



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

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



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

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.

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

Phoenix

FRANK!

Silve

Nanaki

Archie

Maya
or
Patsa

MAX

Sophie

Simon

Valentino

Angus

Wren

DUPAIN
HENRY

STEPH

ADA

Paul

Co hill

Lila

High

Martin
William

Unit of Inquiry

Central Idea

Little people have big ideas.

Lines of Inquiry

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

Little People, BIG DREAMS



Ada Lovelace



Marie Curie



Amelia Earhart



Maya Angelou



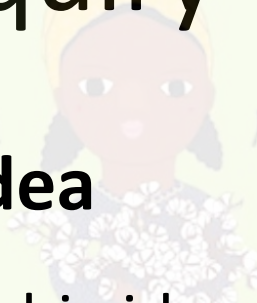
Jane Austen



Ella Fitzgerald



Josephine Baker



Harriet Tubman



Agatha Christie



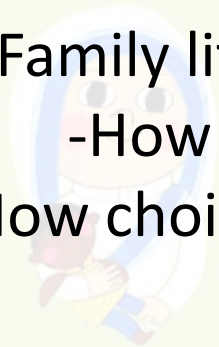
Rosa Parks



Georgia O'Keeffe



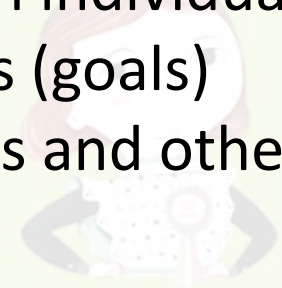
Coco Chanel



Mother Teresa



Audrey Hepburn



Emmeline Pankhurst



Frida Kahlo



Anne Frank

Questions

