

# ***Learning in Preps in 2019***



***School motto:***  
**Achieve**  
**Succeed**  
***Together***



## ***MVPS Vision:***

People who are motivated, compassionate, life-long learners helping to create a better and more peaceful world through intercultural understanding and respect.

山景小学愿景：

此愿景带领我校进入未来

我们是一群充满活力，热情奔放的终身学习者，透过文化交流，了解与互敬，致力创造一个更美好且和平的世界。

## ***MVPS Mission:***

Mount View Primary School provides challenging and engaging programmes which promote inquiry and reflection to develop internationally minded citizens.

山景小学的使命：

这使命是山景小学存在的主要目的

山景小学提供有挑战性与参与感的各种课程。这些课程促进学生追根究底与反思的能力，进而塑造他们成为具有国际观的公民。



# So what do we need to know about learning in Preps (Foundation Level) at Mount View Primary School?

One of the first questions to answer is, *What do we want our learners at Mount View to be?*

## INTERNATIONALLY-MINDED PEOPLE LIVING OUT THE IB LEARNER PROFILE

IB (2009) – *Making the PYP Happen*

<p><b>Inquirers</b> Jī jí tàn jiū 积极探究</p>	<p><b>Knowledgeable</b> Zhī shì yuān bó 知识渊博</p>	<p><b>Thinkers</b> Qín yú sāi kǎo 勤于思考</p>	<p><b>Communicators</b> Shàn yú jiāo liú 善于交流</p>	<p><b>Principled</b> Jiān chí yuán zé 坚持原则</p>
<p><b>Open-minded</b> Xiōng jīn kāi kuò 胸襟开阔</p>	<p><b>Caring</b> Dǒng de guān'ài 懂得关爱</p>	<p><b>Balanced</b> Quán miàn fā zhǎn 全面发展</p>	<p><b>Risk-Takers ~ Courageous</b> Yǒng yú cháng shì ~ Yǒng gǎn 勇于尝试 ~ 勇敢</p>	<p><b>Reflective</b> Jí shí fǎn sī 及时反思</p>

For a full explanation of the International Baccalaureate Primary Years Program (IB PYP), the Learner Profile and the attributes listed above, please refer to the MVPS School Information booklet "*Learning at Mount View in 2017*".

A brief outline of important information that will assist the continued smooth operation of learning in Preps follows.

### EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK

Advancing children's learning and development from birth to eight years

Children learn from birth and their learning and development at each stage of life forms the foundation for the next. During the period from birth to eight years, children experience more rapid brain development and acquire more skills and knowledge than in any other period in their lives.

By the time they enter school, children have already developed key communication, learning and thinking skills; learned to build and maintain relationships; and formed a strong sense of their own identity. These skills and knowledge are the foundation for learning at school, and for lifelong learning.

The Victorian Framework sets the highest expectations for every child. It identifies five Early Years Learning and Development Outcomes for all children:

They are:

- Children have a strong sense of identity (identity)
- Children are connected with and contribute to their world (community)
- Children have a strong sense of wellbeing (wellbeing)
- Children are confident and involved learners (learning)
- Children are effective communicators (communication).

Children learn at different rates, in different ways and at different times. Their development is not always easy or straightforward. For some children and families, learning and development involves considerable struggle and requires much perseverance.

#### **Outcome 1: Children have a strong sense of identity**

Relationships are the foundations for children's construction of identity. In order to form a strong sense of self, children need to build secure relationships first within the family and then with caring, attentive adults in other settings. For babies and young children, strong attachments are critical. Children's positive experiences of relationships and places support their understanding of themselves as secure, significant and respected individuals. A positive sense of identity strengthens children's interest and skills in being active participants in their communities.

**Outcome 2: Children are connected with and contribute to their world**

From birth, children live and learn with others in families, early childhood settings and local communities. Children's connectedness with and different ways of belonging to people, country and communities help them to learn ways of being, reflecting the values, traditions and practices of their families and communities. As children move into early childhood settings and then schools, they broaden their experiences, relationships and communities. Over time and with opportunity and support, the ways in which children connect and participate with others increase. Participating in their communities strengthens children's sense of identity and wellbeing.

**Outcome 3: Children have a strong sense of wellbeing**

During early childhood, the foundations for social, emotional and spiritual wellbeing are laid. Wellbeing includes good mental and physical health, feelings of happiness and satisfaction. Relationships that are warm and supportive assist babies to express feelings such as joy, sadness, frustration and fear, and support strong attachments. Children's resilience helps them to regulate and balance their emotions to cope with day-to-day stresses and challenges. The readiness to persevere and 'have a go' when faced with unfamiliar and challenging learning situations provides children with a sense of achievement. It also teaches children to be flexible and adapt to new environments and events. With support and guidance, children can learn to manage disappointments, frustration and loss.

**Outcome 4: Children are confident and involved learners**

Children learn in the context of their families and community. Throughout the early years, children acquire knowledge and skills that form the foundations of their later achievement. They learn how to learn and they develop dispositions for learning and a sense of agency, where children are able to make decisions and choices, to influence events and to have an impact on their world.

**Outcome 5: Children are effective communicators**

Children communicate with others from birth. They begin by using gestures, visual and non-verbal cues, sounds, language and assisted communication in forming relationships. Over time, communication becomes more intentional. Children's wellbeing, identity and sense of agency are dependent on their communication skills and are strongly linked to their capacity to express their feelings and thoughts, and to be understood. Most children are innately social, creative and motivated to exchange ideas, thoughts, questions and feelings. Children respond non-verbally and verbally to what they see, hear, touch, feel and taste. Through relationships with responsive adults, they take turns to explore sound and movement patterns, sing songs and are exposed to chants and rhymes.

Maintenance of first language is important for children's identity, wellbeing, communication and learning. Children can successfully learn English as a subsequent language through quality exposure to English, explicit modelling and language teaching and appropriate time to acquire the new language. Children's rich spoken language, as well as their gestures and actions, underpin the development of basic literacy and numeracy concepts.

Reference: *Early Years Learning and Development Framework: For all Children from Birth to Eight Years* (2011)  
Early Childhood Strategy Division, Department of Education and Early Childhood Development and Victorian Curriculum and Assessment Authority  
<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

**STAGES OF LEARNING – PREPS (FOUNDATION)**

Learners in their first year of schooling begin to develop social skills such as understanding classroom behaviour and making connections between school and home. Through curiosity and encouragement they take an interest in learning, begin to learn basic literacy and numeracy skills and develop some simple technical and coordination skills.

Key characteristics of students at this level include:

- ✓ building a sense of belonging
- ✓ understanding classroom values and practices
- ✓ making connections between school and home
- ✓ building positive behaviours
- ✓ engaging behaviourally, emotionally and cognitively
- ✓ developing curiosity and intrinsic motivation
- ✓ expressing ideas and feelings through a variety of artistic forms
- ✓ mastering technical skills
- ✓ developing physical capacities and an awareness of their own health needs.

Students have a sense of belonging and socialise in a way where they understand and accept the values and practices of the classroom, contributing 'to the development of positive social relationships in a range of contexts' (*Interpersonal Development*). This process is aided when students feel socially and emotionally secure and are supported by their peers, teachers and family.

As students develop a sense of belonging they will be more likely to follow the rules, participate in activities and appreciate opportunities, take turns and consider the feelings of others, focus their attention for extended periods, find satisfaction and enjoyment in learning, and have enough trust to take risks such as asking and answering questions, performing in front of groups and creating novel ideas during activities. This behaviour is supported by the development of simple organisational and listening skills, and a capacity to follow instructions.

Students will spend significant time mastering technical competence by discovering how, and for what purpose, objects and systems work, and by practising tasks that include the forming of letters and numbers. They 'recognise how sounds are represented alphabetically and identify some sound-letter relationships' (*English: Reading*), and 'count the size of small sets using the numbers 0 to 20' (*Mathematics: Number*). They also begin to develop the skills of keyboarding and navigating computer systems, drawing, measuring quantities and constructing models.

Students respond to novelty and this curiosity is the basis for asking questions and developing explanations for events. They make works of art that express and communicate ideas and feelings about themselves and their world, exploring and using 'a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms' (*The Arts: Creating and Making*). At times they become deeply focused and will demonstrate the capacity to avoid distraction. They are introduced to concepts like time, space, safety, feelings, location and beauty by using their personal experience, texts and their environment as a starting point for learning.

With support from their teachers, students test ideas and beliefs, identify inaccuracies and make adjustments to improve. They learn about basic patterns by identifying similarities and differences, sorting and sequencing. They learn about processes by knowing how to organise their resources and time, by understanding rules and consequences, by making comparisons, and by discussing thoughts and ideas, as well as offering explanations.

They enrich their imaginations by playing games, making links between their own experiences and the ideas in texts, by discovering difference, by interpreting and appreciating the work of others, by exploring their senses, and by sharing and participating in group projects. They also engage in a variety of physical activities and gain an appreciation of basic health needs, including the performance of 'basic motor skills and movement patterns, with or without equipment, in a range of environments' (*Health and Physical Education: Movement and Physical Activity*).

Reference: <http://victoriancurriculum.vcaa.vic.edu.au/foundationlevel>

## **CURRICULUM OVERVIEW – PREPS (FOUNDATION)**

### **TRANSDISCIPLINARY LEARNING - INQUIRY APPROACH**

It is particularly important for students in the primary years of education to acquire skills in context, and to explore content that is relevant to them and that transcends the boundaries of the traditional subjects. The PYP curriculum is centred on six transdisciplinary themes based around shared human commonalities that are considered essential in the context of international education. These themes are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to the transdisciplinary model of teaching and learning.

Implemented across all year levels of the school are the six IB PYP transdisciplinary themes of:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet

The transdisciplinary units at Mount View address learning from the Victorian Curriculum content areas of Health and Physical Education, Civics and Citizenship, The Humanities, Communication, Design, Creativity and Technology, Science, The Arts and Information and Communication Technology.

Students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. These units collectively constitute the school's programme of inquiry. At Mount View PS, each year level team identifies a focus of inquiry within that theme and defines a central idea, concepts and lines of inquiry through which the learning will be driven.

Learning inquiries are either:

- transdisciplinary crossing a range of learning dimensions, or
- 'stand alone' independent units that focus on one specific learning focus.

In presenting learning in this way, teachers will sometimes conduct explicit lessons to facilitate the learning of processes, skills and content that students need to use and understand in order to pursue further learning. However, for much of the learning time a transdisciplinary inquiry approach is adopted, whereby connecting ideas from several learning areas are identified, a context is developed and a sequence of learning experiences for students is planned and assessed.

Each year level also determines when units of inquiry will be presented and the length of time in which they will run. Our units of inquiry are audited and revised in order for the learning in 2020 to be fresh and engaging for our students. All year levels will be implementing the described six units. The scheduling of the Prep programme of inquiry for 2020 is shown on the next page.

In the PYP the importance of the traditional subject areas is acknowledged: language, mathematics, social studies, science, the arts and personal, social and physical education are specified as components of the PYP curriculum model. Overall expectations for each subject, within each age range, are specified in detailed scope and sequence documents. For us at Mount View PS, as a Victorian Government School, these expectations are outlined in the Victorian Curriculum.

## **VICTORIAN CURRICULUM**

The Victorian Curriculum make it easier for schools to create an environment for our youngest students to learn and achieve in their Prep year. From a Victorian Curriculum perspective, the first year of schooling is referred to as the Foundation Level.

Literacy, numeracy, interpersonal development, physical wellbeing and the arts are important areas to develop in Prep. The table below shows where standards are set for assessment and reporting in the Prep year. Standards are set in these areas only because these are the highest priority for learning at this level. Schools devote more time to these areas since they have been set as a priority at Prep.

Physical, Personal and Social Learning		Discipline-based Learning		
Health and Physical Education	Interpersonal Development	The Arts	English	Mathematics

Varied activities and a vibrant classroom are important for a growing child in Prep. It is here that students can develop positive attitudes to learning. Understanding what it means to be a good friend, have a good friend and care for and work with others is part of their development.

As students finish Prep they have learnt basic literacy and numeracy skills and mastered simple motor and coordination skills. They have started to learn how to work together in class. They have participated in physical activities building their potential and expressed ideas and feelings in their work in the arts.

The more children practise their skills, the more confident they become and the more they are likely to enjoy learning. There are opportunities for parents and schools to work together to encourage children's desire to learn, for example parents reading to their children and helping them enjoy books.

## **ENGLISH**

### *Aims*

The Victorian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with nonlinguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

### **Foundation (Prep) to Level 2 (Year 2)**

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Level 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these levels aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Level 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

#### **Speaking and Listening**

Students will be listening and responding in situations that are familiar to them. They will be learning to speak and listen appropriately in classrooms, taking turns in discussions and using spoken language to establish social relationships with their peers and teachers. They will learn to identify various types of speaking and listening, for example: conversation, oral presentation, reading aloud, questioning meaning and rephrasing their own language.

#### **Reading and Viewing**

As children begin to show some development in their reading skills, books will be sent home. This will occur in stages over a period of time as children exhibit understanding of some basic concepts of print and are able to recognise some words. As the children's skills increase, reading from as many sources as possible is encouraged to develop positive attitudes and refined skills.

**Tips for parents:** Home reading is essential. Once home borrowing is commenced your child should be reading with, and for, another person for at least ten minutes outside school hours. Before commencing to read it is a good idea to begin with a brief discussion about the book, or 'walk through' the book, to familiarise the reader with setting and characters. When listening to your child read please encourage concentration on their expression and fluency and occasionally close the book and ask for a prediction of what may happen next, or ask questions exploring their understanding of the text.

It is important that reading is done **with** your child, **to** your child and **by** your child.

#### **Writing**

Children will be encouraged to write freely on a variety of topics and to "have a go" at unknown words. At this stage correct spelling is not expected for all words and the emphasis is upon writing to express ideas. Gradually students are introduced to different reasons for writing, such as narrative, report and recount.

Spelling accurately and being able to identify and understand the meaning of words is an integral part of both the writing and reading process. Students will become thoroughly familiar with the letters of the alphabet by name and sounds, and with this knowledge will begin to approximate spelling of words, thus building and developing a recognition vocabulary. They will be:

- introduced to an extended list of commonly used words and acquire competence in spelling them.
- encouraged to attempt unknown words.
- introduced to strategies to spell three-letter words correctly.

**Tips for parents:** Ask your child to read his or her 'story' if you cannot decipher it. Over-correction of spelling errors may discourage the free flow of writing. Offer to 'help' with spelling rather than 'correct' after the event. Make genuinely positive comments whenever possible.

### **English as an Additional Language (EAL) Students**

For children for whom English is not their first language, it is absolutely essential for them to continue to develop their mother tongue (home language). Research has shown that many skills acquired in the first language can be transferred to the second language. So, for example, if your child has developed good reading skills in Mandarin, he/she is likely to be able to apply these skills when reading English. (One useful reading skill is the ability to guess the meaning of unfamiliar words from context. Another one is the ability to decide which new words in a text are important to look up in the dictionary and which words can safely be ignored.) For this reason it helps if you can encourage your child to read good fiction and non-fiction in his/her own language. Similarly, the skills of being able to plan out a piece of writing or develop an argument in a persuasive essay can be applied in the second language once they have been learned in the first. **Your children will learn English much more effectively if they continue to develop their first language at the same time.**

#### **Speaking & Listening**

As students work towards achievement at various stages using English for social interaction and school based learning they learn to communicate verbally and non-verbally in routine social and classroom situations. They use common sentence patterns, follow simple instructions, recounts and explanations, answer predictable questions, make requests and express basic needs

using varying grammatical accuracy. Teaching strategies include listening for key words, intonation, pronunciation, play performance, speech rhymes, oral cloze, repetitive stories, word games, role play and reading aloud through guided reading and shared books. They learn to describe a series of events or actions, including the use of correct verb endings more consistently, and initiate and manage interaction appropriately.

### *Reading*

The focus of the Reading standard is the development of reading in English including understanding, interpreting, reflecting upon, responding to and enjoying written and visual texts, and reading both silently and aloud. Students progress through short well-known texts to unfamiliar texts containing predictable structures and recognise basic purposes of simple texts and common text types. They use their developing vocabulary, knowledge of sentence structure and sound – letter relationships to predict and self-correct. Through modelled and shared activities they begin to develop strategies to assess text difficulty and to choose texts to read independently. Reading texts suitable to the students' language level include narrative, fiction, informational and instructional texts. Silent reading, word and sentence matching, prediction, sequencing events and drawing conclusions are other activities utilised in the program.

### *Writing*

The focus of the writing standard is the development of skills for encoding English into its written form, as well as skills for composing, editing and presenting a range of written genres. With support students learn to communicate familiar ideas, events and experiences, writing simple organised texts demonstrating a developing use of specific vocabulary and simple sentence structures. The purposes and structure of common text types (recounts, reports, explanations, procedures and recounts) along with story summaries, written retells, factual descriptions, character comparisons and story boards are taught. Special emphasis is placed on the teaching of editing skills including correct sentence structure, punctuation, grammar and spelling. English structures are continually modelled and practised. Computer use, such as word processing applications to publish written work and IT skills for accessing information from the internet, are also incorporated into the program as an aspect of English language learning.

## **MATHEMATICS**

### *Aims*

The Victorian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number & Algebra*, *Measurement & Geometry*, and *Statistics & Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

### **Foundation – Level 2**

These levels lay the foundation for learning mathematics. Students at this level can access powerful mathematical ideas relevant to their current lives and learn the language of mathematics, which is vital to future progression.

Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; by understanding quantities and their representations; by learning about attributes of objects and collections, position, movement and direction, and by developing an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events.

Understanding and experiencing these concepts in the early levels provides a foundation for algebraic, statistical and numerical thinking that will develop in subsequent levels. These foundations also enable children to pose basic mathematical questions about their world, to identify simple strategies to investigate solutions, and to strengthen their reasoning to solve personally meaningful problems.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

### **At the Foundation level:**

- **Understanding** includes connecting names, numerals and quantities
- **Fluency** includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects
- **Problem Solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer
- **Reasoning** includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length

The approach to teaching and learning Mathematics throughout the Prep Year involves:

- learning by activity – developing links between everyday language and mathematical activity
- teaching from a base of concrete experience from which students build mathematical ideas
- providing a variety of classroom activities and using a variety of resources
- catering for individual differences by providing open-ended tasks
- allowing time for growth

### **PERSONAL LEARNING**

With teacher support, students make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding. Students begin to reflect on themselves as learners in particular on their feelings about learning. Students begin to take initiative as learners by asking questions when needed.

### **INTERPERSONAL DEVELOPMENT**

Children develop their interpersonal skills as they interact with other students, teachers and other adults. The focus is on how Prep children develop friendships, learn to share and take turns, identify the qualities of a friend and respect the rights and feelings of others.

**Specific information about the Victorian Curriculum for each subject discipline and year level can be accessed at**

<http://victoriancurriculum.vcaa.vic.edu.au/>

Reference: <http://victoriancurriculum.vcaa.vic.edu.au/foundationlevel>

## **HOME LEARNING**

In Preps, it is our expectation that at this level your child will be read to and will read with you, and as his/her reading skills develop, read to you for a minimum of 15 minutes each night. This might include reading words from a list, reading ability based books or reading books from the library or home.

For children for whom English is not their first language, it is absolutely essential for them to continue to develop their mother tongue (home language). They need to have stories read to them in their home language, and to practise reading to an adult in their mother tongue.

Parents can help children by:

- encouraging a regular daily session to examine and complete homework
- helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games
- attending school events, productions or displays their child is involved in
- talking to teachers to discuss problems with homework
- reading texts set by teachers
- discussing their child's responses to set texts and asking to see work they complete in relation to these texts
- discussing homework with their child in their first language, if English is not the main language spoken at home, and linking it to previous experiences.

### **DET Guidelines regarding homework**

#### Years Prep to 4

Prep to Year 4 homework should not be seen as a chore. Homework will:

- enable the extension of class work by practising skills or gathering extra information or materials
- mainly consist of daily reading to, with, and by parents/caregivers or older siblings.

This will generally not exceed 30 minutes a day and not be set on weekends or during vacations.

## **LEARNING SUPPORT PROGRAM**

### **SENSORY MOTOR PROGRAM (SMP)**

The foundation of growth, development, and learning in a child starts with sensory and motor interaction with the world. The brain is built from the bottom up and this starts with movement and sensory exploration. Sensory stimulation and feedback drive the brain, but the motor system drives sensory stimulation. They're a team - you can't have one without the other.

As educators we know that it is absolutely crucial to improve motor skills, sensory detection, and processing before any higher learning, behavioural or academic changes can truly happen. So at Mount View this year, in order to support students to develop these essential motor and sensory skills vital for students to have success at school and in life, we have introduced a Sensory Motor Program (SMP). All Prep students take part in 2 SMP sessions per week.

The SMP at Mount View works to develop the following motor and sensory skills:

- Muscle tone, strength, and coordination
- Rhythm and timing
- Bilateral coordination
- Dominance
- Gross and fine-motor skills
- Primitive and postural reflexes
- Eye-muscle balance and coordination
- Vestibular balance and posture
- Ability to know where one's body is in space
- Balance and spatial perception

Gains for students:

- provide students with activities that develop brain capacity, while at the same time enjoyment
- enable students to lay the building blocks for future learning
- improve concentration, organisation, social/emotional behaviour, energy and attitudes to learning.

## **SPECIALIST PROGRAMS**

### **LANGUAGES - MANDARIN - PATHWAY 1 - YEARS PREP TO 4**

Students have opportunities to learn about the Chinese language through the introduction of culturally relevant and age-appropriate stimulus materials, such as digital media, videos and stories. They are immersed as much as possible in the sounds and words of the Chinese language through participation in active listening and action-related talk, gestures, dramatisation, and games. They will be learning to use gesture in communication to help convey meaning, for example, using Chinese finger gestures to show numbers

Students begin to use and respond to the language in the classroom, relating the language to what they see, hear and touch, and to topics related to numbers, colours, family and to other classroom activities. They will recognise the differences in describing family members in Chinese compared with English, for example, 'brothers' can be 哥哥 or 弟弟 in Chinese.

### **PERFORMING ARTS**

Students are introduced to beat and rhythm, this is an important weekly component of music lessons. Using percussion instruments, students learn to recognise: Pitch - high and low in music, Dynamics – loud and soft and Duration – long and short. Students learn to sing a variety of songs and game songs as a group and individually, and are able to develop their understanding of basic music concepts through singing, song games, music appreciation and group instrumental work. Through drama activities students will identify, explore and create basic characters and stories, performing in front of their peers. Students experience memorising, rehearsing and performing a song with movements for their community in their annual school Christmas concert.

### **PHYSICAL EDUCATION**

During the Prep Year students practise movements such as running, hopping, rolling, climbing, throwing, catching, kicking and striking. They explore various ways to move that incorporate stopping, starting, changing direction, changing speed and using space. Students learn and adhere to rules that aid participation and co-operation. Students also participate in two sessions per week of SMP to develop their skills of balance, locomotion, eye/hand/foot co-ordination and fitness.

### **VISUAL ARTS**

Students develop skills through the introduction of different techniques and processes in varied methods of manipulating media and tools, in the areas of drawing, painting, printing and modelling. The emphasis will be on communicating ideas, responding to art and above all, experimentation and learning through play.

**PREP PROGRAM OF INQUIRY – 2019**

		Term 1: 29 January to 5 April (students start 31st)										Term 2: 23 April to 28 June										Term 3: 15 July to 20 September										Term 4: 7 October to 20 December																				
Wk		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11								
P R E P		<p><b>WHO WE ARE</b> An inquiry into the nature of the self; beliefs &amp; values; personal, physical, mental, social &amp; spiritual health; human relationships including families, friends, communities, &amp; cultures; rights &amp; responsibilities; what it means to be human.</p>										<p><b>SHARING THE PLANET</b> An inquiry into rights &amp; responsibilities in the struggle to share finite resources with other people &amp; with other living things; communities &amp; the relationships within &amp; between them; access to equal opportunities; peace &amp; conflict resolution.</p>										<p><b>HOW WE ORGANISE OURSELVES</b> An inquiry into the interconnectedness of human-made systems &amp; communities; the structure &amp; function of organizations; societal decision-making; economic activities &amp; their impact on humankind &amp; the environment.</p>										<p><b>WHERE WE ARE IN PLACE AND TIME</b> An inquiry into orientation in place &amp; time; personal histories; homes &amp; journeys; the discoveries, explorations &amp; migrations of humankind; the relationships between &amp; the interconnectedness of individuals &amp; civilizations, from local &amp; global perspectives.</p>										<p><b>HOW WE EXPRESS OURSELVES</b> An inquiry into the ways in which we discover &amp; express ideas, feelings, nature, culture, beliefs &amp; values; the ways in which we reflect on, extend &amp; enjoy our creativity; our appreciation of the aesthetic.</p>										
		<p><b>Central Idea:</b> <i>The choices people make affect their wellbeing.</i></p> <p><b>Lines of Inquiry:</b> An inquiry into:</p> <ul style="list-style-type: none"> <li>healthy lifestyle choices (causation)</li> <li>personal safety (responsibility &amp; causation)</li> <li>emotional and social wellbeing (causation)</li> </ul>										<p><b>Central Idea:</b> <i>People have a responsibility to make informed choices when considering their impact on the environment.</i></p> <p><b>Lines of Inquiry:</b> An inquiry into:</p> <ul style="list-style-type: none"> <li>how peoples actions impact the environment (causation)</li> <li>the management of waste resources (responsibility)</li> <li>the changes that individuals can make to support sustainability (change)</li> </ul>										<p><b>Central Idea:</b> <i>The products people use go through a process of change.</i></p> <p><b>Lines of Inquiry:</b> An inquiry into:</p> <ul style="list-style-type: none"> <li>goods production (function)</li> <li>the process of change (change) transformation (change)</li> </ul>										<p><b>Central Idea:</b> Family histories and structures provide an insight into cultural and personal identity.</p> <p><b>Lines of Inquiry:</b> An inquiry into: Family structures and origins (Form) Family culture and traditions (Connection) How families share their history (Form and Connection)</p>										<p><b>Central Idea:</b> Cultural stories are used to communicate beliefs and allow people to make connections.</p> <p><b>Lines of Inquiry:</b> An inquiry into:</p> <ul style="list-style-type: none"> <li>different cultural stories (form)</li> <li>themes, messages and values found in cultural stories (perspective &amp; reflection)</li> <li>the connections people make through stories (connection).</li> </ul>										
		<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Causation</li> <li>Responsibility</li> </ul>										<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Change</li> <li>Responsibility</li> </ul>										<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Function</li> <li>Change</li> </ul>										<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Form</li> <li>Connection</li> </ul>										<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Connection</li> <li>Perspective</li> </ul>										



## SPECIFIC SCHOOL INFORMATION

### STAFF AVAILABILITY

We value our partnerships with parents in their children's education and value your input. Most staff are at school from 8:30am. The most effective means of contacting teachers about an issue or concern is to ring and make an appointment at a mutually agreed time. Staff are unavailable to take phone calls during teaching times. Recess is from 10:40 – 11:10am with lunch from 1:00 - 1:50pm. Please contact teachers during these times. One of the most effective methods of communication is through the use of email. Individual teacher email addresses are listed on our website as well as being included in the information booklet specific to your child's year level.

### PUNCTUALITY & MORNING ROUTINES

Our learning programs commence **promptly at 9:00am**. In order for your child to be organised and settled for the day's learning, students are asked to **be at school by 8:50am**. At that time a bell is rung and students should move to their line-up areas in order to meet with their teacher. Once inside the classroom, students then hand in notes, monies and return reading books, etc. before formal learning begins promptly at 9:00am. It is an important safety issue that children wait outside until after the 8:50am bell rings as corridors and rooms are not officially supervised before school commences.

We understand the occasional delay, but consistent late arrivals are disruptive and detract from your child's learning. We seek your cooperation in this matter.

### ABSENCES

If your child is absent for any reason, or arrives after 8:50 (late arrival), please make sure you complete the Late Arrival sheet (ORANGE) and put the absence on Compass explaining the absence. This is a legal requirement. It is preferable not to telephone the office. If you wish to take your child from school during the day, you are required to complete the Early Departure sheet (YELLOW) from the office before collecting your child from the classroom. All absences must be entered via the Compass Management system.

**For safety reasons, if your child is late arriving – after 9:00am – they must go to the main office and sign in.**

### ASTHMA AND ALLERGIES

Please give your completed Asthma plans and allergy information to Carol Pickford, the school nurse. This needs to be updated each year. A reminder that many of our children suffer food allergies, so if you are sending along food to share, e.g. birthdays, please avoid the use of nuts and be mindful that ingredients need to be listed.

Some classes in which there are children with severe allergies have sent notices home to parents requesting that no food for sharing is sent to school. Please don't send food to celebrate birthdays, save party food for at home. In preference to food you might provide a 'sticker' or other small item for each child.

### ILLNESS AND INJURY

It is important to keep all your children's details up to date and to notify the class teacher and Carol Pickford, the nurse, of any illnesses or changes. It is also **vital to ensure emergency contact details are correct and up to date**. Yellow cards are given to children by Yard Duty teachers when there is a health issue in the playground and they take this card to the nurse.

### SCHOOL COMMUNICATION

To ensure all notices given out to children are reaching you, we have supplied all children with a "School Communication" pocket. Notices from home should also be returned to school in these wallets. Please check your child's bag and wallet daily. Senior students are expected to show initiative and are asked to be responsible for sharing important information between school and home. They also have a diary for organising themselves, recording information and for carrying messages between home and school.

Daily happenings:	Invite your child to 'Tell me something interesting about today ...'
Newsletter:	Distributed fortnightly to families electronically.
Special notices:	Important and may refer to activities and occasions occurring in the next day or two.
Email contact:	Absence notes may be sent via email to your child's classroom teacher
School Web Site:	<a href="http://www.mountviewps.vic.edu.au">www.mountviewps.vic.edu.au</a>

### SCHOOL DISMISSAL

We ask for your cooperation at dismissal time and that you collect your children outside so that the corridor areas are clear for the children to exit safely. Please respect the parking restrictions, access routes and speed limits within the school zone. Arriving at and departing from school each day should be a safe and happy time for all children.

## **SPECIFIC SCHOOL & YEAR LEVEL INFORMATION**

### **LUNCHES**

The children generally manage their lunches independently. We ask you to consider suitable sandwich fillings, especially during hot weather. Including a small iced bottle of water in your child's lunch box helps to keep food fresh, as well as providing him/her with a cool drink in the afternoon. Check with your child if they are satisfied with the amount of lunch they are being given – some may require more food and some will require less. Please check that lunchboxes, drink bottles and lids are named. We also encourage all students to bring a named water filled drink bottle with them each day so that they can have a quick drink during learning time without needing to leave the classroom.

### **BIRTHDAYS**

Birthdays are a special time for your child. **We prefer no food is sent to school.** Due to allergies suffered by some children, please list the ingredients and if at all possible, avoid sending items with nuts in them. The classroom teacher must be given 24 hours notice if you are going to bring an item for your child to share for their special occasion. No lolly bags or pre-packaged confectionery is to be sent to be shared with other students.

### **CANTEEN**

Lunch orders are available each day and the children bring their order into the classroom where the class orders are then sent to the canteen. We encourage your child to buy food only for themselves and discourage sharing money. Only small amounts of money should be brought to school.

### **SCHOOL UNIFORM**

School uniform is strongly supported by Mount View families. Our School Council believes that the uniform, in giving children a group identity, helps to develop in a child a sense of belonging within the school community. It also provides a measure of security when groups are on excursions.

All items of uniform are available from the Primary School Wear (PSW) retail outlet that is located in Stephenson Road, Mount Waverley. Price lists for uniforms are available from the school office or online at [www.psw.com.au](http://www.psw.com.au)

### **SCHOOL HATS**

It is compulsory for all children to wear a **Mount View** hat ***between September 1<sup>st</sup> and April 30<sup>th</sup>***. Students without hats at school play in the designated shaded area near the Visual Arts room. Children require a hat to attend an excursion or sporting activity. Please ensure that your child's hat is **clearly** named and in the school bag each morning.

### **SUNSCREEN**

In this day and age it is particularly important for children to develop responsible skin care routines and behaviours. It is essential for children to be sunsmart at school. Wearing of hats is compulsory at set times of the year, however parents are advised to include sunscreen – preferably a roll-on sunscreen, in their child's bag which he/she can self administer prior to recess and lunchtime on a daily basis. We recommended however that parents send their preferred sunscreen for use at school, particularly for children with allergies, eczemas or skin concerns. PE/Sport teachers will have an Amcal brand 30+ sunscreen available for use in emergency situations.

### **LOST PROPERTY**

The lost property hooks are located in the breezeway area at the Prep end of the Junior building and can be accessed by parents whenever an item is missing. To make the task of finding any missing item easier, **please clearly name all items** belonging to your children.

### **SCHOOL COUNCIL / PARENTS' ASSOCIATION**

The School Council is an elected body and plays an important part in the running of the school. The Parents' Association contributes to the school community through such things as organising and facilitating fundraising activities. Volunteers are most welcome to attend these meetings.

### **FAMILY SUPPORT**

Out of Hours Care:	For all enquiries please contact Camp Australia Ph. 8851 4160
Canteen:	Focuses on healthy eating with less fat, salt and sugar foods
School Nurse:	Available between 10:15am – 3:15pm daily

## PREP TEACHERS 2019



### *The 2019 Prep Team*

From left to right:

*Sarah Sakellaris – OSS*

*Raelene Turpin - ES*

*Rebecca Connolly (Wed) – OSS*

*Joanna Daffy - TOD*

*Joshua Hewett – OJH*

*Sarah Ross - ES*

*Rebecca Brown – ORB*

*Karen Van Buuren - TOD*

*Rachel Judd (M-W) – OJK*

*Christine Locke – OCL*

*Terri Klein (Th-F) – OJK*

*Jennifer Schwab – OJS*

*Rebecca Newman – ORN*

