

# PREP YEAR LEARNING UPDATE

## TERM 2, 2023

### ENGLISH

#### 'Recounting Familiar Events'

Continuing our work from the first term, we listen to and engage with a range of stories with a focus on exploring how language is used to entertain through retelling events. We engage in multiple opportunities to learn about language, literature and literacy within five contexts of learning — focused teaching and learning, play, real-life situations, investigations, and routines and transitions.

We sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. We prepare for our spoken retelling by drawing events in sequence and writing simple sentences.

#### Assessment

We recount an event from school or home orally, and use drawings, photos and simple sentences to assist the sequencing of the recount. We are provided with an appropriate framework and support to show what we understand when recounting an event.

### MATHEMATICS

Maths learners participate in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, and routines & transitions. Activities allow us to explore number and place value, patterns and algebra, units of measurement, shapes, and location and direction.

#### Assessment

We discuss with our teachers how we make connections between number names, numerals & quantities up to 10. We count to and from 10 and order small collections to 10. We also sort shapes in a variety of ways.

### SCIENCE

#### 'Weather Watch.'

We use our senses to explore and observe the weather in our local environment and learn that we can record our observations using symbols.

#### Assessment

We suggest how the weather affects us and other living things. We share observations about the weather

### HASS (Humanities and Social Sciences)

#### 'My Place'

We learn about familiar and special places and spaces. We explore the local school area, learning about places in our school that are special to different groups of our

community. We discuss how to care for places and spaces. We explore maps, investigating street view and bird's eye view. We create a bird's eye view map of a place or space that is special to us. Then we investigate how maps were & are used by First Nations' Peoples, complete the Turrbal Heritage Trail in our school to learn about special and significant spaces, and then create a map of our school using some symbols used by First Nations' Peoples.

### HEALTH & PHYSICAL EDUCATION

#### 'Take Your Marks, Get Set, Play!'

We develop skills for a range of running and modified field events, working towards preparing for Sports Day.

Our perceptual motor program continues to target improving our coordination. This is essential in developing the ability to sit while working, and holding pencils and other equipment.

#### The Resilience Project

[The Resilience Project](#) delivers emotionally engaging activities and provides evidence-based, practical strategies to build resilience.

The TRP curriculum is evidence-based and mapped to the [Australian Curriculum](#), focusing on *gratitude, empathy, mindfulness* (GEM) and *emotional literacy*. We participate in weekly lessons with our class teachers.

### THE ARTS (Music) with Miss Ito

We are learning to keep a steady beat in music, practice our singing voices and change up the lyrics of some songs we've learnt to make it our own version!

### Sustainability

We have a number of vegetable gardens that classes look after, located at the rear of the Prep building. This is an opportunity for us to develop an appreciation for living things and how we use resources.

