



## *Year Prep/1 N*

### *Term 4 Learning Overview 2019*

Dear Parents,

The information contained below communicates our intended curriculum and learning opportunities for the term in Prep/1N. These statements outline what we hope to achieve across the term and comes from the Victorian Curriculum and the Religious Education Curriculum Framework and provides us with a level of expected achievement. Please note that this curriculum could be modified during the course of the term depending on a number of circumstances. As teachers we use data to inform our planning and various strategies to teach the Victorian Curriculum including whole class and small groups to refine and practise particular skills and to develop knowledge in each student. If you have any questions about how learning takes place in the classroom, please feel free to take the time to meet with me.

Regards

Vanessa Ngo

vngo@stphilipbbn.catholic.edu.au

Subject area:	Description	Learning Statements Linked to the Victorian Curriculum/RE Curriculum
Religious Education	<p>This term there will be a focus on Mary, the Mother of Jesus. Students will explore the tradition of praying the Rosary as October is dedicated to the Holy Rosary. Through praying the Rosary, students will learn several Scriptural stories associated with the Mysteries, such as The Crucifixion, Resurrection and Ascension. Students will also learn about the virtues they can develop as they meditate on these stories.</p> <p>In preparation for Christmas, students will learn about Advent and the prophecies that predicted the Birth of Christ. Through work in the atrium, students will explore the stories related to the Birth of Christ, such as the Annunciation, Visitation, and the Presentation in the Temple.</p>	<ul style="list-style-type: none"> <li>● Explains, interprets and reflects on the meaning of stories about the Life, Death and Resurrection of Jesus using personal experiences, family and friends.</li> <li>● Explains the meaning of stories about the Life, Death and Resurrection of Jesus.</li> <li>● Interprets stories of Jesus from personal experiences of family and friends.</li> <li>● Reflects on ways Jesus shows us how to live.</li> <li>● Explains God's relationship with people using various images from Scripture.</li> </ul>
<b>English</b>		
Reading & Viewing	In Reading, students will be exposed to a variety of literature and literary forms that will enable them to consolidate their understanding	<ul style="list-style-type: none"> <li>● Identifies the front and back covers; title and author, layout and navigation of texts.</li> </ul>

	<p>of the concepts of print such as directionality of words, punctuation and reading for meaning. Students will practise their reading and comprehension skills, with a focus on onsets and rimes such as s-at, m-op, h-am, and how these sounds can be rearranged or changed to make new words.</p> <p>Students will continue developing their reading skills on a daily basis through the following activities; <u>Read to self</u>: students read books independently to develop accuracy, fluency, and comprehension. <u>Listening to reading</u>: students listen to books on iPads or computers. <u>Reading Games</u>: students play literacy based games in groups and pairs, such as word searches and memory games using M100 words. <u>Guided reading</u>- students work in a small focus-group with the teacher on a particular text, that targets their specific reading needs.</p>	<ul style="list-style-type: none"> <li>● Recognises that texts are made up of words and groups of words that make meaning.</li> <li>● Explores the different contribution of words and images to meaning in stories and informative texts.</li> <li>● Learns how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs.</li> <li>● Blends together common sounds for consonants and vowels to read short words with patterns, for example, c-a-t, p-e-g.</li> <li>● Recognises short vowels, common long vowels and consonant blends, such as br-, cl-.</li> <li>● Identifies some features of texts including events and characters and retells events from a text.</li> <li>● Makes connections between the text and students' own experiences.</li> </ul>
Writing	<p>In Writing, students will continue to build on their letter formation skills. There will be a strong focus on letter formations and writing on the dotted thirds. They will continue to learn about grammar and punctuation with a focus on capital letters and full stops. Students will continue to practise writing common sounds they hear in words when recording unfamiliar words. Students will continue to develop their ability to retell events using illustrations or written words. Students will continue to develop their writing skills and will create various texts such as recounts, short narratives, simple reports and procedural texts.</p>	<ul style="list-style-type: none"> <li>● Breaks words into onset and rime, for example c/at.</li> <li>● Builds word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot.</li> <li>● Retells familiar events through the use of illustrations and images.</li> <li>● Creates short narratives that develop a plot and a character.</li> <li>● Knows how to write high-frequency words.</li> <li>● Recognises how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.</li> <li>● Uses correct structure and language features when creating texts.</li> </ul>
Speaking and Listening	<p>In Speaking and Listening, students will practise the skills of listening attentively, responding appropriately, and speaking in turn, particularly as they engage in role plays in Social Emotional Learning (SEL). Students will learn about the ways in which we can interact positively with others through words and gestures and the importance of maintaining good speaking and listening skills. Students will focus on asking each other questions and responding appropriately.</p>	<ul style="list-style-type: none"> <li>● Recognises the effect of words, gestures and body language on the way communications are received by others.</li> <li>● Learns the difference between questions and statements, requests and commands.</li> <li>● Considers how others might respond before expressing their views.</li> </ul>
<p>Mathematics</p>		

***Fluency, Understanding, Problem Solving and Reasoning will be a strong focus of our Maths activities.***

<p>Number and Algebra</p>	<p>In Number and Algebra, students will extend their counting skills. Foundation students will count to 100, whereas Year 1 students will practise counting to 100 and beyond. Students will explore counting patterns, specifically counting by 2's, 5's and 10's to 100.</p> <p>Students will revisit their addition and subtraction skills by consolidating the skills of counting on and reinforcing strategies such as partitioning and rearranging parts of a number. Students will also learn to represent practical situations that model sharing.</p>	<ul style="list-style-type: none"> <li>● Understands the language and process of counting by naming numbers in sequences, beyond 20, moving from any starting point.</li> <li>● Develops fluency with forwards and backwards counting in meaningful context.</li> <li>● Understands that numbers are said in a particular order and understands there are patterns in the way we say them.</li> <li>● Skip counts by twos, fives and tens from zero.</li> <li>● Uses a range of practical strategies for adding and subtracting small groups of numbers, such as through a visual display or concrete materials.</li> <li>● Develops a range of mental strategies for addition and subtraction problems.</li> </ul>
<p>Measurement and Geometry</p>	<p>In Measurement and Geometry, students will practise following and giving simple directions to and from a place, that involves turns, direction and distance. Students will also consolidate their knowledge of telling the time using digital and analogue clocks. Students will learn to tell the time to the hour and work towards telling the time to the half-hour. Students will also learn to describe duration using the language and measurement of months, weeks, days and hours. Students will learn to measure the capacity of containers using materials such as cups and buckets. They will also measure and compare lengths, masses and capacities of pairs of objects using informal units such as blocks, strings and containers.</p>	<ul style="list-style-type: none"> <li>● Interprets the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards'.</li> <li>● Follows and gives simple directions to guide a friend around an obstacle path and vice versa.</li> <li>● Understands the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions.</li> <li>● Compares objects by placing one against another to determine which is longer or by pouring from one container into the other to see which one holds more.</li> <li>● Lifts to compare the mass of objects using words such as heavier or lighter.</li> <li>● Measures the capacity of containers using uniform material, for example cups or buckets.</li> <li>● Reads time on analogue and digital clocks and observes the characteristics of half-hour times.</li> </ul>
<p>Statistics and Probability</p>	<p>In Statistics and Probability, students will learn to identify outcomes of familiar events involving chance. They will learn to describe the probability of an event, using language such as 'will happen', 'won't happen', 'likely' and 'unlikely'.</p>	<ul style="list-style-type: none"> <li>● Identifies outcomes of familiar events involving chance and describes them using everyday language such as 'will happen', 'won't happen' or 'might happen'.</li> </ul>

<p>Social and Emotional Learning</p>	<p>In Social and Emotional Learning, students will take a particular focus on interacting and playing constructively with others to assist in establishing friendships with their peers. They will be given opportunities to practise using the skills required to work with others and in groups. Through this learning students will be able to demonstrate how to listen to others, showing interest and support in their peers. Students will practise sharing equipment and taking turns in a game. They will also learn how to demonstrate attentiveness to others by asking questions in discussions and using appropriate eye contact and body language and gestures.</p>	<ul style="list-style-type: none"> <li>● Demonstrates how to listen to others, showing interest and support.</li> <li>● Shares equipment or practises taking turns.</li> <li>● Demonstrates attentiveness to others by asking further questions in discussions.</li> <li>● Establishes what makes a good group member, such as sharing ideas and listening to others.</li> <li>● Names and practises basic skills required to work collaboratively with peers.</li> <li>● Uses basic skills required for participation in group tasks and responds to simple questions.</li> </ul>
<p>Geography through Inquiry Learning</p>	<p>In the Geography Inquiry topic 'Oh! The Places You'll Go', students will be exploring places around the world through an Inquiry based learning approach. They will identify and describe the features of places and their changes over time. Students will also identify how people are connected to different places and explain the value of places to people. As a class, they will also propose possible actions that could be taken to improve important places in our world.</p>	<ul style="list-style-type: none"> <li>● Identifies and describes places they consider to be 'special'.</li> <li>● Discusses different ways people care for their 'special places'.</li> <li>● Discusses how places provide people with their basic needs, for example, water, food and shelter.</li> <li>● Proposes possible actions that could be taken to improve an important place such as the school grounds or local park.</li> <li>● Describes and explains where places and activities are located.</li> </ul>
<p>Digital Technologies</p>	<p>In Digital Technologies, students will consolidate their understanding of the hardware and software components of the technologies they use at school. Complimenting their work in class, students will use different digital systems for transferring and capturing data, for example, using an iPad to take a photograph or record an interview.</p>	<ul style="list-style-type: none"> <li>● Explores and uses different digital systems for transferring and capturing data, and downloading and storing information.</li> <li>● Explores and identifies hardware and software components of digital systems when creating ideas and information.</li> </ul>
<p>Art</p>	<p>In Visual Arts this term, students will continue to enhance their skills in experimenting with different materials and techniques to create artworks. Students will practise the skills of drawing and painting, using a variety of materials. Students will experiment with paints, watercolors and crayons. They will also be creating artwork of Mary during the Month of the Rosary and of Jesus during the Month of December.</p>	<ul style="list-style-type: none"> <li>● Draws and makes images and objects in different art forms.</li> <li>● Explores a range of materials and technologies to visually express their experiences, for example, paint, pencils and ink.</li> </ul>
<p>Italian</p>	<p>In fourth term the students will study a unit called 'Divertiamoci con la matematica' (Let's have fun with mathematics). They will study this</p>	<ul style="list-style-type: none"> <li>● Interacts with teacher and peers in shared activities and games.</li> <li>● Can count to 20 and above in Italian.</li> </ul>

	<p>unit from a mathematical perspective. The students will develop confidence with number sequences counting to 20 and beyond by ones and will develop their skills at skip counting by twos, fives and tens. The students will learn the names of two of the four basic operations of arithmetic (plus and minus) and practice their use in various math activities and games. The students will read, write, order and locate numbers on a number line. They will use direct and indirect comparisons to decide which is longer, shorter, lighter and heavier. The students will be introduced to words which describe position and movement of objects.</p> <p>gmichieli@stphilipbbs.catholic.edu.au</p>	<ul style="list-style-type: none"> <li>● Is able to recall numbers to use in writing activities.</li> <li>● Is developing his/her pronunciation skills.</li> <li>● Can follow the instructions to complete tasks.</li> </ul>
<p>Performing Arts</p>	<p>This term the students will be constructing their own learning intentions and success criteria that are related to their music learning for Term 4. Students will continue to expand their repertoire of nursery rhythms and learning to sing the melodies in solfege, to assist in their aural development.</p> <p>Music of different eras and special occasions are introduced to students throughout the term. Furthermore, students will start learning songs related to Christmas. This unit of work also explores bodily movement for acting, and encourages creativity from students to express themselves with their body.</p> <p>eso@stphilipbbs.catholic.edu.au</p>	<ul style="list-style-type: none"> <li>● Follow safety instructions and use instruments appropriately when participating in music class.</li> <li>● Develop vocal improvisation through singing and practising a repertoire of songs and chants.</li> <li>● Use fundamental locomotor and non-locomotor movements, body parts to explore dance ideas in a safe practice.</li> <li>● Explore the elements of beat, pitch and dynamic as they sing, improvise, move to music and play instruments.</li> <li>● Respond and reflect on music for different occasions.</li> </ul>
<p>Physical Education</p>	<p>Students will continue to develop their range of manipulative skills with a particular emphasis on striking, throwing &amp; catching. They will participate in a unit of modified Hockey. Students will participate in modified games of Tennis, Teeball and Newcombe where they begin to apply motor skills in a sport specific setting. They will practise skills and play small sided games. All games will have an inclusive focus.</p> <p>mgallacher@stphilipbbs.catholic.edu.au</p>	<ul style="list-style-type: none"> <li>● Participates in games that require students to be aware of personal safety and game boundaries.</li> <li>● Performs locomotor skills in any direction from one point to another.</li> <li>● Moves at different speeds and in different directions with others in a designated area.</li> <li>● Demonstrates the difference between personal space and general space in physical activities.</li> <li>● Works with a partner or small group to complete a movement task or challenge.</li> <li>● Follows instructions for personal safety and fair play.</li> <li>● Develops ball handling skills.</li> <li>● Demonstrates appropriate use of equipment.</li> </ul>

STEM	<p>This term the students will be focusing on different elements of the STEM acronym. Science, Technology, Engineering and Maths. They will continue to use the Bee Bots in the first part of the term and then move onto a variety of STEM activities. These activities will allow the students to use problem solving skills to look at a problem, design a possible solution, execute the plan, evaluate and then re-design if need be. They will be working collaboratively to solve these problems.</p> <p>dbird@stphilipbbn.catholic.edu.au</p>	<ul style="list-style-type: none"> <li>● Experiments with simple, step-by-step procedures to manipulate the Bee Bots.</li> <li>● Investigates ways to problem solve.</li> <li>● Gathers information and ideas</li> <li>● Expresses and describes thinking.</li> <li>● Makes simple modifications to known ideas about a problem to find a solution.</li> </ul>
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### **Important Dates and Events:**

**P/1N MFB Fire Education** - Wednesday 23rd October

**Mini Mission Fair** - Friday 25th October

**School Closure Day** - Monday 4th November

**Melbourne Cup** - Tuesday 5th November

**Remembrance Day** - Monday 11th November

**Prep to Grade 3 Swimming Program** - Monday 18th November to Friday 29th November

**Advent Paraliturg** - Thursday 12th December

**Whole School Orientation** - Monday 16th December

**Graduation Assembly** - Monday 16th December

**Last Day of School** - Wednesday 18th December