



## Year Prep - 2021 Term 2 Overview

A warm welcome back to Term 2. This term will see a continued focus on developing the personal and social skills of the students as they settle back into the routine of the school day and begin to deepen and expand their new friendships. As the students engage in the exciting learning activities throughout the term, they will become more familiar with working collaboratively in groups, as well as developing confidence as creative, independent learners.



### 3. Listening with understanding and empathy

*Understand others!*

Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.

The students will continue to 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 'Listening and Understanding with Empathy' and 'Creating, Imagining and Innovating'.



### 11. Creating, imagining, and innovating

*Try a different way!*

Generating new and novel ideas, fluency, originality

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 a wonderful term of fun, engaging, rich learning experiences with the Preps!

## RELIGION

### Family

In this unit, the students are invited to reflect on and celebrate the uniqueness of their families and to appreciate that they can come to know and love God through family relationships.

The students will grow in understanding that:

- Jesus grew up in a family
- just like Jesus' family, our families love, support and care for us
- we celebrate and give thanks for our families.

### Mary

In this unit, the students will begin to develop their knowledge of Mary and recognise her as the mother of Jesus.

The students will grow in understanding that:

- Mary is the mother of Jesus
- God chose Mary to be the mother of Jesus
- we honour and celebrate Mary through prayer.



## **INTEGRATED TOPIC**

### **'Me and my Family' - Health, Personal Capabilities**

The students will:

- describe what a family is and who the people in their family are
- explore and discuss what families do together
- investigate, identify and record similarities and differences between families
- understand that families have a past, and describe and sequence significant events in their own life and that of their family.



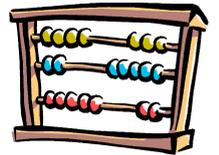
## **MATHEMATICS**

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 students will:

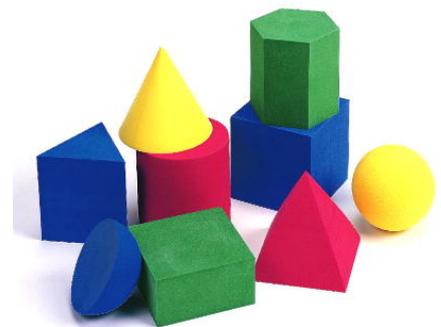
### **Number**

- 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  $7 + 3 = 10$
- practise 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
- begin to develop an understanding of fractions, using concepts of equal and unequal parts of a whole, and be able to identify what a half is.



### **Measurement and Geometry**

- sort, describe, compare and name familiar 3D objects in the environment
- compare objects and decide which is longer
- estimate, measure and compare the length of objects
- use informal methods e.g. string, blocks, icy pole sticks, to measure the length of an object or space.



### **Statistics and Probability**

- organise information, such as class birthdays, into simple data displays using objects and drawings
- interpret simple data displays about this information.

## **ENGLISH**

### **Reading**

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

- continue to learn and practise effective strategies (e.g. picture cues, sounding out, using the context of the story, predicting, reading on)
- learn a selection of commonly used words
- practise reading with fluency and understanding - words, sentences and simple books.



Through the focus on phonemic awareness, the students will:

- identify how many 'sounds' they can hear in words
- continue to develop skills in hearing and identify the beginning, middle and ending sound in words, e.g. c-a-t
- identify syllables in words, e.g. din-ner
- identify rhyming words, e.g. cat, mat, sat, fat, hat.

Through the focus on phonics, the students will:

- consolidate their growing knowledge of letters and sounds and continue using strategies such as blending and segmenting sounds to read simple words and sentences.



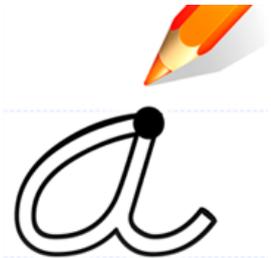
## Writing

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

- continue to 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 sentences, such as using appropriate spacing between words, using a capital letter at the beginning and a full stop at the end.

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
- continue to learn and practise handwriting skills, including the starting and finishing points of letters and numbers, and the correct formation of numbers and letters.



## 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
- students will be supported to actively and respectfully listen and respond to the presenter through comments or questions.

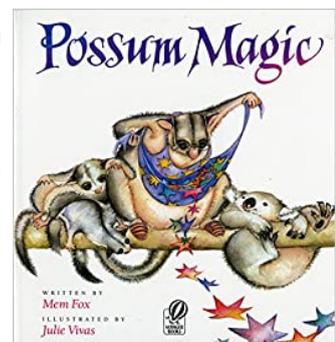
## LIBRARY

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 Mem is an Australian author who has written many books and won many awards.

Through the reading of Mem Fox's books, the students will:

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



## **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:

- 'Mindful Now' - describing and experiencing mindfulness
- 'Please and Thank you' - recognising the importance of using manners
- 'Friends I am grateful for' - recognising new friendships and why we should be grateful for them
- 'Help' - recognising and helping others when they feel sad
- 'Cooperation' - learning to cooperate in the classroom
- 'Friendship Stew' - learning to understand and describe what makes a good friend.

## **DIGITAL TECHNOLOGIES**

The students will continue to learn about ways to use common digital hardware, such as iPads and Bee-Bot robots.

The students will:

- experiment with very simple, step-by-step instructions, for example, providing a simple sequence of instructions to others, such as following a path around the classroom
- write and enter a simple set of instructions to program the Bee-Bots to follow a certain pathway
- scan personal photographs and order significant personal events or milestones in their lives, describing the steps in the process.

Meaghan A'Hearn

## **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.



Simone Vesey

## **HOME READING**

The students will receive their Take Home Book Bag to begin the home reading program. The bags will contain a book, a Reading Diary and word lists for home practice. 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 Reading Diaries 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.

## ITALIAN

Ben tornati! (Welcome back!)

This term, the students will continue to learn and practise simple greetings and numbers.

A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities (including looking at Italy on Google Maps) and art activities.



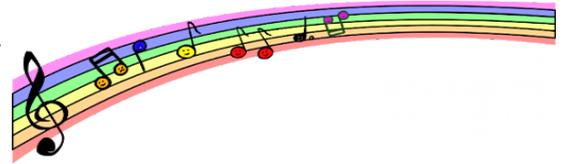
Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

## PERFORMING ARTS

The students will continue to:

- 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
- prepare songs and musical items for the 2021 concert.



Simon Lewis

## PHYSICAL EDUCATION

The students will:

- continue to explore how their body responds to participating in physical activity and learn about the importance of daily physical activity
- further develop their fundamental movement skills by focusing on basic skills such as *rolling, throwing, kicking and catching*, though the introduction of ball sports such as Australian rules football, cricket and soccer
- continue practicing their locomotor skills such as jogging, leaping and balancing
- participate in games, with and without equipment, to begin developing spatial awareness of game boundaries and personal safety.



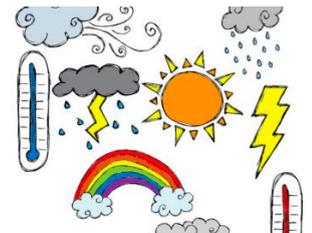
Franka Zigic

## SCIENCE

The focus this term is on Earth and Space Sciences.

The students will:

- observe and record changes in the weather
- identify ways in which changes in the weather affect us, such as the clothes we wear, the food we eat or the activities we do
- name the seasons and compare weather patterns in different seasons.



Janelle Baldwin

## **REMINDERS**

Tuesdays:

- Performing Arts
- Italian

Wednesdays & Fridays:

- Physical Education-sport uniform to be worn

Wednesday rotations:

- Digital Technologies
- Visual Arts - art smocks are required

Thursdays:

- Science

## **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 2 Overview



Hello and welcome to Term 2! This term will include a new range of exciting and valuable learning experiences. 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 the students to view any mistakes as potential learning opportunities. This term we will be focusing on the Habits of Mind of 'Persisting' and 'Managing Impulsivity'.

The Four Capabilities from the Victorian Curriculum; Personal and Social, Ethical, Intercultural and Critical and Creative Thinking, will continue to 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. The students will also continue to 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 fabulous term!



### 2. Managing Impulsivity

*Take your time!*

Thinking before acting; remaining calm, thoughtful and deliberative.

### RELIGION

#### Family

In this unit, the students are invited to reflect on and celebrate the uniqueness of their families and to appreciate that they can come to know and love God through family relationships.

The students will grow in understanding that:

- like Jesus' family, all families have a unique story about their history
- we can celebrate and give thanks for the love expressed in our family
- our families love and support us, which enables us to receive God's love.

#### Mary

In this unit, the students will begin to develop their knowledge of Mary and recognise her as the mother of Jesus.

The students will grow in understanding that:

- Mary is the mother of Jesus
- God chose Mary to be the mother of Jesus
- we honour and celebrate Mary through prayer.



### INTEGRATED TOPIC

#### Past and Present Family Life - History

The students will:

- identify differences in family structures today and in the past
- demonstrate an understanding of change and continuity in family life over time
- investigate information sources to compare family roles in the past and present
- compare and contrast daily life with that of their parents or grandparents
- identify days significant to them and communicate the elements common to most special days, for example, special food, gathering of family members, etc.



## **MATHEMATICS**

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

The following topics will be covered this term:

### **Number**

#### *Addition*

The students will:

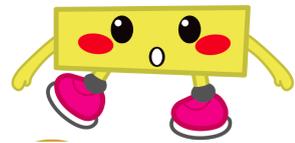
- combine two or more groups/objects to make a number
- recognise that the order in which two numbers appear does not affect the total
- identify that numbers with algorithms can be purposefully grouped and 'broken up' to assist in solving problems.
- practise strategies such as, count all, count on, using number facts to assist with solving problems - tens facts, doubles, near doubles, etc.



#### *Subtraction*

The students will:

- understand that there is a relationship between addition and subtraction
- practise taking away a quantity from a collection to find out how much is left
- compare two quantities to find the difference
- explore how taking 0 away from a collection means that the quantity stays the same
- practise strategies such as, count back and count up to.



#### *Fractions*

The students will:

- practise dividing whole shapes and collections into halves and quarters
- link the number name to the visual representation of the fraction and to the symbol.

## **Measurement and Geometry**

### *Length*

The students will:

- measure and compare the length of pairs of objects, using informal units, such as icypole sticks for length.

### *3D shapes*

The students will:

- recognise, sort and compare the features of some 3D objects, for example, number of sides and corners.

## **ENGLISH**

The English program includes a combination of whole-class activities, shared small-group activities and individual learning opportunities. Modelled, shared, guided and independent reading and writing are daily practices.

### **Reading**

The students will read and explore a variety of texts and will examine strategies to monitor reading. These include:

- building phonics and word knowledge
- predicting
- using prior knowledge
- rereading.

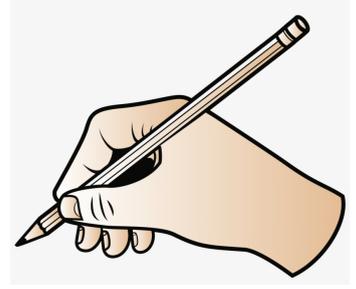


The students will build comprehension strategies to identify the literal and inferred meanings of texts read and explored.

## Writing

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

- 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, question marks 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, using magnetic letters, writing sentences etc. Some of the sounds covered this term will include 'i' as in 'tin', 'k' as in 'kitten', 'ng' as in 'king' and 'sh' as in 'shark'.

## Speaking and Listening

The students will continue to 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 they 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.



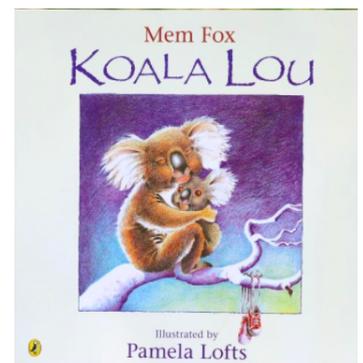
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The students will be focusing on picture books written by Mem Fox. They will learn that she is an Australian author who has written many books and won many awards.

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
- identify the main characters
- compare the similarities and differences between the books
- be encouraged to find, borrow and read books written by Mem Fox.



## 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.

## **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:

- 'Friendship' - identifying what makes a good friend
- 'Encouraging Empathy' - identifying how we help others
- 'Tree of Gratitude' - recognising what we can be grateful for
- 'No, You Can't Play' - communicating our feelings nicely to each other
- 'Reactions' - reacting to situations in different ways.



## **DIGITAL TECHNOLOGIES**

The students will continue to learn about ways to use common digital hardware, such as iPads and Bee-Bot robots.

The students will:

- experiment with very simple, step-by-step instructions, for example, providing a simple sequence of instructions to others, such as following a path around the classroom
- write and enter a simple set of instructions to program the Bee-Bots to follow a certain pathway
- scan personal photographs and order significant personal events or milestones in their lives, describing the steps in the process.



Meaghan A'Hearn

## **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**

The focus this term is on Earth and Space Sciences.

The students will:

- investigate how the weather changes
- compare changes in the sky during the day and at night
- explore how the rotation of the Earth causes day and night.



Janelle Baldwin

## **ITALIAN**

Ben tornati! (Welcome back!)

The students will continue to focus on Italian greetings and simple conversations.

Italian numbers (to 20) will be practised, along with the names for the days of the week.

A wide range of learning activities will be incorporated, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

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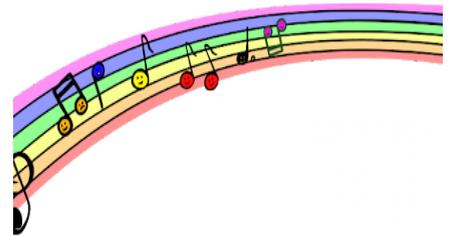
Signor John



## **PERFORMING ARTS**

The students will continue to:

- 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
- prepare songs and musical items for our 2021 school concert.



Simon Lewis

## **PHYSICAL EDUCATION**

The students will:

- continue to learn about how their body responds to participating in physical activity and the importance of daily physical activity in their lives
- further develop their fundamental motor skills of *kick*, *overhand throw*, *underarm throw* and *ball bounce*
- participate in physical activities that involve the demonstration of inclusion when completing movement tasks
- continue to develop their understanding of rules and fair play when participating in minor games.



Franka Zigic

## **REMINDERS**

Mondays & Fridays:

- Physical Education-sport uniform to be worn

Tuesdays:

- Performing Arts
- Italian

Wednesday rotations:

- Digital Technologies
- Visual Arts - art smocks are required

Thursdays:

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