



Prep Term 4 2021

Culminating Activity: Drama Performance and animal expo

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Attributes of Life Long Learners	Think	Investigate	Create	Participate	Communicate	Reflect
	<p>Students will think of multiple ways to represent their number.</p>  <p>How many different ways can I show my number?</p>	<p>Students will investigate letters in response to stories and personal experiences.</p>  <p>How will I write a letter to find out information?</p>	<p>Students will create a digital story about their chosen animal.</p>  <p>How will I create my digital story using technology?</p>	<p>Students will participate in a drama performance with their peers.</p>  <p>How will I work with my friends to share our performance?</p>	<p>Students communicate their observations about the weather.</p>  <p>How could I share my observations about the weather and its impact on living things with my friends?</p>	<p>Students will reflect on their strengths and suggest strategies to improve their work.</p>  <p>What worked well in my artwork? How could I improve it? What could I do better next time?</p>

Key Learning Areas	English	Maths	Science	Technologies	HASS	The Arts	HPE	Italian	
	<p>Responding to text Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation.</p> <p>Students explore the genre of letter-writing and create a short imaginative multimodal text that includes illustrations.</p>	<p>Number and place value - counting forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups.</p> <p>Using units of measurement - directly and indirectly compare the mass, length and capacity of objects, directly and indirectly compare the duration of events.</p> <p>Location and transformation - describe position, describe direction.</p>	<p>The weather and living things Students will use their senses to observe the needs of living things, both animals and plants. They learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds. Students also use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. They observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</p>	<p>Design and Technologies Students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described. Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> investigating environments and analysing how they meet a purpose generating and refining design ideas, communicated by simple drawings producing a simple drawing of a designed solution that responds to a client's need evaluating their design and production processes collaborating and managing by working with others and by sequencing production steps. 	<p>My Family History Students will explore the following inquiry question: <i>What is my history and how do I know?</i> Learning opportunities support students to:</p> <ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past event present stories about personal and family events in the past that are commemorated. 	<p>DRAMA Creating Characters Students focus on using dramatic principles to retell a well known story. Students begin to develop basic character roles using a simple story they have been given. Students work on varying character and movement qualities to establish a role within the story. Students will perform to an audience at the end of the unit.</p>	<p>Media Arts Family Portraits Students use digital manipulation to present alternative representations of family portraiture</p>	<p>ATHLETICS Sprints, Hurdles, Shot put, High jump, Long jump, Relays The student combines and coordinates familiar movements with developing control and strength, and increasing confidence, including when using equipment. Combines and uses different movements, positions, actions and changes of direction with flexibility, confidence, balance and control.</p> <p>SWIMMING Students engage in a variety of activities that promote proficient swimming in an aquatic environment.</p>	<p>Health YCDI – Resilience and Consolidating Social-Emotional Skills Students understand that there are different feelings and the words to describe feelings (happy, sad, angry, worried). They learn what it means to be resilient and understand that frustrating and challenging things can happen at school and home.</p> <p>I am safe Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. <i>Daniel Morcombe Curriculum</i></p>