



# Welcome - Wominjeka

- ❖ Housekeeping
- ❖ P.E , Art & French
- ❖ Indicative Timetable
- ❖ Choosing
- ❖ PlayWorlds
- ❖ Classroom Agreement
- ❖ Unit of Inquiry



# Housekeeping

- Compass
- Kelly Club
- Lost Property
- Choir - Thursday morning
- Chess - Thursday after school
- Library - Opened Friday after school
- Swimming - Next week
- Seesaw
- Teacher Email



PRESHIL  
THE MARGARET LYTTLE MEMORIAL SCHOOL

# PE Term 1

# Amanda Barnetby



# PE at Arlington

- Focus
  - Teamwork
  - Communication



- How will that look?
  - Cooperation games
  - Basketball
  - Soccer



# LOFTIES ART

*Central Idea: Art is a Language that can be used to express*

*Our lines of inquiry:*

- *how colour can be used to communicate or express*
- *how symbols, gestures and images can be used to communicate or express*



So far this term, we have been using the narrative of (an adapted version of) the little mermaid to explore the expressive qualities of colour

## **Key Concept: Form**

Art is a form of communication that allows us to convey ideas, feelings and concepts to an audience.

## **Other Concepts:**

VTS (visual thinking strategies)  
Abstract  
Narrative  
Expression  
Communication



<b>LOFTIES 6s and 7s</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Session 1 9:00 - 9:50	Art & P.E	Literacy	Literacy	Maths	Maths
Session 2 9:50 - 10:40	Art & P.E	<b>Philosophy</b> <hr/> Literacy	Literacy	Maths	Maths
<b>MORNING TEA</b>					
Session 3 11:10 - 12:00	Literacy	Art & P.E	Writers Workshop	Choosing	<b>Electives</b>
Session 4 12:00 - 12:50	Literacy	Art & P.E	Writers Workshop	Choosing	
<b>LUNCH</b>					
Session 5 1:50 - 2:40	<b>French</b>  <b>French</b>	<b>French</b>  <b>French</b>	<b>French</b>  <b>French</b>	<b>French</b>  <b>French</b>	Writing
Session 6 2:40 - 3:30	Maths <hr/> Mindfulness	Maths <hr/> Mindfulness	Inquiry <hr/> Mindfulness	Inquiry <hr/> Mindfulness	Writing <hr/> Mindfulness <span style="color: pink;">T</span>

# Task-Oriented Learning - Choosing

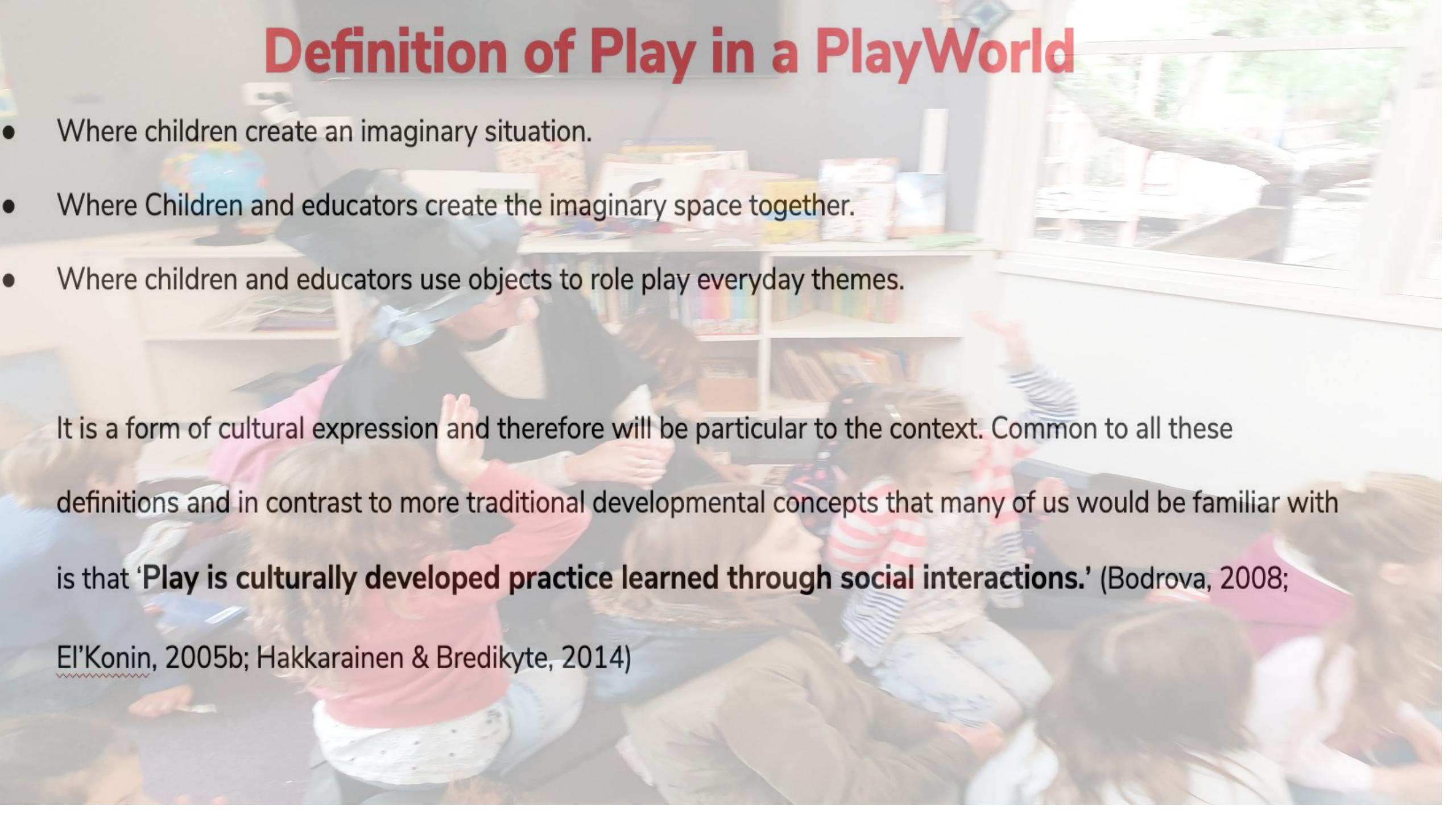
Preshil believes that providing children with the choice to follow their own interests leads to a more compelling and rewarding learning experience for both child and teacher. By taking ownership of their education children invest more of themselves and are more motivated to learn.

# *Conceptual PlayWorld*

- Preshil has always understood the importance of play. This is why times for play are not relegated to recess times, but have always been included in our program as a tool for teaching in the Primary School.
- All play is purposeful, and we believe and observe that the children are inherently motivated to play.
- Preshil began working in partnership with Monash University in 2015 when the Director of Early Learning at that time, Dr Rebecca Lewis, was undertaking a PhD about the role of the teacher in play based programs. The collaboration centred on Conceptual PlayLab research, and Professor Marilyn Fleer's Conceptual PlayWorld model which was part of the ARC (Australian Research Council) Project. The PlayWorld model focuses on creative and purposeful ways for young children to learn STEM (science, technology, engineering and mathematics) concepts through play and imagination.
- Since then, Preshil has developed PlayWorlds as a central element of the learning program in the early years within our International Baccalaureate Primary Years Programme (PYP), for children in our Kindergarten through to year two.

# Definition of Play in a PlayWorld

- Where children create an imaginary situation.
- Where Children and educators create the imaginary space together.
- Where children and educators use objects to role play everyday themes.

A photograph showing a group of young children in a classroom or playroom. They are sitting on the floor, some wearing costumes like a cowboy hat and a striped shirt. They appear to be engaged in a group activity or play. In the background, there are shelves filled with books and other classroom materials.

It is a form of cultural expression and therefore will be particular to the context. Common to all these definitions and in contrast to more traditional developmental concepts that many of us would be familiar with is that '**Play is culturally developed practice learned through social interactions.**' (Bodrova, 2008; El'Konin, 2005b; Hakkarainen & Bredikyte, 2014)

Rachel Chloe

## Classroom Agreement

We can show respect and care by:

- Helping someone when they have hurt themselves.
- Cleaning and tidying the things we use instead of throwing them around
- Not hurting someone's feelings on purpose
- Listening and looking at someone when they are talking
- Using quiet, calm and inside voices
- Not policing others

As a classroom community at Preshil, we are:

- A shared space
- Clean and tidy with our classroom
- Caring and kind towards others, our resources and nature
- Respectful to other people's thoughts, ideas and opinions
- Respectful of others' right to learn and feel safe

At Preshil, we show courage by:

- Having-a-go at something new
- Saying kind things to ourselves
- Allowing others to do their work
- Doing our best and not giving up
- Taking responsible risks

Frank!

Phoenix

Sicue

Nanaki

Archie

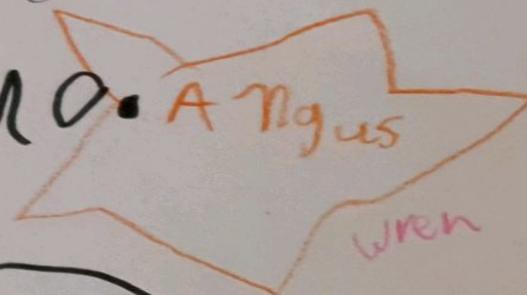
Maya  
or  
Perisa

MAX

Sophie

Simon

Valentino



Paul

ADA

STEPH

Lila

DUAIN

Henry

Gos hill

Hugh

Martin  
William

# Unit of Inquiry

## Central Idea

Little people have big ideas.

## Little People, BIG DREAMS

### Lines of Inquiry

- Family life is unique to each individual
  - How do we create ideas (goals)
- How choices affect ourselves and others

# Questions

