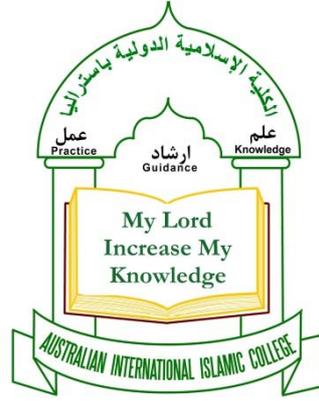


In the Name of Allah, Most Beneficent, Most Merciful

Australian International Islamic College

الكلية الإسلامية الدولية باستراليا



2015 PREP INFORMATION BOOKLET

Our mission is to educate students with strong Islamic values and beliefs and provide an excellent academic foundation for students to advance according to the capabilities bestowed on them by Allah (SWT) to excel and achieve their career goals and live harmoniously within the wider community.

INTRODUCTION

Prep is often a child's first experience with more formalised programs and schooling. Here at AIIC we welcome children into a caring, supportive and nurturing environment in which children are encouraged and challenged to seek their potential. The children in Prep are very much a part of AIIC and as such, the children wear school uniform, attend school Monday to Friday (8.40 am – 3.05 pm) and follow the AIIC calendar. They attend salaah, assembly, and participate in the school community.

At all times, children are the central focus of the early childhood curriculum and our program. 2015 is an exciting year as we continue to implement the new National Curriculum. English, Maths, Science, Geography and History are taught and in 2105 we can add Health and Physical Education (HPE) and Art to our portfolio of National Curriculum subjects. The Language Other Than English (LOTE) taught is Arabic and includes writing and reading Arabic). The goal we have is to enable students to become independent, capable learners who learn best when they are engaged in activities they have an interest in. We aim to provide an education program optimum in structured and unstructured learning opportunities where learning is fun and students are actively engaged and wanting to learn.

There are 5 contexts for learning:

- Play
- Real-life situations
- Investigations
- Routines and transitions
- Focused learning and teaching

While themes are followed in Prep, children's ideas and thinking are valued and so, co-curriculum activities and learning takes place. Curriculum continuities establish links for children between their prior, current and future learning. In the Prep setting, building on prior learning and experiences is crucial.

PREPARATORY CURRICULUM

1. ENGLISH

There are 3 parts to the Prep English curriculum:

- **Language** (spoken and non-verbal communication, phonemic awareness (listening to single sounds in words), phonics (sounds given to letter(s)) and word knowledge including high frequency words, and vowel/consonant words).
- **Literature** (reflecting on texts, responding and discussing).
- **Literacy** (sequencing, reading strategies, comprehension strategies, oral communication skills, creating texts, vocabulary and writing, handwriting and word processing).

All these aspects of the English curriculum are taught throughout the year. Both visits to the Computer Lab and class set of iPads support the English curriculum.

Literacy development is interwoven throughout the program for formal and informal learning to take place. We aim to keep this learning relevant, concrete and understandable for each child, recognising that each child is an individual with their own needs and development level.

While Standard Australian English (SAE) is used, children's home languages are also valued. Children who have English as a Second Language are immersed in the English language which they acquire through listening and participating in activities. The Prep Class is supported by the ESL Department.

2. MATHEMATICS

There are 3 strands to mathematics:

- Number and algebra
- Statistics and probability
- Measurement and geometry

By the end of Prep, students are able to confidently recall the sequence of numbers to 20, match names and numerals and find the total of small collections by counting. They subitise small quantities, partition numbers to 10 and use one-to-one relations to share and count out quantities. Students collect data from straightforward questions about themselves and familiar events and, with assistance, can organise this data. They readily use everyday language to describe measurements found by direct comparison and sort and classify familiar shapes. They learn the concepts of addition, sharing and subtraction in the latter part of the year.

3. SCIENCE

There are 3 strands to science:

- Science and Understanding.
- Science as a Human Endeavour
- Science Inquiry Skills

Children participate in guided group investigations. They use appropriate senses to explore and describe phenomena and objects of interest. Throughout the year we cover all 3 strands including a focus on the 5 senses, recognising and describing characteristics of their immediate environment, recycling and lifecycles, (of chickens and plants).

4. GEOGRAPHY

People live in places focuses on developing students' understanding of place. Students explore the place they live in and belong to, and learn to observe and describe its features. Learning about their own place and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. Students also explore maps and various methods of mapping key features. They explore the world map in further detail and by the end of Prep they know where Antarctica is!

5. HISTORY

In Term 1 students develop their understanding of the self in the unit "Me and my family". They explore physical differences and family structures. They share artifacts and photographs corresponding with their personal histories. At AIIC we promote tolerance through our history unit and in Prep we emphasise an understanding of cultural difference. Parents are invited to a 'share

day' through which they interact with students about their heritage and family origin. In Term 3 students learn about farms and Australian farming history. They explore 'man versus machine' and develop an understanding of how technologies on farms have changed over time. They also visit a real dairy farm to further connect with their experience.

6. ART

Children develop their abilities to express ideas creatively using a variety of experiences, media and artistic forms related to dance, drama, media, music and visual arts such as painting and drawing using a variety of materials, for example, charcoal, oil pastel and pencil. Children become creative when given the resources to plan, develop and make their ideas, especially in box construction.

7. HEALTH AND PHYSICAL EDUCATION (HPE)

There are 3 specific focuses:

Making healthy choices: children build a sense of well-being by making choices about their own and others' health and safety with increasing independence. We focus on "Healthy Bodies, Healthy Minds" in Term 1.

Gross motor: the development and refinement of movement using coordination, sensory motor and perceptual motor skills. This may involve awareness of and confidence in physical abilities using equipment, physical challenges and the enjoyment of physical activity.

The Preps also follow a Perceptual Motor Program (PMP) as part of HPE and in Terms 1 and 4, there is one swimming lesson per week for 5 weeks (10 weeks over the year).

Fine motor: develop fine motor skills (use of fingers and hands) to manipulate equipment, tools and objects with increasing coordination, strength and control, eg, correct pencil grip, threading, and scissor skills.

8. SOCIAL AND PERSONAL LEARNING

There are two dimensions, the first is social learning. Children are taught pro-social skills to develop friendships, perseverance and independence. Strategies for different situations are modelled, role-played and positively reinforced. Children cooperate with others in social situations and here, diversity is respected and appreciated. They are taught the necessary skills required for successful learning.

The personal learning dimension focuses on developing children's positive identity as a capable learner, improve their self-esteem, resilience, personal organisation and independence.

HOMEWORK

It is expected that all parents will support their Prep child when they are given homework. The type of homework changes as the year progresses. Children start with Pre-writing and progress through, numbers, letters, sightwords, home-readers and spelling.

THEMES (All themes are subject to change).

Term 1: 'Me and my family', "Healthy Bodies, Healthy Minds - You are what you eat", 'The 5 senses'.

Term 2: Fairytales and Nursery Rhymes

Term 3: 'On the farm' and children's choice.

Term 4: Under the sea', and 'What's the weather today?'