



St Paul's School Learning Outline

Prep Term 3 2018

Subject	Summary of content	How you can help your child
English	<p>Letters and Sounds (Letterland)</p> <ul style="list-style-type: none"> • Jumping Jim • Kicking King • Quarrelsome Queen • Fix it Max • Yellow Yoyo Man • Walter Walrus • Zig Zag Zebra • SH/CH digraphs <p>Language</p> <ul style="list-style-type: none"> • Sentence Structure (capital letters, full stops) Exposing the children to exclamation and question marks. • Sight words • Phonemic awareness (rhyme, syllables, onset and rime) • Letters and sounds • Guided reading • Shared Texts • Home Reading Program <p>Literacy</p> <ul style="list-style-type: none"> • Handwriting – letter formation • Sounding out and writing small words • Comprehension strategies - inferring • Writing for purpose • Pencil grip • Tracing – fine motor 	<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, make predictions of what happens next. <i>Once the book has been read, make sure they can retell you the story in their own words. Ask them questions. What did they like about it and WHY.</i> • Encourage reading environmental print (supermarket, magazines, road signs, junk mail etc) Encourage sounding out simple words • 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 <p>SIGHT WORDS</p> <ul style="list-style-type: none"> • Practise sight words regularly and make up sentences using the words. • Hide the words around the house. How many can they find and name? • Stick them up around their room and use a fly swatter and swat the word as you say it. • Set up a Tic Tac Toe board and put the words on it. Every correct word they get to put their marker on it. • Play HOPSKOTCH and as they hop they say the word on the square. <p>Use the car trips to and from school each day focusing on a particular skill;</p> <ul style="list-style-type: none"> • 1 week on rhyme - Basic skills: identify pairs of words as rhyming or not Complex skill: identify rhyming sound in two words • 1 week on syllables – Basic skill: identify how many in each CVC word Complex skills: identify how many in 4 or more syllables • 1 week on Segmenting/Blending – Stretching out the identifiable sounds in each word – such as SH E LL = shell or C A T for cat.
Maths	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Number concepts 11-20 (teen numbers) • Odd and Even Numbers to 20 • Ordinal Numbers to 12th • Before and after • Counting to 50 • Representing numbers to 20 in different ways- word, symbol, picture, concrete materials, environmental & tally marks. • Counting objects in groups • Number stories (simple addition) • Simple problem solving <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Revision of 2D Shape – circle, square, triangle rectangle by name, number of corners and sides • 3D shapes - sphere, cube 	<ul style="list-style-type: none"> • Counting various objects in the home environment (odd and even, 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. Is there a group that is odd or even? <p>Maths – Addition games</p> <ol style="list-style-type: none"> 1. Use a pack of playing cards. Remove the Jack, Queen, King. Split into two piles. Player A turns over one card from each pile and needs to add the value together by counting the pictures or by using counters etc then says the number sentence out loud. $4+2=6$ 2. Roll two dice and count the total number of dots. <p><u>Encourage your child to create an addition story for you to solve.</u> Eg. One day I went for a walk and saw 6 blue birds and 3 red birds. How many birds did I see altogether?</p> <ul style="list-style-type: none"> • Identify 3D shapes around the home and in the environment (food catalogues) <p>Mathletics – try and spend at least 5 mins whenever possible. Class teachers from time to time will set some tasks. Remember, just because a task has been completed doesn't mean you shouldn't do the task again in a few weeks' time.</p>



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	<ul style="list-style-type: none"> Position and movement (over, in, behind) Time: daily routines & sequencing events. Measurement vocabulary for length, mass and volume. <p>Statistics and Data</p> <ul style="list-style-type: none"> Making simple picture graphs Responding to yes and no questions Simple interpretation of graphs 	<p>LIVE Mathletics – Children can jump on and play against people from around the world, their classmates (if online at the same time) and computer. Simple addition equations will flash up and they have 60 seconds to race. Have some counters handy or assist them with using their fingers. We highly recommend this!</p> <p>Rainforest Maths – through the Mathletics site, you can access even more interactive and highly engaging mathematical concepts. We recommend the first two colours.</p>
Science	<p><i>Chemical Science: Identify what objects are made of and their observable properties.</i></p> <p>Bonding Materials How do you bond materials together?</p> <ul style="list-style-type: none"> Reverse Garbage Workshop Design and Technology bonding materials demonstration (Justin Hill) Bonding workshop <p>Properties of Wood- Natural Materials What is the same/different about various woods?</p> <p>Properties of Processed Materials- Glass/Plastic/Metal How are the materials the same/different?</p> <p>Testing Materials Experiment What happens to materials when they get wet?</p>	<p>Explore your house and garden for different materials</p> <ul style="list-style-type: none"> What is your house made of? What parts are made from: - <ul style="list-style-type: none"> Wood Bricks Metal Plastic Glass <p>Classify materials according to its properties</p> <ul style="list-style-type: none"> Manmade/Natural Heavy/Light Rough/Smooth Shiny/Matt Hard/Soft <p>Test objects/materials for:</p> <ul style="list-style-type: none"> Density—is it heavy or light for its size? Texture—is it rough or smooth? Flexibility—is it bendy or stiff? Hardness—is it hard or soft to scratch or dent? Reflectivity—is it shiny or dull? Elasticity—will it return to its original shape after being stretched or bent? Strength—is it hard or easy to break? Compressibility—can it be pressed into a smaller shape? Transparency—does it let light through? Opacity—is it hard to see through? <p>Build projects from recycled materials Test how waterproof materials are What happens to materials if they are left out in the sun?</p>
History	<p>Key Question: Are memories as precious as GOLD?</p> <p>Our focus book is: Wilfrid Gordon Macdonald Partridge</p>	<p>Spend time looking around at home and see if there are any artefacts such as photos, trinkets, music etc that help bring up memories from your past. Perhaps every time you hear your favourite song, talk to your child about the significance of it or what about a certain smell like freshly cut grass? Why do we place importance on remembering key events?</p>



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Visual Art	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Decorative Ceramic Tile for the Prep Village • Crystal City drawing in ink and oil pastels • Sky High Collage Tower using mixed media and pen 	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>The students are currently designing a decorative alphabet relief tile for inclusion in the wall in the Prep Village. The first letter of their name is being used as the basis of a decorative design that will be formed in clay then glazed and fired. Students will learn slab-rolling technique as well as rolling coils and engraving textural details. Each child will make two decorative tiles so that they will have one to keep as well as one to place permanently in the wall at school.</p> <p>We will commence the clay work in week 3 and would love to have two or three parent helpers to assist with this. The clay construction work should take approximately three lessons. If you are available to help and can commit to this timeframe please let your class teacher know.</p> <p>We are also going to look at the art work of two contemporary illustrators Rob Dunlavey and Germano Zullo both of whom have published children's picture books dealing with architectural themes. Dunlavey's work will be used as inspiration for a large-scale geometrical "Crystal City" drawing using oil pastels and ink. Germano's illustrations from a book entitled "Sky High" will be used as the basis of a Sky High Collage Tower that the students will create using mixed media and drawing techniques.</p> <p>You might like to do a search for Dunlavey or Zullo's artwork online to discuss with your child when we commence these projects later in the term.</p>
Japanese	<p>What is Your Favourite Animal? (continued)</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: 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>



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ICT	<p>The aim of Prep ICT is to reinforce core Literacy and Numeracy skills while developing ICT confidence. Students interact with a number of different websites where they practice matching sounds/letters, words, numbers, colours and more.</p> <p>Students will also work with other digital devices such as IPads and use apps such as Explain Everything, Draw n tell.</p> <p><u>DIGITAL TECHNOLOGIES</u></p> <p><u>Weeks 1-6</u> This term the students will be exploring WHAT DATA IS?</p> <p><u>Weeks 7 till Week 5 in Term 4</u></p> <p>The students will be involved in coding</p>	<p>Confidence as a computer user is a key element to success. There are many websites which are safe and child friendly.</p> <p>Sit with your child to access such sites and discuss how you move from one window to another. Creativity programmes such as Tux Paint are a great addition to the home computer. This is a freeware and easily downloaded to the home computer.</p> <p>Students can build their mouse skills in programmes such as Tux Paint, learning to control the movement of the mouse.</p> <p>Discuss with your child directional language such as forwards, backwards, left and right. You can download the BEEBOT app on your digital device and allow them time to code their Beebot to complete challenges. Talk about instructions and how it is about following steps in an order to complete the task successfully.</p> <p>Get your child into the kitchen and show them how you follow steps to cook a meal</p>
Music	<p>Preps will be learning about the different kinds of sources used to make instruments and how these contribute to the sound of the instrument, tying in with their classroom unit on Materials. They will also be exploring how songs can create a feeling of nostalgia and help with making memories.</p> <p>The main musical elements explored this term will be; feeling the beat, singing correct pitches, recognising the difference between spoken and sung voice, moving to music. They will continue to develop their skills on untuned percussion instruments and will begin looking at reading music notation. 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>Talk to your child about the kinds of songs that are tied in with your own life's memories (e.g. songs you listened to at school, songs from important events in your life (such as a wedding), etc.). Listen to songs and make up actions for you and your child to do together. 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. Encourage your child to demonstrate the songs they have learnt by singing for you.</p>



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<p>HPE</p>	<p>Gymnastics and active play</p> <p>In this unit students will demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games. The ball games will explore the different movement patterns of running, passing the ball and catching. This will develop on their fitness, balance, coordination, gross motor skills and self – awareness. They will learn to work with a partner and as a member of a team, developing understanding and cooperation skills.</p> <p>Gymnastics will encourage students to become increasingly aware of their bodies and the ways in which different body parts move in isolation and with other body parts. Students will explore moving their bodies through space and in different directions. They will learn to balance, jump and roll and link these movements together. They will need to rehearse and remember groups of movements and be able to perform these movement sequences.</p> <p>HEALTH</p> <p>In this unit students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings</p>	<p>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.</p> <p>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.</p> <p>Promote a healthy and an active lifestyle.</p> <p>Try to encourage your child to be active each day through example.</p> <p>Discuss situations that happened at school and help them to create strategies to develop cooperation skills.</p> <p>Discuss positive ways to interact with others.</p> <p>Promote discussion to help identify different emotions people experience and how to deal with these emotions.</p>
<p>Rave</p> <p>Values Education Component:</p> <p>This programme incorporates simple 'values language' within learning experiences to 'make meaning' in our young Prep students everyday lives and to use Biblical characters, decisions and consequences as examples.</p>	<p>This term we begin exploring the miracles Jesus performed;</p> <ul style="list-style-type: none"> • The Wedding Feast • Unseen miracle • Jesus feeds 5000 • Jesus calms the storm • Jesus heals the 10 lepers • Jesus walks on water • Jesus raises a man from the dead <p>Values that may be explored could include;</p> <ul style="list-style-type: none"> • Friendship skills • Showing kindness • Being thankful • Courage 	<p>Practice the Memory Verse:</p> <p><i>Love your neighbour as yourself: Matthew 22:39</i></p> <p><u>Students will recite MV in class during week nine.</u></p> <p>Bedtime Reading . . . there are some delightful children's Bible books that would be a lovely shared reading experience.</p> <p>A Bedtime Prayer</p> <p>A prayer is as simple as talking to a friend. We see Jesus as being our friend so a simple conversational prayer:</p> <ul style="list-style-type: none"> • Thanking God for family and friends • Asking God to keep (name people) healthy, safe and happy etc. • Asking for something special but always remembering that it is in God's time . . . we need to be a patient!!