Prep Update!

How We Express Ourselves

For this Unit of Inquiry, the students explored the Central Idea: People recognise important events through a variety of celebrations. They explored a variety of celebrations; inquiring into how people celebrate different events, why people celebrate and the similarities and differences between these celebrations. The students enthusiastically shared artefacts that represented their own personal celebrations. Through this, they demonstrated behaviours which exemplified the PYP Attitudes of Tolerance and Empathy. Through various experiences, the students discussed how different events are recognised and celebrated differently by others. They explored the Olympics through various media and how athletes celebrate success.

100 Days of School!

On Friday 29th of July, the prep students and teachers celebrated their 100th Day of School. The students were involved in the planning process of the celebration and helped decide on the types of activities and decorations for the day. As a part of celebrating their special day, they paraded in their t-shirts which they personally designed. The students shared this with parents, teachers and peers, and demonstrated the PYP Attitude of Appreciation. They participated in numerous activities such as games, crafts and a class party which included music, food and dancing. The students reflected on their day and connected it to the Unit of Inquiry by discussing how the same celebration could be celebrated differently in other classrooms. This special day helped the preps reflect on their efforts of beginning school and their journey so far.
**Transdisciplinary Theme**
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea**
Processes are needed to achieve a purpose

**Lines of Inquiry**
The origins of products
Processes products go through
Purpose for which products are made of developed

**Concepts**
· Causation
· Form

---

**How We Organise Ourselves**

During this Unit of Inquiry, the students will explore various processes. They will begin the Unit by making connections with routines and processes they follow every day, such as their morning routine. The students will be looking into the process related to some foods and other products. There will be an inquiry into the steps taken to create a product to achieve a purpose. The students' curiosity will develop as they explore the concepts and form questions to drive their Inquiry.

To tune the students into the Unit of Inquiry, the students will attend an excursion to a farm and explore the life of a farmer. This will assist the students in discovering the processes products go through before being purchased, such as the process of milk and butter.

---

**Literacy Focus**
**Writing**
Students will be introduced to writing narratives where they will develop skills, such as thinking creatively and extending on their ideas. They will continue to write recounts about their personal experience. The students will further develop their knowledge of sentence structure and the use of conventions such as full stops and exclamation marks. They will be encouraged to re-read their writing to ensure their texts convey their intended message.

**Reading**
Students will continue to strengthen their decoding and comprehension skills through a variety of texts including fiction and non-fiction books. Students will continue to improve their knowledge and use of reading strategies such as recognising common letter blends, and re-reading to ensure they comprehend the text. Students will also be encouraged to continue to read with expression and read fluently as they progress with their reading.

---

**Numeracy Focus**

**Location**
Students will be encouraged to describe the location of various classroom objects through the use of everyday language. They will interpret, follow and give simple directions, using language such as 'next to', 'near', 'forwards' and 'towards'.

**Money**
Students will explore the use of Australian coins and their value. They will do this through role playing real-life situations, such as shopping. The students will be encouraged to use associated language such as cents and dollars.

**Place-value**
Students will be re-visiting place value to develop their understanding of numbers. They will explore interpreting, recognising, reading and ordering a range of numbers. The students will use hands-on materials, such as tens frames, icy-pole sticks and think boards to represent numbers.