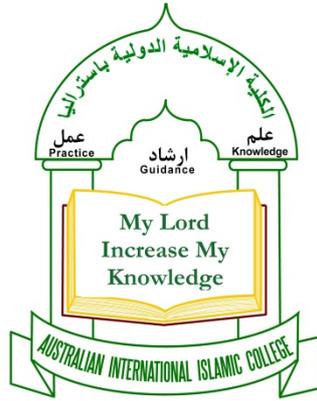


In the Name of Allah, Most Beneficent, Most Merciful

Australian International Islamic College

الكلية الإسلامية الدولية باستراليا



2017 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 can be a child's first experience with more formalised programs and schooling. Here at AIC 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 AIC and as such, the children wear school uniform, attend school Monday to Friday (8.300 am – 3.05 pm) and follow the AIC calendar. They attend salaah, assembly, and participate in the school community.

At all times, children are the central focus of the curriculum and our program. In line with state and federal guidelines, we teach the National Curriculum. English, Maths, Science, Geography, History, Technologies, Art and Health and Physical Education (HPE). The Language Other Than English (LOTE) taught is Arabic which 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 and children are always wanting to share.

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. Visits to the Computer Lab, in-class computers and a class set of iPads support the English curriculum as well as subscription to online phonic and reading programs.

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, recognising and describing characteristics of their immediate environment, living and non-living things, the 5 senses, materials, weather, movement, 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.

5. HISTORY

In Term 1 students develop their understanding of '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. In Term 4 students learn about different celebrations around the world.

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, fabric pens and crayons for a shoe bag design, charcoal, oil pastel and pencil). Children respond to art, their art and that of well-known artists – all children have a voice.

7. TECHNOLOGIES

In Design Technologies students have a task to create sea creatures with moving parts. Digital Technologies involves students exploring and experiencing different types of digital technologies (cross linked to Art when students take digital photos).

8. 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.

9. PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

This year, as a whole school approach, we are embarking on the 'You Can Do It' program which aims to teach children specific social and emotional skills (confidence, persistence, organisation and getting along with others) to help them take responsibility for their learning, behavior and emotional wellbeing.

Children are taught pro-social skills such as being a friend, nice words, how to wait, 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.

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 numbers and pre-writing, then 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?'