, He showed himself to his disciples.



God's Great Family

The understandings for this unit are that:

- all families have a story about their history
- the story of God's family is told in the Bible
- Mary and Joseph were chosen by God to be Jesus' special family.

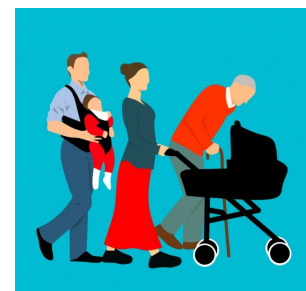
INTEGRATED TOPIC

Me and my Family.

In this unit, the students investigate their personal and family history.

The students will:

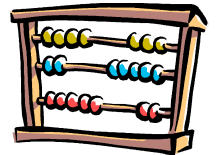
- describe and sequence significant events in their own life and that of their family
- describe ways in which their families celebrate significant events
- learn about the similarities and differences between their daily lives and those of their parents or grandparents.



MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The development of mathematical skills relating to these proficiencies form the content of the units of work.

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages the students and tunes them in to the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.



The following topics will be covered:

Number

The students will:

- continue to develop number sense as they explore numbers to 20 through place value, counting and manipulating collections
- represent basic addition problems using concrete materials such as icy pole sticks and counters
- become familiar with 'friends of 10', which are numbers that add together to make 10, for example $7 + 3 = 10$
- learn the 'counting on' strategy where the students start at the larger number and count on the smaller number to reach a total
- represent basic subtraction problems using concrete materials.

Measurement and Geometry

The students will:

- sort, describe, compare and name familiar 2D and 3D objects
- compare and order the duration of events using the everyday language of time and will connect the days of the week to familiar events.

Statistics and Probability

The students will:

- answer yes/no questions to collect information
- organise these answers into simple data displays using objects and drawings
- will interpret simple data displays about their questions.

ENGLISH

The students will be involved in whole class, small group and individual reading and writing learning experiences.

Reading:

Through modelled, shared, guided small group and independent reading activities the students will:

- continue to practise hearing and manipulating beginning, middle and ending sounds in simple words
- consolidate their growing knowledge of letters and sounds and continue using strategies such as blending and segmenting sounds to read simple words and sentences
- continue to learn and practise effective strategies (e.g. picture cues, sounding out, using the context of the story, predicting, reading on)
- continue to learn a selection of commonly used words
- practise reading with fluency and understanding words, sentences and simple books.



Writing

Through modelled, shared, guided and independent writing activities, the students will:

- tell personal stories and respond to literature through pictures and simple words
- use their growing knowledge of sounds and words to write letters, words and



- sentences to accompany their pictures
- continue to learn and practise important conventions of writing such as using appropriate spacing between words, using a capital letter and a full stop for a sentence
- continue to learn and practise handwriting skills, including the starting and finishing points of letters and the correct upper and lowercase letter formation
- be explicitly taught to write from left to right on the page, forming letters of a uniform size.

Speaking & Listening

The students will:

- retell personal events and experiences
- identify and describe likes and dislikes about stories, objects, characters and events
- participate in class, group and pair discussions about shared experiences including shared texts
- ask and answer questions to clarify understanding
- participate in a weekly 'show and tell' small group activity.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on Gratitude, Empathy/Kindness and Mindfulness. Lessons based on this Project will be held every Wednesday throughout this term.



The lessons for this term are titled:

- 'Mindful Now' - describing and experiencing mindfulness
- 'Please and Thank you' - recognising the importance of using manners
- 'Changing Faces' - understanding that our feelings can change in different situations
- 'Help' - recognising and helping others when they feel sad
- 'Mindful Breathing' - understanding that breathing can help us when we feel worried.

HOME LEARNING

The students are encouraged to read every night with a parent or carer. They will begin to bring a book home from school in their 'Take Home Book' bag this term. In the bag you will also find a Reading Log book in which you can record their nightly reading. The students will be assisted to regularly change their books at school.

DIGITAL TECHNOLOGIES

Digital technology is essentially the breakdown of messages, signals or forms of communication between the creating device and the receiving device. The students will be introduced to common digital systems.

This term the students will:

- explore and share ideas about the ways information systems are being used by families and friends in everyday life and compare current digital play equipment with play equipment used by their parents and grandparents when they were children.

ITALIAN

The students in Prep will continue to focus on greetings and the numbers 1-10. This will be achieved through the implementation of:

- games
- songs
- interactive whiteboard activities
- craft activities
- puzzles.

Date for the diary: **Italian Day!** - Monday 17th June

Signor John

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LIBRARY

This term in the library, the students will continue to select a picture fiction book to borrow each week. They will also continue to develop the understanding that picture books tell stories with words and pictures.

The students will be focusing on picture books written by Mem Fox. They will learn that she is an Australian author who has written many books and won many awards.

Through the reading of Mem Fox's books and participating in the planned activities, the students will:

- make predictions about what each book might be about, based on the title and front cover
- illustrate their favourite part
- identify the main characters
- be encouraged to find, borrow and read books written by Mem Fox.

PERFORMING ARTS

The students will:

- listen and move to various styles of music and discuss emotional and physical responses
- play a C major scale on a glockenspiel
- learn songs for the concert
- be introduced to the ukulele
- further explore percussion instruments and rhythmic elements of music
- use various percussion instruments to create a beat pattern.

Simon Lewis

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PHYSICAL EDUCATION

The students will:

- continue to practise key fundamental motor skills of running, jumping, hopping, skipping, leaping, throwing and catching
- practise control, accuracy, precision and co-ordination when controlling a ball with a hockey stick
- have a chance to practise their hand-eye and foot-eye co-ordination by kicking and handballing
- continue learning to work in a team, taking turns and following instructions
- will continue to look at fitness in our class 'Garmin step counter' challenge.

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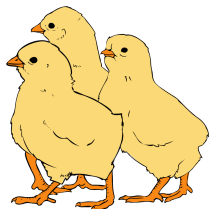
VISUAL ARTS

The students will:

- experiment with different materials and techniques to make art works in response to personal experiences, literature and shared learning experiences
- continue to explore colour, line, texture, pattern and shape as they utilise these elements to create works of art
- use directed drawing to learn how to use line and shape to draw familiar objects
- respond to visual artworks in literature and identify the different art elements used.



Simone Vesey



SCIENCE

For the first two weeks this term, the Science classroom will have a chicken hatching program from 'Henny Penny Hatching'. The students will have the opportunity to observe chicks hatching, study and compare chicks as they grow and develop, as well as hold the chicks and learn more about the needs of living things. Visit www.hennypennyhatching.com.au for more information.

The focus for the remainder of the term will then shift to the Physical Sciences where the students will be:

- investigating a variety of factors that will influence the way objects move
- observing the way different shaped objects such as balls, blocks and tubes move
- comparing the way different sized but similarly shaped objects, such as tennis balls, marbles, basketballs, roll and bounce
- observing how the movement of different living things depends on their size, shape and physical shape.

Janelle Baldwin

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REMINDERS

Mondays:

- Library - library bag required

Tuesdays:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Thursdays:

- Performing Arts
- Classroom PE - sports uniform to be worn
- Visual Art - art smock required

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

<u>Activity</u>	<u>Day</u>	<u>Date</u>	<u>Month</u>	<u>Time</u>	<u>Place</u>
School Assembly	Monday	13	May	9:00am	
Celebration of Learning	Monday	20	May	9:10 -11am, 2 - 2:45pm, 3:30 - 4pm, 5 - 6pm	Prep classroom
Day in May	Wednesday	22	May		

National Simultaneous Storytime	Wednesday	22	May	11-11:15am	Prep classroom
School Assembly	Monday	27	May	9:00am	
Excursion	Monday	3	June	9 - 3pm	Melbourne Museum
Prep Class Assembly	Wednesday	12	June	2:50pm	
Italian Day	Monday	17	June		
Reports sent home	Friday	21	June		
School Assembly	Monday	24	June	9:00am	
Students early dismissal	Tuesday	25	June	1pm	
Parent/Teacher Interviews	Tuesday	25	June	1:30 - 8pm	Prep classroom
SRC Movie Afternoon	Wednesday	26	June	2pm	Mary Immaculate School
Parent/Teacher Interviews	Wednesday	26	June	4 - 6pm	Prep classroom
End of Term	Friday	28	June	1pm	

CLASSROOM TEACHER CONTACT INFORMATION:

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