



# PREP CURRICULUM OVERVIEW TERM 1 2018

Dear Parents,

Each term we will send home information about the learning foci your child will be involved in during the term in English, Maths, History and Science.

### Important Dates for Term 1:

| Event                                 | Date                                 |
|---------------------------------------|--------------------------------------|
| Labour Day Public Holiday (No School) | 12 <sup>th</sup> March               |
| Brave Hearts Incursion                | 15 <sup>th</sup> March               |
| Whole School Photo Day                | 22 <sup>nd</sup> March               |
| Easter Bonnet Parade                  | 29 <sup>th</sup> March @ 9am         |
| Last Day of Term One                  | 29 <sup>th</sup> March 1:30pm Finish |

### Writing

The children will participate in five, 1-hour Writing lessons a week.

The genre we will be focusing on this term is **RECOUNTS**.

Recounts describe past experiences by retelling events in the order in which they happened. It aims to inform and entertain the reader. This type of writing usually follows a set structure that will be explored with the children.

#### Focus areas in writing will include:

- Verbalising what they would like to write and recording the prominent sounds that they can hear in the words they are writing.
- Using a picture plan – Thinking about what they want to write and recording these ideas by drawing pictures.
- Developing an understanding that writing communicates ideas.
- Developing an understanding of the concepts about print, for example, knowing that writing moves from left to right side and from top to bottom.
- Leaving a space between each word.
- Reading what they have written at the time of writing.
- Using correct pencil grip and correct posture when writing.
- Developing correct letter formation by using the correct entry and exit points.



### Reading

The children will participate in five, 1-hour Reading lessons a week

The children will be engaged in reading a variety of recounts to further support their understanding of the recount structure. They will participate in a daily reading session. This will involve the children participating in a **Whole Class Focus** (10 minutes) in which they will be taught a focus based on their learning needs. They will then be given an opportunity to practise what they have just been taught through **Independent Reading** (5-10 minutes). After independent reading, the children will share their learning, understandings or questions with the class during **Share and Reflection** (5-10 minutes). They'll then break in to groups to participate in **Personalised Reading Tasks** (20 minutes). The tasks cater to their individual needs. The reading session is finished off with a final **Share and Reflection** of their learning.

#### Focus areas in reading will include:

- Identifying the features of a text, for example, title, front and back cover, blurb, spine, page numbers, punctuation, capital and lower case letters and illustrations.
- Identifying what is a letter, word and sentence.
- Developing an understanding of concepts about print, for example, knowing where to start reading on a page, the direction in which they read as well as where to read next once they have reached the end of the line.
- Using a range of strategies to work out unknown words, such as; looking at the illustrations, getting their mouth ready for the beginning sound, rereading what they have read and making their best guess, asking themselves: Does it look right? Does it sound right? Does it make sense?



### **Comprehension Strategies:**

- Understand that print contains a message.
- Asking and answering literal questions. Literal questions is where the answer is 'right there' in the book, for example, What did the hungry caterpillar eat? He ate one apple, two pears, three plums...
- Using the title and the illustrations on the front cover of the book to predict what might happen in the story before they start reading. 'I predict that the boy will get a bike for his birthday and he will learn how to ride it.
- Retelling what happened in the text and ensuring that it is retold in sequence.
- Making connections to the texts that they read. This may include making connections between themselves and the text, making connections between one text and another, as well as making connections with the texts and the world around them.



### **Independent Reading:**

The children will participate in daily Independent Reading sessions. Each student will have a collection of 5 to 6 books to read during their independent reading time. The children will spend this time practising their individual reading goal.

### **Spelling:**

Identifying spelling strategies and how they help to learn words.

#### **The 3 main strategies are:**

The **Sound** Strategy – Breaking words into sounds (phonemes) and recording a corresponding grapheme (spelling choice)

The **Visual** Strategy – Using the way a word looks, identify graphs, digraphs, trigraphs and quadgraphs.

The **Meaning** Strategy – being able to think about the meaning of a word, what we know about words.

### **THRASS**

This year our Prep teachers will be using THRASS as the basis for phonics teaching and the MASUTA Spelling Sequence to develop your child's spelling skills and strategies. Your child will be taught to use the phonic information to decode (read) and encode (spell) words. Having this knowledge will allow your child to develop skills in reading, spelling, writing and reading comprehension enabling them to reach their full potential in literacy learning. For more information and strategies to support your child at home, please read the brochure at the end of this document. After the parent information session is held we will be send a THRASS chart home. This is for your child to keep. The THRASS chart will support your child's learning in reading, writing and spelling.

#### **Common vocabulary that we will be using:**

**Phoneme** – Sounds in words

**Grapheme** – Spelling choice

**Graph** – One letter spelling choice

**Digraph** – Two letter spelling choice – sh/ph/tt/ea

**Trigraph** – Three letter spelling choice – dge/tch/igh/oor

**Quadgraph** – Four letter spelling choice – eigh/ough/aigh

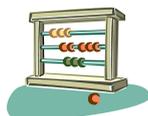


## **Maths**

The children will participate in five, 1-hour maths sessions a week. They will be able to relate the mathematical concepts taught to real-life experiences that are meaningful to them. Learning activities will allow the children to explore mathematical ideas in a range of situations and begin to use mathematical language.

### **Focus areas in Maths will include:**

- Counting using 1:1 correspondence (Touching each object when counting and ensuring that they only touch it once.)
- Counting forwards and backwards
- Developing an understanding of teen numbers
- Connecting number names, numerals and quantities, including zero, initially up to 10 and then to 20 and beyond.
- Building numbers on the tens frame
- Creating and continuing a pattern, for example, blue teddy, blue teddy, green teddy, blue teddy, blue teddy, green teddy.
- Describing a position or movement, for example, in front of, behind, next to, over, beside.
- Using ordinal language to identify position, for example, the teddy is first, the ball is third.
- Subitising number – looking at a collection of dots (0-9) and automatically knowing how many dots there are without counting them, for example, when rolling a dice automatically knowing there are six dots without having to count them



## **History**

The topic for Term One is "**Marvellous Me**" and as the name suggests, the focus is on the child. The children will be investigating:

- What makes a good learner
- Yes and No feelings and how we react to them
- Calming strategies to help us focus and learn as well as coping when we are feeling angry, frustrated or excited
- Being safe and playing safe
- Sharing with our class members what makes us special and unique.

The children will learn about our school rules and together establishing the rules of their classroom. They will develop an understanding of different social skills and practice these skills to model getting along and working with others in teams.



The children will be learning about our school values of Resilience, Responsibility, Respect, Honesty, Cooperation and Aspiration and developing a deep understanding of what each value means and how they can demonstrate these values.

The children will be exploring what it means to have a 'Growth Mindset'. By developing a 'Growth Mindset', they will be developing their ability to become better learners, more persistent and have better resilience. The children may come home talking about how they can NEVER give up, the importance of having a POSITIVE ATTITUDE, that it is OKAY to make MISTAKES as mistakes help us to learn, or the power of YET.

We rotate the teaching of History and Science on a termly bases. Terms One and Term Three we explore History and Terms Two and Four we investigate Science.

We look forward to a wonderful year working with your children.

Thank you for your support.

***Prep Team – Yolanda Bircher, Natascha Hruschka, Lainee Barwise and Tammie Thompson***