



Year Level: **Prep**

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Over the term, the students will be working towards the learning outcomes and concepts outlined below.

RELIGIOUS EDUCATION



Christmas and Advent

This term the students will be developing their understanding of the story of Christmas and Jesus' birth from the book of Matthew 1:18-25 (NRSV). Students will be exploring the book of Matthew, and how it portrays the birth and celebration of Jesus. Students will demonstrate their learnings through retelling the story of Christmas. Students will express their thoughts and feelings and make connections to their personal experiences. Following the advent liturgical season, students will explore the spiritual preparation across the four weeks leading up to Jesus's birth, and the importance behind the signs and symbols of advent including the wreath and the four candles representing love, joy, peace and hope.

Students will respond to the parables and stories of Jesus through Godly play experiences where they can make connections and discover new insights and wonderings by asking questions.



Prayer

Students will continue to engage in prayerful experiences, such as morning and afternoon prayer. Daily students will practise making the sign of the cross and continue to build their understanding of the importance of being respectful and reverent during these prayerful experiences. Students will be encouraged to practice sharing their own prayers of the faithful during prayer time.

This term students will be engaging in reflective practice, identifying their religious beliefs, traditions, signs and symbols which are a part of their identity and culture and making comparisons to other religious beliefs.

ENGLISH



READING & VIEWING

The students will be:

- revising and consolidating Stages 1
- building fluency in reading and spelling CVC words
- developing their understanding of common double consonants - ff, ll, ss
- using the suffix -s (for both third person verbs and plural nouns) in reading
- blending initial and final adjacent consonants to read CVCC, CCVC and CCVCC words
- read and spell words using the consonant digraph ck
- read and spell compound words and some two-syllable words
- read and spell words using consonant digraphs such - sh, ch, th, ng, ph and wh.
- continuing to make deeper connections through making inferences about how a character feels
- responding to literal and inferential comprehension questions when reading
- developing fluency and confidence when reading.



WRITING

The students will be:

- continuing to build on their use of known letters and sounds to represent written language
- continuing to develop a bank of simple words that they can write from memory
- revising where to use punctuation in a sentence
- revising how to structure a simple and compound sentence
- beginning to proofread and edit their own writing.



SPEAKING & LISTENING

The students will be:

- continuing to contribute their ideas and opinions to whole class and small group discussions
- becoming more aware of the listener's needs when speaking in a variety of situations.
- sharing their learning experiences by practising speaking in a loud, clear voice in front of an audience
- continuing to build their understanding of what a question is by asking and responding.

MATHEMATICS

NUMBER

The students will be:

- revising number concepts, such as addition, subtraction and counting
- revising counting forwards and backwards to 20 from different starting points
- making and drawing equal groups e.g. Three groups of two
- sharing individual items (with and without left overs) into equal groups
- revising friends of ten and friends of 20
- counting by tens
- identifying numbers that come before and after.



MEASUREMENT

The students will be:

- revising estimation and measurement of objects using informal units
- revising capacity and using objects to decide what is heavier/lighter/holds more/less.



STATISTICS & PROBABILITY

The students will be:

- revising data collection and simple graphs
- interpreting simple data by answering questions.



INQUIRY



COMPELLING QUESTION:

What is culture and how does it create identity?

This term the students will be exploring the concept of identity and culture. Students will make connections to their own identity, family, community and world.

Students will attend a rich learning excursion to the Melbourne Zoo - Werribee, where they will reflect on similarities and differences between life in Australia and in a village in Africa. Students will explore daily life in an African village, the roles of different people in the village, how people are connected to special places and how it is possible to live in wildlife-friendly communities.



UNDERSTANDINGS:

- Our identity is shaped by our personal, family, societal and cultural values and beliefs.
- Communities are made up of people from diverse cultural groups.
- Some places are special and important to people and their culture.
- Indigenous Australians have a long and rich culture that is valued in our community.
- To understand a culture we think about and explain how someone might be thinking and feeling.



PHYSICAL EDUCATION

Miss Harriet Cordner

The students will work on their overall physical development during our four-week unit on gymnastics. This will enhance their flexibility, balance, coordination and general joint and muscular strength. Students will continue to build on their locomotion skills developed throughout Term Two and Three.

While developing these motor skills the students will focus on transferring their skills into game play scenarios in a safe manner, this will also build on the students' ability to follow rules when participating in physical activities.



STEM

Science, Technology, Engineering & Mathematics

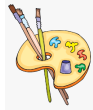
Mrs Kathryn Favish

The students will be exploring how we get our food. This will entail discovering the plant and animal sources of many everyday foods, learning about the farm animals that help us and how science and technology help us process foods and keep them safe. We will also learn about indigenous foods, how they are grown and harvested and how seeds grow.



VISUAL ARTS

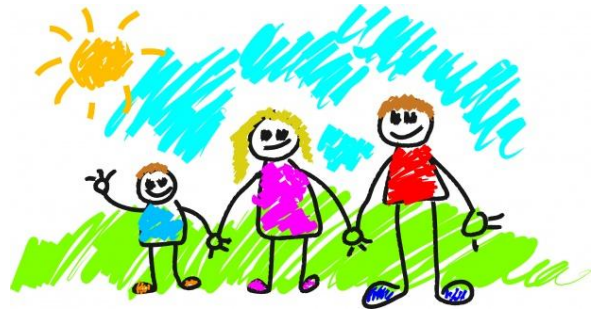
Miss Maegan Howden



In Visual Art in Term Four, Foundation students will learn about Aboriginal and Torres Strait Islander art and culture through storytelling. Students will explore a range of stories and artworks produced by Aboriginal and Torres Strait Islander peoples. They will be able to identify and describe some of the features and techniques used in artworks from Aboriginal and Torres Strait Islander artists in Australia. Foundation students will be given opportunities to work collaboratively to create group art works and will explore how using a range of materials and techniques can influence how they create and display artworks.

ITALIAN

Mrs Angela De Francesco



Students will be participating in a unit of learning called La Famiglia (The Family). Our learning will link to the inquiry learning focus, exploring family and culture. Students will recognise and name close family members.

Towards the end of term, they will learn about the Italian Christmas tradition of La Befana.

SOCIAL and EMOTIONAL LEARNING (SEL)

This term students will continue to engage in the Berry Street model through mindfulness activities and building on their ability to self regulate and de-escalate during social situations. They will continue to develop their growth mindset, resilience and persistence when engaging in learning experiences.



Students will be provided the opportunity to develop positive relationships through listening to stories and engaging in play-based learning experiences. They will build on their understanding of what a good friend looks like, sounds like and feels like.



TIMETABLES

Library Borrowing

Prep A - Monday

Prep O - Friday

Italian

Prep A - Thursday

Prep O - Tuesday

Sport & STEM - Tuesday

Art - Thursday



Have you downloaded the Seesaw App onto your device to be informed about your child's learning?
Please contact your child's class teacher to gain access.