

PREP OVERVIEW

Term 4 2024



Religious Education

Focus: Morality and Justice

Fairness, Sharing and Caring

We will explore the following concepts:

- Interpret what it means to be a disciple of Jesus
- Explain love, kindness, fairness, honesty, sharing and compassion in light of a Bible story and make connections to their own life
- Reflect on how they could respond to the call of discipleship

Who Am I Waiting For?

We will explore the following concepts:

- Students learn about the seasons of Advent and Christmas. They explore the concepts of waiting and joyful anticipation that are expressed through the use of the Advent wreath and the story of John the Baptist.
- Advent is introduced as a time of preparation that points us towards Jesus Christ.
- The Christmas story is told through the stories of the Annunciation, the birth of Jesus Christ, and the visit of the Shepherds.

Inquiry

Inquiry Throughline: Innovate, Create & Design

Big question:

- Why do people invent things?
- How and why have inventions changed over time?

Focus:

By the end of this unit, students will gain a clear understanding of what an inventor is, why inventors create new things, and how their inventions help improve the future for everyone. They will explore various inventions from history, learning about the changes these inventions have brought about and the reasons behind them. Additionally, students will learn how to use the design process as inventors, including how to identify problems, visualise ideas, build prototypes, and test their creations.

English

Reading and Viewing

We will complete the remaining lessons within the Initial Lit program for Foundation. For the remainder of Term Four we will read a range of whole class texts and revise concepts taught throughout the year as consolidation.

Focus:

- **Phonetics:** Letter/ sound recognition and how these are related to reading and spelling.
- **Vocabulary:** Oral language and listening comprehension through quality children's literature.
- Recognising print concepts such as capital letters and full stops.
- Tricky words (words that can't be sounded out) - investigating what makes these words tricky to read and

English

Writing

In writing, we will explore narratives, in particular Fairy Tales. Students will identify problems and solutions in these stories and will innovate the text by creating their own solutions to different problems they encounter in the text.

Focus:

- Developing independence as a writer
- Letter formation - correct starting point and formation on lower-case and capital letters
- Explore the genre writing of narratives including the characters, settings, problem and solutions

<p>spell</p> <ul style="list-style-type: none"> • Segment and blend CVC, CVCC words • Segment and blend 1 syllable words with common digraphs wh, th, oo, ng, ay • Identifying the problem and solution in a narrative text • Retelling key parts within a story focussing on the beginning/middle and end • Using prior knowledge and making predictions to help understand what is being read • Reading for enjoyment <p>Comprehension Strategies:</p> <ul style="list-style-type: none"> • Predicting • Text connections (text-to-self) • Self monitoring strategies such as (stretchy snake & lips the fish) <p>Speaking and Listening</p> <p>Students will continue to develop their oral language through:</p> <ul style="list-style-type: none"> • 'Discovery' introductions and conclusions • Participating in whole class discussions and small focus groups • Sharing their thoughts and feelings about texts during guided reading group 	<ul style="list-style-type: none"> • Hearing and recording sounds in words • Recording tricky words • Beginning each sentence with a capital letter and ending a sentence with a full stop • Taking their time to produce neat and well formed letters • Using the correct lines when writing • Using finger spaces between words consistently <p>Text Structure:</p> <ul style="list-style-type: none"> • Identifying the features of a Narrative text including; characters, setting, problem and solution. • Sequencing personal experiences using time connectives • Create imaginative books sparked from Discovery experiences that include pictures and words
<p style="text-align: center;">Mathematics</p> <p>Number and Algebra:</p> <ul style="list-style-type: none"> • Represents practical situations to model equal sharing. For example 6 buttons; that's 3 for me and 3 for you. • Partition numbers up to 20 (eg: 12 can be broken up to 6/6, 2/4/6, 3/2/7, 2/2/2/6 etc) <p>Measurement and Geometry:</p> <ul style="list-style-type: none"> • Describe the location of objects in our environment using phrases such as 'between, near, next-to and forwards. • Follow a short sequence of instructions to move an object from one place to another. • Comparing objects to decide which one is longer, heavier and holds more. <p>Chance and Data:</p> <p>Uses data collected to make reasonable conclusions</p> <p>We encourage you to support your child at home with revising mathematical concepts taught such as, ordering numbers, counting forwards and backwards from different starting points, one to one correspondence.</p>	<p style="text-align: center;">Social and Emotional Learning (SEL)</p> <p>Focus: Child safety</p> <p>We are learning how to keep ourselves safe through the following ways;</p> <ul style="list-style-type: none"> • Identifying 5 people in my safety network • Identifying when I feel safe or unsafe in an environment • Listening to our body clues • Learning about appropriate and inappropriate behaviours • Learning how to express how we feel
<p>Italian</p> <p>Focus: Zucchero Filato and Geography</p>	<p>Physical Education</p> <p>Focus: Cricket & Tennis</p>

<p>Students will:</p> <ul style="list-style-type: none"> ● Intentional Gesture teaching- <u>Focus language:</u> <i>Revise HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai? (How are you?), Sto bene/male (I'm well/not well), per favore (please), grazie (thank you), Prego (you're welcome) Mi piace... (I Like...) Non mi piace... (I don't like...)</i> ● Zuccherio Filato: continue the story of Pinocchio with a focus on using everyday language. ● <u>Focus language:</u> <i>Mi piace... (I Like...) Non mi piace... (I don't like...)</i> ● Italian Geography: learn about the location of Italy in the world and some famous landmarks. ● Natale: Christmas in Italy 	<p>Students will:</p> <ul style="list-style-type: none"> ● Develop the fundamental motor skills for the two-hand side arm strike (cricket) and the forehand strike (tennis) ● Work cooperatively with a partner and in small groups and teams when playing specific games ● Accept that winning and losing is all part of the game and how to play fairly and be a good sport
<p>Science Focus: Biological Sciences Students will:</p> <ul style="list-style-type: none"> - Observe how plants grow under different conditions. - Compare and identify the similarities between plant and animal needs. - Gather information, then form an understanding about the basic needs of plants. 	<p>Visual Arts Focus: Students will:</p> <ul style="list-style-type: none"> ● Manipulate shapes on our light boxes to create symmetrical art designs as a team ● Experiment with paints and salt to produce galaxy inspired works of art ● Explore ways of painting to create symmetry in our art ● Experiment with a variety of threads and textiles to create something special for their home Christmas tree
<p>Performing Arts: Focus: Music Students will:</p> <ul style="list-style-type: none"> ● Learn about the Instruments of the Orchestra ● Learn to identify the different instrument families and the sounds they make ● Learn to sing the assigned Christmas Carol for this year's Carols Night 	<p>Digital Technologies Focus: eSafety & Seesaw Students will:</p> <ul style="list-style-type: none"> ● Identify some data that is personal and owned by them ● Understand not to share passwords or private information ● Use camera features on chromebooks to capture their learning and post to Seesaw