



St Paul's School Learning Outline
Prep Term 2 2018

Subject	Summary of content	How you can help your child?
<p>English</p>	<p>Language</p> <ul style="list-style-type: none"> • Sentence Structure (capital letters, full stops) • Sight words • Phonemic awareness (rhyme, syllables, onset and rime) • Letters and sounds • M, L, U, O, R, F, O, D & G • Guided reading • Shared Texts- Non/Fiction • Home Reading Program <p>Literacy</p> <ul style="list-style-type: none"> • Handwriting – letter formation • Reading Strategies • Comprehension strategies • Simple sentence construction using known sight words • Pencil grip 	<ul style="list-style-type: none"> • Shared reading with your child regularly – books of interest both fiction and non-fiction – See 'reading note' with tips on how to create a great reading experience at home (Sent home in Take Home Pouch) • Talk to your child about the book/s they are reading; what is happening, who are the characters, what do they like/dislike about this book and make predictions of what happens next. • Encourage reading environmental print (supermarket, magazines, road signs, junk mail, etc.) Encourage sounding out simple words. Looking for small words inside bigger words (sand = S+an+d or s+and) • Encourage correct pencil grip • Letters and sounds games – I spy, finding letters in magazines, words that begin with the letter of the week • Revision of learnt letters and sounds through the Letterland character and rhyme. Finding things at home that start/end with • Practise sight words regularly and make up sentences using the words
<p>Maths</p>	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Revision of Number concepts 0-10 • Counting to 20 • Word form of numbers to ten • Before and after • Ordinal number • Counting collections of objects to 20. • Patterning AB/ABB/ABC/ABBC • Subitise small collections • Number stories to number facts with numbers 1-10 <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Measurement concepts (long/short, big/small, heavy/light, few/many, full/empty) • Recognise Days of the Week • Shape – review 2D shapes • Shape – recognise 3D shapes in the environment (cone, cube, rectangular prism, cylinder) • Position and movement <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Yes/No to collect information 	<ul style="list-style-type: none"> • Counting various objects in the home environment (before, after and between) • Compare two groups of toys in their bedroom. Count each group and use language to describe which is greater/less than/more than. • Measurement – use measurement language when cooking, gardening, washing etc. • Measuring height and weight • Identify 3D shapes around the home and in the environment (food catalogues) • Add and simple takeaway of cutlery around the dinner table. • Talk about the week and look at days of the week on a family calendar • Cut sandwiches into various shapes • Play games at the park giving a challenge-go to the top of the slide, go under the tree, go through the tunnel etc.



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<p>Science</p>	<p>PHYSICAL SCIENCE – Exploring how familiar objects move according to its attributes such as size and shape</p> <ul style="list-style-type: none"> • How do people move? And with what body part? • Bones/Joints • How do animals move? • How do toys move? Spin, bounce, push, pull 	<ul style="list-style-type: none"> • Walk around your house and garden and observe objects being still and moving. <i>How is it moving?</i> • Jump on YouTube and watch JUST DANCE videos and copy the different dance movements. How are they moving? What body parts are being used to move? • Play with different toys and talk about how they move. Do you push the toy or pull the toy. Does the toy spin? Create a list of vocabulary words to describe. What part of the toy is moving.....The toy car rolls by using the round wheels etc.
<p>Humanities & Social Sciences</p>	<p>GEOGRAPHY: Our Special Place – school</p> <p>Students will be exploring what makes a place special with a focus on our school.</p> <ul style="list-style-type: none"> • Difference between natural and built features • Our connection to the place – school • Who helps us at school? • How we care for our school? • Looking at digital maps using Google maps and Google Earth. • Exploring geographical location and directional language such as left, right, opposite, beside, above, north, near 	<p>Walk around your home and look at the features of that room. Discuss by asking the question – How do you know this room is a kitchen or bathroom or lounge room?</p> <p>On the way to and from school can you play game where you have to name as many natural or built features you see.</p> <p>Discuss how you as a family care for your family home. What roles does everyone in the family play? Why do chores? What would happen if nobody cared for the home?</p> <p>Look at a variety of maps and discuss together – digital (gps, Google Earth) or paper – shopping centre, Australia, theme park. Talk about their features. What do the symbols represent?? How do you read a map? What is the purpose of maps?</p>
<p>Visual Culture</p>	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • My Thoughts and Dreams • Colour Theory: Warm and Cool Colour explorations • Ceramic Wall Tile <p>In Term 1 the Prep students explored images of themselves and their bodies. These images focussed on the external aspects of themselves: the face, the parts of the body, the hands. The students are now being asked to explore the inner workings of their mind creating an image depicting their thoughts and dreams. Each child was photographed at the end of last term in a “thinking” pose. The students are asked to draw their thoughts and around their photographed image and complete these with watercolour media.</p> <p>Following this the Preps will explore basic colour theory, in particular classifying warm and cool colours. They will work in groups sorting and classifying objects into colour groups and creating patterns before commencing two acrylic paintings as their assessment piece for the semester. The students will use black ink to create linear designs before mixing and applying the acrylic colours.</p> <p>Each Prep student will also complete a ceramic tile to add to the wall in the Prep village. This project commenced a few years ago and is something we are planning to add to each year with each Prep child leaving their mark in the village. Students will actually make two tiles, one that remains in the wall and one to take home.</p>	<p>We would love parent help with this particular project and your child's class teacher will let you know when this is about to start.</p> <p>Please continue to encourage your child to tell you about the work that they doing in their Visual Culture lesson each week. You might like to discuss what is meant by “cool” and “warm” when talking about colours.</p>



<p>Japanese</p>	<p>What is Your Favourite Animal?</p> <p>Students consolidate what they have learned in Pre-Prep about animals and extend their knowledge using sentence patterns that are more complex and detailed. Students learn to describe animals using new adjectives, revising colours and body part vocabulary.</p> <p>Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, role-plays and quizzes.</p>	<p>Log your child onto : NEW ST PAUL'S JAPANESE WEBSITE http://spsjapanese.wix.com/sps-japanese You can find you child's Year Level under "Year Levels" tab. Watch some videos and try some of the links to games and activities and have fun!!!!!! Have your child log on to the website at least twice per week:</p> <p>NEW STUDENTS : Try the "HIRAGANA PART 1"PAGE or "SPEAKING PART 1" PAGE At: http://spsjapanese.wix.com/sps-japanese</p>
<p>DIGITAL TECHNOLOGY</p>	<p>DIGITAL SYSTEMS: Clever Computers</p> <p>KNOWLEDGE AND UNDERSTANDING A computer is a common digital system. A tablet device, laptop and smartphone are also digital systems. At the F-2 level, students develop understandings of digital systems (hardware and software) when they use some key functions to undertake authentic curriculum tasks.</p> <p>Students will be exploring a variety of digital devices and investigating their purpose. They will learn the difference between hardware, software and peripherals.</p> <p>Skill: Logging into and out of the school network</p> <p>Able to use a log in card to input username and password</p> <p>Skill: Mouse Control</p> <p>Able to use the mouse to select objects</p> <p>Skill: Orientation of Website</p> <p>Able to log into Mathletics and use the program.</p>	<ul style="list-style-type: none"> • Discuss how you use digital devices in the home and at work or in the wider community that supports you, whether it is a smartphone or tablet, cash register or photocopier to name a few. • Discuss different software programs and their purpose. What is Microsoft Word used for? • If you have a computer at home spend some time with your child playing an educational game. • Write a simple sentence with your child in word and get them to draw a picture to match the text. • Show your child how to log onto your home computer and encourage independence. • Go to www.crickweb.co.uk and play some games with your child.



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<p>Music</p>	<p>Preps will be learning songs about Animals this term. They will be exploring how to use their singing voice musically, and how to play untuned percussion instruments. There will be plenty of opportunities for students to dance and move rhythmically when listening to music. Most of all, Prep students will have fun making music both individually and in a group setting.</p>	<p>Encourage your child to listen to many different kinds of music, even by just tuning to a different radio station – there are classic rock stations, pop stations, world music stations and classic music stations on AM, FM and digital radio. Talk to your child about songs that have been important in your life, e.g. your favourite song when you were young, your wedding song, a song that reminds you of a person, etc. Make singing a natural part of every day, whether it is in the car on the way to school, while doing things around the house, part of your child's play or bedtime.</p>
<p>HPE</p>	<p><u>PRACTICAL</u> How can we move?</p> <p>Students are given opportunities to learn through movement. Students will develop and practice fundamental movement skills through active play and structured movement activities. They will improve their competence and confidence in their movement abilities. The students will learn about movement as they participate in physical activity in a range of different settings.</p> <p><u>HEALTH</u></p> <p>In this unit, students will explore information about what makes them unique and their strengths and achievements. They participate in play. The students explore how their bodies are growing and developing and identify the actions that will keep them healthy such as diet, hygiene and physical activity.</p>	<ul style="list-style-type: none"> ➤ Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play. ➤ Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt. ➤ Promote a healthy and an active lifestyle. ➤ Try to encourage your child to be active each day through example. ➤ Discuss situations that happened at school and help them to create strategies to develop positive relationships. ➤ Discuss what makes them unique and their strengths and weaknesses ➤ Promote discussion to help identify the actions that will keep them healthy such as diet, hygiene and physical activity.
<p>Rave</p>	<p>Key Topics: Biblical Characters 3 Week focus on Joseph's journey 3 Week focus on Moses' life</p> <p>Key Topics: Parables The Good Samaritan The Lost Sheep The Prodigal Son</p> <p><u>Memory Verse to recite in Week 6:</u> Everyone was amazed at God's great power....Luke 9 v 43</p>	<p>Throughout the term we are focussing on a variety of Values to support the building of friendships; Sharing, forgiveness, bravery, courage, love, confidence, empathy, helpfulness</p> <p>Spend time talking to students about the importance of being a good friend to others and what behaviours are vital to encourage friendships.</p> <p>Practise the term's memory verse</p>



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