



Year Prep - 2024 Term 2 Overview

A warm welcome back for Term 2.

There are many exciting learning opportunities and engaging activities planned across the term. The students will participate in the Life Education program - *'My Body Matters'*. This will form the basis of our Integrated lessons which focus on how our bodies work and how we can stay healthy. One of the highlights of the term will be our Mother's Day afternoon tea which will be a beautiful celebration to honour both the amazing mothers of our Prep students and Mary, our Mother. Our Speaking and Listening will continue to focus on the students' VIP presentations.



Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary tools such as the 'Habits of Mind' and the learning dispositions that lead to a Growth Mindset. The 'Habits of Mind' are a set of 16 dispositions or thinking behaviours that are desirable attributes for learning. This term the Prep students will focus on the Habits of Mind, *'Remaining Open to Continuous Learning'* and *'Persisting'*. Learning tasks will also be used to encourage reflection, high-order thinking, Creativity, Critical thinking, Collaboration and Communication.

These tools align with our school values, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and 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.



RELIGION

Daily prayer, regular Christian meditation and liturgical celebrations are integral parts of our Religious Education program.

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
- we celebrate Mary through prayer
- we acknowledge and appreciate the love and care shown by our own mothers.



The Senses

In this unit, the students will grow in appreciation that their senses are gifts from God for them to use and enjoy.

The students will grow in understanding that:

- we have five senses that help us explore God's world
- our senses help us appreciate God's creation
- we can pray to God using our senses.



Cycles of Life

In this unit, students will experience, grow in appreciation of and wonder at the marvels of creation and know that God's creation is good.

The students will grow in understanding that:

- God made the world and is present in it
- God creates and loves each of us.

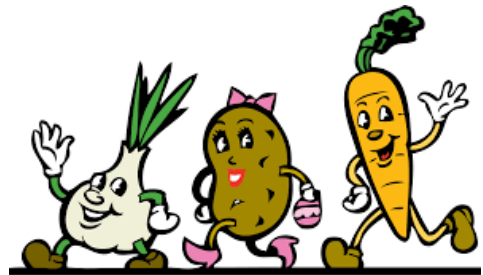
INTEGRATED TOPIC

My Body Matters

The students will explore physical and emotional well-being as they identify actions that help keep themselves safe and healthy.

The students will:

- discover how their body is growing and changing
- explore the ways they can keep their body healthy, such as eating healthy food and being physically active
- investigate some ways to keep their bodies clean, such as brushing their teeth and washing their hands
- identify safe and unsafe places and actions.



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 into the learning. This can include:

- counting forwards and backwards by 1s to 30 and beyond
- skip counting forwards and backwards by 10s to 100
- number facts to 10
- subitising (automatic visual recognition of the number of objects in a small group)
- counting on and back by 1, 2 and 3 with numbers up to 20
- part-whole
- time
- number talks and purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Prep students, *understanding* would include making connections between counting and addition; *fluency* would include recalling number facts, such as the numbers that add together to make 5; *problem-solving* would include applying addition skills to solving number stories; and *reasoning* would include explaining the strategy they have used to solve a number problem.

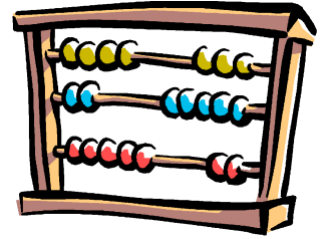
The following topics will be covered this term:

Number

Counting

Through a variety of whole class, small group and partner learning activities, the students will:

- continue to develop number sense as they explore numbers to 20 and beyond through place value, counting and manipulating collections.



Part-Whole

Through a variety of whole class, small group and partner learning activities, the students will:

- recognise that numbers have a whole which can be divided into parts
- partition numbers into two and three parts using concrete materials
- use five and ten frames to represent whole numbers and separate them into two and three parts
- understand the meanings of number, numeral, part, whole and subitise (automatic visual recognition of the number of objects in a small group)
- become familiar with number bonds including, 'friends of 5', which are numbers that add together to make 5, for example, $2 + 3 = 5$
- become familiar with number bonds including, 'friends of 10', which are numbers that add together to make 10, for example, $7 + 3 = 10$.

Addition and Subtraction

Through a variety of whole class, small group and partner learning activities, the students will:

- represent basic addition problems using concrete materials, such as icy pole sticks and counters
- 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.

Measurement and Geometry

Time

Through a variety of whole class, small group and partner learning activities, the students will:

- describe events using the everyday language of time
- sequence the days of the week and connect the days of the week to familiar events
- learn to identify time to the hour on the clock face

Location

Through a variety of whole class, small group and partner learning activities, the students will:

- use positional language to give directions or describe a location, e.g. behind, in front, forwards, backwards.

ENGLISH

Reading

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

- continue to learn and practise effective reading strategies, e.g. sounding out, phonics, using the context of the story, predicting, reading on
- practise reading with fluency and understanding - words, sentences and simple books
- enjoy a range of shared picture stories exploring our theme, 'Me and My Body', and begin to understand the role of characters, setting and events in stories.



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 identifying the beginning, middle and ending sounds in words, e.g. c-a-t
- 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 and write 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
- learn and practise important conventions of writing sentences, such as using appropriate spacing between words, capital letters and full stops.

Handwriting

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 the correct formation of letters and numbers, including the starting and finishing points.

Speaking & Listening

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

During partner, small group and whole class discussions, the students will:

- share simple ideas
- respond to questions and ideas from others
- learn the importance of turn-taking and respectful listening
- participate in a VIP presentation for 'Show and Tell'.

LIBRARY

This term, 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:

- make predictions about what each book might be about, based on the title and front cover
- explain what happened in the beginning, middle and end of the story, and be able to sequence the order of events
- identify the main characters
- describe where the story takes place.

Library borrowing day is Thursday

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 throughout the term.



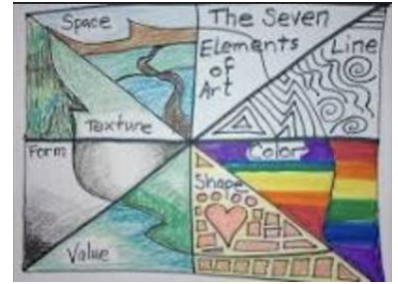
The topics that will be covered this term are:

- *Gratitude* - what gratitude means and how being grateful makes us feel
- *Being a helper* - helping others is a part of understanding and showing empathy
- *Mindfulness* - understand what mindfulness is and how it makes us feel
- *Friendship* - identify the qualities of a good friend.

VISUAL ARTS

The students will:

- experiment with different materials and techniques to make artworks 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.



HOME READING

You can continue to support your child's learning at home by providing opportunities to engage in reading shared books 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.



The students now have their Take Home Book Bag and have started the home reading program. The bags will contain a book, a Reading Diary and when appropriate, sound revision booklets and/or 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

This term, the students will continue to build their understanding of Italian numbers to 10, and practise counting, identifying and playing games with these numbers.



Additionally, students will learn about the story of Pinocchio and through this, learn the names of the parts of our body. They will learn this through hands-on activities, crafts, songs and games. During the term, students will also prepare for and participate in Italian Day where they will deepen their understanding of Italian culture and art.

Signora Merola

PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills.



The students will:

- practise matching pitch to sing in tune and experiment with speaking and singing voices to recognise the difference
- respond to 'high' and 'low' sounds in music through listening, movement, voice and instruments
- identify 'loud' and 'soft' sounds in music through listening, singing and moving
- communicate non-verbally in Drama activities by using facial expressions and movement to explore and show role and situation.

Karil Torcasio

PHYSICAL EDUCATION

This term, the students will engage in developing the fundamental motor skill of *catch*. They will be introduced to a series of games, practising this essential skill and setting a strong groundwork for athletic development.

The students will participate in multiple learning activities that will aim to enhance their hand-eye coordination. These activities will be structured to progressively increase in complexity, from simple catch and throw routines to more dynamic drills involving movement, allowing students to build confidence and proficiency.



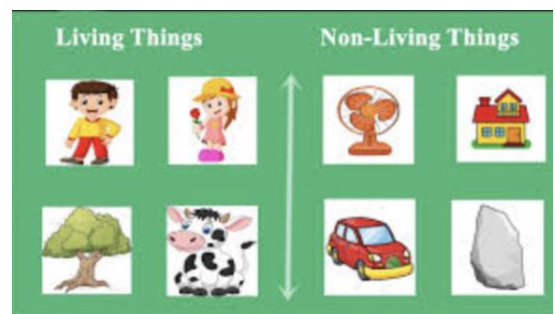
Coach Bruno

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- identify living, non-living and once-living things
- describe what living things can do
- investigate what living things need to survive
- compare the needs of plants, animals and humans as living things,



Janelle Baldwin

REMINDERS

Monday:

- Assembly
- Change reader

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Change reader

Thursday:

- Huff N Puff 8.55-9.05am
- Science
- Library - library bags are required for borrowing
- Sport - sport uniform to be worn

Friday:

- Change reader

CLASSROOM TEACHER CONTACT INFORMATION:

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