









# Prep Term 3 2022

**Productive Partnerships** : The Frog Prince incursion, Maleny Dairy excursion, Book Week Author Visit – Pat Flynn  
**Open afternoon:** Week 10 on your class parade day.

## Planning Team:

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| Attributes of Life Long Learners | Think   | Investigate   | Create  | Participate  | Communicate  | Reflect   |
|----------------------------------|---|---|---|--|--|---|
|                                  | <p>Students will think of a Yes/No question to gather data.</p>  <p>Can I think of a Yes/No question to find out more information?</p> | <p>Students will investigate the weather and seasons, and how they affect different animals and habitats.</p>  <p>What do living things need to survive? How does the weather and seasons affect my chosen animal and its habitat?</p> | <p>Students will create a digital story using an iPad.</p>  <p>How will I create my digital story using technology?</p> | <p>Students will participate in an excursion to Maleny Dairy.</p>  <p>What different living things can I see when I visit Maleny Dairy?</p> | <p>Students will communicate a rhyming story or nursery rhyme to their peers with actions.</p>  <p>What do I need to do when I present my rhyme to my friends? How can I communicate clearly?</p> | <p>Students will explore the nature and structure of families.</p>  <p>How are families the same and different? How does my family celebrate special events?</p> |

| Key Learning Areas | English  | Maths   | Science   | HASS   | Technology  | Arts   | HPE   | LOTE  |
|--------------------|--|---|---|--|---|--|---|---|
|                    | <p><b>Interacting with others</b><br/>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features.</p> <p>Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p> | <p><b>Number and place value</b> - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole.</p> <p><b>Data representation and interpretation</b> - identify questions, answer yes/no questions, use data displays to answer simple questions.</p> <p><b>Using units of measurement</b> - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events.</p> <p><b>Patterns and algebra</b> - identify, copy, continue and describe growth patterns, describe equal quantities.</p> | <p><b>The weather and living things</b><br/>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.</p> <p>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 explore that weather conditions are not the same for everyone and 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>Students will investigate the following inquiry questions during Semester 2:</p> <p><b>Who am I, where do I live and who came before me?</b></p> <p>What is my history and how do I know?</p> <p>What stories do other people tell me about the past?</p> <p>How can stories of the past be told and shared?</p> <p><b>Why are some places special and events special to me? How do I know?</b></p> <p>What are places like?</p> <p>What makes a place special?</p> <p>How can we look after the places we live in?</p> | <p><b>Farming solutions</b><br/>Students will explore farming technologies and how design solutions affect our daily lives.</p> | <p><b>Specialist DRAMA</b><br/>During this unit, students will focus on using dramatic principles to retell a well-known story. Students will explore the elements of Drama, including, <i>Role, Situation, Voice, Movement, Focus and Audience</i>. Students will work on varying character and movement qualities to establish a role within the given story. Students will perform to a formal audience at the end of the unit.</p> | <p><b>Specialist Throwing/Catching</b><br/>Students engage in a variety of modified games and isolated drills to develop the skills associated with various throws and catching styles</p> <p><b>Confidence and Persistence</b><br/>Students will recognise what confident behaviour looks like and understand that when they use confident self-talk, it helps them to feel and behave confidently. They will identify different types of positive self-talk that will help them to be confident when making new friends. Students will learn how to become persistent and understand the relationship between persistence and success. They will identify tasks where they need to be persistent in order to do their best.</p> | <p><b>My Mascot</b><br/>In this unit, students engage with the concept of cultural representation through mascots from various countries. They will begin to use vocabulary for descriptions.</p> |