



Year Prep - 2021 Term 1 Overview

This term our key focus is on the personal and social skills required for the students to settle into their new class and school environment. The students will be supported to establish new friendships and relationships, learn school routines and procedures, and continue to develop positive learning dispositions.



1. Persisting

Stick to it!
Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Beginning this term and continuing throughout the year, the students will investigate the Habits of Mind and the use of a Growth Mindset as part of our school-wide approach to learning. The Habits of Mind are a set of 16 positive learning dispositions. Our focus this term will be 'Persisting' and 'Managing Impulsivity'.

The learning dispositions enable the students to develop skills that support a positive attitude towards learning and life. In the classroom, a culture is developed that instills in the students an understanding that mistakes can help us learn and that greater effort equates to greater achievement over time.

I look forward to getting to know your child and working collaboratively with you in our complementary roles as co-educators.



2. Managing Impulsivity

Take your time!

Thinking before acting; remaining calm, thoughtful and deliberative.

RELIGION

Daily prayer and regular Christian meditation are an integral part of our Religious Education program.

Called to be Me

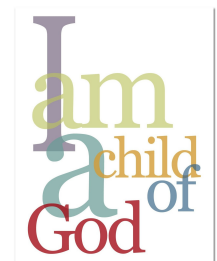
In this unit, the students will grow in understanding that:

- as God's children, we all have unique interests, likes, strengths, differences, feelings and emotions
- our own and other's unique characteristics and qualities can be explored, appreciated and celebrated
- we are all members of God's family.

Praying to God

In this unit, the students will grow in understanding that:

- daily prayer is a special time for 'talking to God'
- Christian meditation is a time to sit together in stillness and silence and open our hearts to God
- there are behaviours and actions associated with prayer, including making the Sign of the Cross
- objects and symbols can be used to create a special prayer place
- prayer can be expressed in a wide range of creative ways
- as Christians, we celebrate the seasons of Lent and Easter.



INTEGRATED TOPIC

'Me and My School' - Health & Humanities

The students will explore their personal identity and the ways in which they belong to different groups such as their families, classroom and school. The students will also explore our three School Values, 'I am a friend', 'I am a learner' and 'I am respectful'.

The students will:

- identify their likes and dislikes, abilities and strengths
- explore the ways in which they are members of our class and the wider school community
- identify the similarities and differences in the routines, and in the ways they are expected to act, at home and at school
- understand that within each group they belong to, including their family and their school groups, they have certain rights and responsibilities
- identify our three School Values and demonstrate ways in which these can be enacted.



MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. Activities can include counting, skip counting, subitising (automatic visual recognition of the number of objects in a small group), number talks and purposeful Mathematics games.

Through a variety of whole class, small group and partner learning activities, the following topics will be covered this term:

Number

- connecting number names and numerals up to 10 and beyond
- reading, writing and interpreting numbers up to 10 and beyond
- exploring ordinal number - first, second, third, fourth, last (up to at least tenth)
- counting forwards and backwards, initially by 1s, up to 100.



Measurement and Geometry

- identifying, naming and sorting a variety of regular two-dimensional shapes.

Statistics and Probability

- collecting information to answer yes/no questions.

ENGLISH

Reading

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

- begin to learn effective reading strategies (e.g. sounding out, picture cues, using the context of the story, predicting, reading on)
- develop understandings about the concepts of print (e.g. that text is read from left to right)
- identify and locate headings, punctuation marks, upper and lowercase letters.



Through the focus on phonemic awareness the students will:

- identify the difference between a letter and a word
- begin to hear and identify the beginning, middle and ending sound in words
- identify syllables in words
- identify rhyming words.

Through the focus on phonics the students will:

- explore the letter names and sounds of the letters in the alphabet
- begin to blend known sounds together to read and make words.

Writing

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

- begin to use their growing knowledge of sounds and words to write letters, words and sentences to accompany their pictures
- begin to develop the identity and skills of a writer and illustrator.

Throughout the term, the students will:

- participate in a range of fine motor strengthening activities to assist them with their handwriting
- focus on the mechanics of handwriting including the correct pencil grip and seating posture
- be explicitly taught to write from left to right on the page, forming letters of a uniform size.



Speaking & Listening

The students will be encouraged to develop their oral communication skills to speak clearly and to listen and respond, in a variety of formal and informal situations.

One of the ways in which our students develop their oral communication skills is through 'Show and Tell':

- once a week each child will speak to the class about a particular topic and use pictures, photos and/or items to support the topic they will be discussing
- they will be supported to actively and respectfully listen and respond to the presenter through comments or questions.

LIBRARY

This term in the library, the Prep students will:

- explore and become familiar with the library layout and procedures
- identify the 'picture fiction' section of the library
- experience the responsibility and joy of borrowing a library book weekly
- be exposed to a variety of picture books focusing on rhyme and repetition.



Library Borrowing Day is Monday and all students are required to have a library bag. Please remember, 'No bag, no borrowing'.

Mrs Campbell will open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.



The topics that will be covered this term are:

- 'A Good Friend' - identifying some actions of a good friend
- 'Sharing is Caring' - understanding that problems can be solved by sharing
- 'Feelings' - identifying different feelings
- 'Being a Helper' - reflecting on times when we have helped others.

HOME LEARNING

You can support your child's learning at home by providing opportunities to engage in reading and encouraging them to locate various letters and sounds in words. Ask your child to identify what letters particular words start with and play games such as 'I Spy', in which letters and sounds are the focus.

DIGITAL TECHNOLOGIES

The students live in a rapidly changing digital world. The students will investigate a variety of digital systems that are used in their home and school environments. They will identify the specific features of these and outline how they are used in everyday life.

The students will:

- identify specific features of digital systems e.g. hardware and software
- describe how digital systems are used in everyday life
- construct texts using word processing programs.



Meaghan A'Hearn

ITALIAN

Ciao a tutti! (Hello everyone!)

My name is Signor John and I am the Italian teacher at Mary Immaculate.

To begin the year, the students will be introduced to simple greetings and numbers. By doing so, they begin to form the basis of their Italian vocabulary.

A wide range of learning activities are utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

The students will:

- use their imagination and creativity to explore the concepts of pitch, rhythm and form, and dynamics and tempo, using voice, movement and instruments
- listen and move to various styles of music and discuss emotional and physical responses
- learn some note names
- learn songs and sing in pitch
- explore percussion instruments and rhythmic elements of music.



Simon Lewis

PHYSICAL EDUCATION

Physical Education classes will be facilitated by a teacher from Kelly Sports. The focus will be on introducing and practising gross motor skills for athletics, in preparation for our Twilight Sports Carnival.

SCIENCE

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will begin to develop collaborative skills and a shared scientific language and mindset.

The students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Physical Science.

The students will:

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



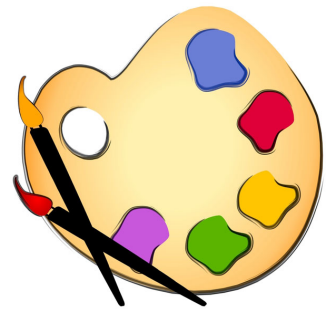
Janelle Baldwin

VISUAL ARTS

The students will be exploring ideas related to themselves, their experiences, observations and imagination to create visual artworks to present, share and display throughout Term 1.

The students will:

- experiment with different materials, techniques, and the elements of colour and line, to create artworks in response to personal experiences and shared literature
- discuss their own and others' artworks.



REMINDERS

Mondays

- Library (library bag required)

Tuesdays

- Performing Arts
- Italian

Wednesdays

- Art and Digital Technology - fortnightly rotation (art smock required)
- Classroom sport lesson (sport uniform required)

Thursdays

- Science

Fridays

- Physical Education (sport uniform required)

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

Simone Vesey



Year 1 - 2021 Term 1 Overview

Hello and welcome to the new school year!

I am pleased to be teaching your child in Year 1 in 2021. My aim is to bring enthusiasm, excitement and innovative ideas to the classroom, to ensure your child is engaged and actively learning. Like all teachers at MIPS, I value the students' wellbeing, to ensure that they adapt to and accept new challenges, allowing for growth in their academic and personal capabilities.

Throughout the term, the students will be supported through a range of learning experiences, which will further build upon their understanding of the Habits of Mind and a Growth Mindset, allowing students to learn to view their mistakes as potential learning opportunities. The Four Capabilities from the Victorian Curriculum; Personal and Social, Ethical, Intercultural and Critical and Creative Thinking, will be taught explicitly in and through all learning areas. Through relevant, purposeful and age appropriate learning experiences, the students will be given opportunities to collaborate, be creative, think critically and communicate effectively.

in a world
where you can
be anything.
BE KIND.

1A will provide a warm and calm environment which inspires, challenges and values your child, to ensure that they approach their learning with passion and persistence. The students will also be supported to uphold the school values of, 'I am a learner', 'I am a friend' and 'I am respectful'. I look forward to a great year.

RELIGION

To begin the year, our class has set up our prayer space. The students have written individual prayers which have been included in a class prayer book. The prayer space and class prayer book are used in daily prayer. The students are rostered on to collaboratively set up and lead meditation, which involves stillness, silence and prayer.

Called To Be Me:

The students will explore and express their unique identity and consider how their feelings and emotions can be expressed appropriately. They will learn to give thanks for parents and teachers who guide them as members of their faith community.

The students will grow in understanding that:

- they can express their emotions and beliefs through art, drama, music and story
- our own and other's unique characteristics and qualities can be explored, appreciated and celebrated
- their parents, teachers and other adults can help them learn about themselves as part of God's family.

Creativity In Prayer:

The students will be invited to explore prayer and how they can creatively express their relationship with God.

The students will grow in understanding that:

- there are many ways to listen and talk to God
- they can pray in a variety of ways, for example, meditation, singing, listening to stories
- they can create their own symbols for prayer (e.g. create a prayer cloth) as well as use traditional symbols such as the Bible, the cross, candles
- there are a variety of prayer introductions they can use when they talk to God, such as 'Loving Father', 'Jesus my friend', etc.
- as Christians, we celebrate the seasons of Lent and Easter.



INTEGRATED TOPIC

'You, Me and Us' - Health & Humanities

The students will explore the ways they belong, and can contribute to, different groups such as their family, classroom, school and community. They will further explore the three School Values, 'I am a friend', 'I am a learner' and 'I am respectful'. The students will also focus on cyber safety, exploring their rights and responsibilities and naming actions that they can take to ensure they are safe online.

The students will:

- explore actions that help make the classroom a healthy, safe and active place
- describe ways to include others to make them feel that they belong
- explore their personal strengths and weaknesses
- investigate ways in which they are part of/members of their local community.



MATHEMATICS

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 could include counting, skip counting, subitising (visualising collections) and purposeful Mathematics games.

The following topics will be covered this term through a variety of whole class, small group, partner and independent learning activities:

Number

Counting

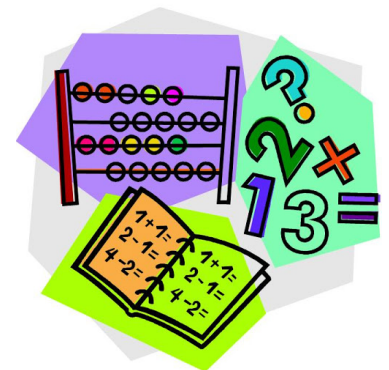
The students will:

- count by ones, to and from 100 and beyond, from any starting point
- skip count by 2s, 5s and 10s starting from zero
- partition numbers to represent numbers in different ways ($5 = 4 + 1$, $2 + 3$ etc)
- develop the ability to automatically recognise the number of objects in a small group (subitising)

Place Value

The students will:

- recognise, model, read, write and order numbers to at least 100 (and beyond)
- locate these numbers on a number line
- count collections to at least 100 and beyond, by partitioning numbers using place value (e.g. $53 = 5 \text{ tens}, 3 \text{ ones}$).



Measurement and Geometry

The students will:

- recognise and classify regular two-dimensional shapes, using features such as edges and corners.

Statistics and Probability

Chance

The students will:

- identify everyday events that involve chance, e.g. the day will be cloudy.

Data

The students will:

- create displays of data using lists, tables and picture graphs
- compare and answer questions about these displays.

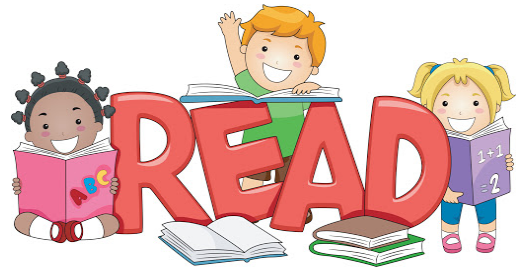
ENGLISH

Reading

Learning tasks will focus on reading fluency, comprehension and word knowledge skills, and the strategies that help the students to become effective readers.

The students will:

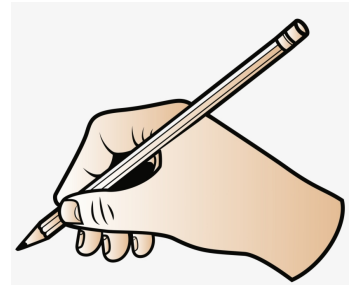
- use punctuation appropriately
- predict
- use picture cues
- sound out (e.g. blends sounds with chunks)
- use the context of the story
- reread.



Writing

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

- tell personal stories and respond to literature and shared experiences through drawing and writing
- use hands-on learning experiences as a springboard for writing
- use their growing knowledge of sounds, including blends, to write words to form sentences
- apply the correct use of simple punctuation, such as the use of capital letters and full stops
- practise the correct formation of the letters and the placement of lower and upper case letters on dotted third lines
- use a correct pencil grip and practise correct writing posture.



Spelling

The students' spelling knowledge will be developed in order to assist them to become independent and successful spellers. Each week, the students will focus on a sound/blend and explore words containing this. The sound/blend will be reinforced in learning activities throughout the week including breaking the words into syllables, drawing pictures, colour coding and writing sentences. Some of the sounds covered this term will include, 'a' as in ant, 'y' as in fly, 'ar' as in car, 'ck' as in duck, 'oo' as in book.

Speaking and Listening

The students will participate in various formal and informal learning experiences to further develop their oral communication skills.

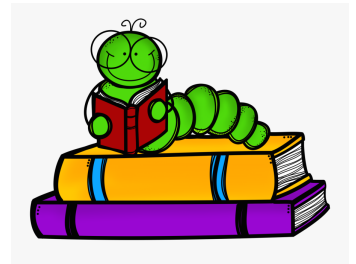
The students will:

- engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions
- speak clearly, using appropriate volume and pace
- participate in 'Show and Tell' sessions once a week, where the students will speak to the class about a particular topic and use pictures, photos and/or items brought from home to support the topic they will be discussing.

LIBRARY

During weekly library lessons each Monday, the students will:

- develop positive attitudes to reading and books
- revise the correct library procedures for borrowing and returning books, as well as caring for its resources
- learn that picture fiction books are shelved in alphabetical order using the author's surname
- participate and share in the enjoyment of some of the latest picture fiction books and complete activities in response to these.



Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.

The topics that will be covered this term include:

- 'Grateful Giraffe' - recognising things we are grateful for
- 'Different Perspectives' - suggesting how other people may feel
- 'Mindful Bodies' - practising being mindful
- 'Feelings and Bodies' - recognising that emotions can affect our bodies and minds
- 'I am Thankful For...' - identifying things we are thankful for
- 'Super Hero Me' - realising we can make a difference to others.



HOME READING

The students are expected to read every night. They will be responsible for changing their take home books on Monday, Wednesday and Friday mornings, however students are welcome to do so more often, should they wish. Please ensure that students bring their book bag whenever they change their books. The students have Reading Diaries which are used to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the diary each night.

DIGITAL TECHNOLOGIES

The students live in a rapidly changing digital world and, due to remote learning in 2020, spent more time than ever on technological devices. They will investigate a variety of digital systems that are used in their home and school environments. The students will identify the specific features of these and outline how they are used in everyday life. They will further develop their understanding of cybersafety and how to be safe when using devices online.



The students will:

- identify specific features of digital systems e.g. hardware and software
- describe how digital systems are used in everyday life
- identify ways to be safe, be kind, ask for help and make good choices when using digital technologies, in order to feel safe when online.

VISUAL ARTS

The students will be exploring ideas related to themselves, their experiences, observations and imagination to create visual artworks to present, share and display throughout Term 1.

The students will:

- experiment with different materials, techniques, and the elements of colour, line, texture and shape, to create artworks in response to personal experiences and shared literature
- discuss their own and others' artworks.

Simone Vesey

ITALIAN

Ciao a tutti! (Hello everyone!)

The students will continue to focus on Italian greetings and simple conversations this term. As revision plays a large part of any language program, they will regularly revise previous topics including Italian numbers and simple nouns. By doing this, the students will continue to build on their Italian vocabulary.

A wide range of learning activities are utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

This term students will:

- use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion
- listen and move to various styles of music and discuss their emotional and physical responses, and the purpose of music, in different social and cultural contexts
- play the glockenspiel and learn some note names
- learn to sing songs from various cultures
- explore the ukulele, learning some string names, notes and chords
- explore percussion instruments and rhythmic elements of music.



Simon Lewis

PHYSICAL EDUCATION

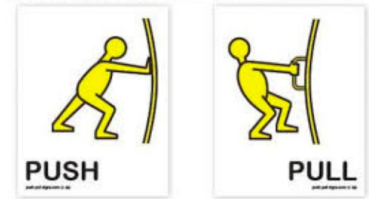
Physical Education classes will be facilitated by a teacher from Kelly Sports. The focus will be on developing gross motor skills for athletics, in preparation for our Twilight Sports Carnival.

SCIENCE

The key focus is Physical Science.

The students will:

- investigate how a push or pull or twist or squeeze affects how objects move or change shape
- explore ways that objects move on land, through water and in the air
- explore how different strengths of pushes and pulls affect the movement of objects
- investigate the concept of 'gravity' and how it can affect objects.



Janelle Baldwin

REMINDERS

Monday:

- Library (library bag required)

Tuesday:

- Performing Arts
- Italian

Wednesday:

- Digital Technologies and Visual Arts - fortnightly rotation (art smocks are required)
- Classroom Sport Lesson (sport uniform required)

Thursday:

- Science

Friday:

- Physical Education (sport uniform required)

Monday/Wednesday/Friday:

- Take Home Books to be changed on these days

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

Meaghan A'Hearn