Welcome to Prep at Our Lady of the Way School, Petrie-2012
An Early Years Vision

Your child

• Is in a continuous state of development.
• Develops from within and is influenced by both nature and nurture.
• Learns best through active engagement that involves investigation, play and social interactions.
• Learns in many different ways and these can best be catered for through activity, play-based inquiry.
A community of learners or a partnership is created so your children have the greatest opportunity to succeed now and in later life.

- How can we be a community of learners?

  We will:
  - Be friendly
  - Be equitable toward all
  - Be good at communicating
  - Build positive attitudes
  - Create shared interests
  - Interact productively
  - Be respectful and trustworthy
  - Listen to each other
<table>
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<tr>
<th>Factors related to success in school (the early learning areas)</th>
<th>Specific focus in the early learning areas</th>
<th>Links to KLA syllabuses</th>
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| Social & personal learning (2011 - History introduction of national curriculum) | Social learning  
Self-identity  
Independence | SOSE-History  
HPE |
| Health & physical learning | Making healthy choices  
Gross-motor  
Fine-motor | HPE |
| Language learning & communication (English-Introduced 2012) | Oral language  
Early literacy | English |
| Early mathematical understandings (2011 – introduction of national curriculum) | Early numeracy | Mathematics |
| Active learning processes (Semester Two - 2011 – introduction national science curriculum) | Thinking  
Investigating  
Imagining & responding | Science  
SOSE-History  
Technology  
The Arts |
Contexts for learning

- Routines and transitions
- Play
- Focused learning and teaching
- Investigations
- Real-life situations
Religious Education in the Early Years

- Celebrations during the catholic year – Advent, Lent, Easter
- Prayer – school prayer, peace prayer, Our Father, Hail Mary, hymns
- Scripture – parables, new testament, life of Jesus
- Morals and Values – Mary Mackillop, social teachings of Jesus, adopt a family, missions, charities
- The role of Father Peter and the parish community
This is me. Jesus is in my heart.

Jesus made everybody.
In God's circle of love, we learn to love each other. I can see God's love through you.
Various types of play

• socio-dramatic play
• fantasy play
• exploratory play
• manipulative play
• physical play
• games with rules

Most of these types of play are relevant beyond Prep.

Function of play in learning in early primary: building up the brain

• Play extends and elaborates understandings of:
• Social roles, Ways people interact — negotiating and cooperating
• Properties of objects and materials
• Ways of solving problems
• Language conventions and Use of symbols
• Planning, carrying out plans, reflecting
Real-life situations

• Mass and School Liturgies
• Fathers’ Day and Mother’s Day events
• Making a garden
• Celebrating a birthday, new baby, etc.
• Sending news to Grandma, Grandpa
• Sharing what we’ve done and learnt this week, or plans for the week
• Community visits
• Under Eight’s Day
• Carnevale
• Excursions
• School Concert
• Inclusion Week
• Responsibilities: Taking and collecting lunch orders; taking the message bag to the Office and returning Library books on time
Investigations

- Use children’s questions and things that arouse their curiosity.
- Involve children in:
  - inquiring, exploring,
  - questioning
  - testing and sharing ideas
  - solving problems.
- Recording
- Reporting
Routines and transitions

Routines:
Include daily experiences, e.g. reading to children, reflection times, music experiences, unpacking school bag in the morning (home folder, library book, lunch box, tuckshop orders, drink bottles, bankbooks and notes for the message bag. This develops independence and responsibility.

• Transitions can include short games that focus learning, provide practice and recall information (bean bag alphabet, buzz)
Focused learning and teaching

- Take place during play, real-life situations (teachable moments), investigations and routines and transitions
- Can come from teacher initiated or children's inquiry. Scaffolded by teacher.
English

Children learn literacy from birth. In the first five years children acquire three key skills and abilities that are essential for successful literacy learning. They learn:

• 1. Oral language as they listen and develop understanding of vocabulary
• 2. The alphabetic code as they discriminate different sounds in words and begin to recognise letters.
• 3. Print knowledge through environmental texts and how letters make words, stories and give information

• The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.
• Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.
• Students engage with a variety of texts for enjoyment. The primary purpose of text is to entertain as well as to give information. E.g. Fiction and Non Fiction
• During their Prep year the students will read and listen to Literary texts that support and extend beginner readers include predictable texts that range from caption books to books with one or more sentences per page.
Numeracy—Foundation Level

- At OLW Numeracy is learnt through an inquiry approach. Children will be investigating counting, measuring, comparing, weighing, estimating, matching objects and numbers, telling the time and using mathematical language to enhance their numeracy skills.

The three strands of Mathematics are:

- **Number & Algebra**—learning to count and order collections. Identify number patterns and solve number problems.

- **Measurement & Geometry**—learning to use everyday terms in comparisons of length, mass (size, quantity) and capacity (how much a vessel holds). Make estimates in relation to distance. Tell time and use time language such as afternoon, morning, night and day. Children learn to use positional and directional language as they give and follow directions. Sort and classify objects according to attributes for instance 3 long snakes and 2 short ones. Identify and describe features of shapes.

- **Statistics & Probability**—The students will learn to make predictions in patterns. To collect, organise and display information and interpret graphs and charts.
Social Skills

At school children learn to:

• Cooperate with peers and take turns.
• Join in activities and games.
• Take on different roles.
• Express feelings and opinions in an appropriate manner.
• Problem solve with peers in social interactions.
• Know when and how to say sorry.
• Ask questions.
• Follow directions.
• Ask for help when needed.
• Follow rules and routines.
• Know how to share answers and opinions with others.
• Accept direction and correction from adults.
• Develop a “have a go” attitude to new experiences.
• Develop perseverance.
OLW Behaviour Plan

- RESPECT
- RESPONSIBILITY
- SAFETY

Warning ‘Follow our school rules’

Step 1: Two – Five minutes removed from group in own class

Step 2: Sent to another room until the next break

Step 3 Referral to the Office and Parent contacted
Assessment and reporting in Prep

• Term 1 – Parent/teacher meeting with your child to discuss folio, progress and goals.
• Term 2 – Report cards go home to families.
• Term 3 – Folio sent home to celebrate their journey of learning
• Term 4 – Report Card and Folio
Example of Folio Criteria
On behalf of the team at Our Lady of the Way School we thank you for coming and listening and learning about the journey we have just started to share!