

Welcome to our first term together of Prep. This newsletter will outline the work we will be doing during Term 1.

SETTLING INTO SCHOOL

During Term 1, our focus is on:

- A sense of home group – learning names of class members, developing a relationship with teacher, knowing where things are within the room.
- A sense of being a part of the school community
- Learning about the school values, in particular the values of Responsibility and Respect.
- Establishing relationships with teachers, peers and buddies.
- Participating in the Better Buddy Program. Establishing a supportive environment for Prep and Year 5/6 buddies.
- Establishing daily routines, eg unpacking bags, lining up, being able to discriminate between snacks and lunch.
- Establishing learning routines, eg take home books, working in different books, working in groups, collecting materials and getting ready to begin tasks.
- Developing friendships, eg role playing how to ask someone to play.
- Resilience (problem solving), play, what to do when someone says “No!” Role playing and circle discussions about dealing with situations in the yard and the classroom, eg finding the yard duty teacher, solving issues.
- Social behaviours, eg sharing, turn taking, speaking nicely to others, developing classroom rules and appropriate social behaviours.
- Departmental Assessment – English Online and Mathematics Online interview.

WORKING TOGETHER

We would appreciate your help by encouraging your child and supporting our program in the following ways:

- Ensure your child has a clearly named bottle of water each day.
- Ensure your child has a clearly named school hat to wear from the beginning of school until April, and from September to December.
- Ensure your child has their own sunscreen, preferably roll on, in their bag from the beginning of school until April, and from September to December.
- Reading/Sharing take home books daily, and caring for these.
- Sharing and displaying your child’s work.
- Teaching your child to tie shoelaces.
- Ensuring belongings and clothing are **clearly named** (please check regularly).
- Checking your child’s bag for notices/letters (found in front pocket of bag).
- Replying promptly to notices and requests.
- Carefully monitoring your child’s health especially once cold etc become prevalent.
- **Writing a note to explain absences unless you have spoken to the teacher.**

- Ensuring that we are notified of any changes of going home arrangements and that students leaving earlier are collected from the classroom. (You will need to sign the "In/Out Book" at the office for this).
- Prior to going on extended family holidays or cultural events/holidays, a note must be given to the classroom teacher for approval by the principal.
- Notify us of changes of address, phone numbers in case of emergencies.

It would be appreciated if you child had some fruit and vegetables as we have a 'FRUIT AND WATER' session after the lunch break.

RESTORATIVE PRACTICES

Restorative Practices is a whole school behaviour management approach, designed to enhance student engagement and productivity.

During Term 1, we will be using circle time to role play situations and discuss how to resolve the situation the best way. For example, what to do when someone says something that you don't like or hurts you. We will also use circle time to solve issues that arise in the yard or classroom.

ENGLISH

ORAL LANGUAGE

Learning in this area will focus on:

- Speaking in complete and grammatically correct sentences. *For example, 'Can I please go to the toilet?' instead of 'I need toilet'.*
- Sharing circles – sharing what children played with, a favourite toy / food / holiday etc.
- Discussing feelings and thoughts.
- Recognising the sounds in words. Eg ball and bat both start with the same first sound.
- Weekly Show and Tell.
- Using personal pronouns such as he, she, his and her.
- Community circles and role playing situations such as asking a friend to play, finding the yard duty teacher.
- Sharing rhymes, poems and songs.

READING

Learning in this area will focus on:

- Learning concepts about print - which way does the book go? Where do we start reading?
- Learning the difference between letters and words.
- Teaching early reading strategies such as pointing to each word as it is read, getting their mouth ready for the initial sound in a word, and using the picture as a clue.
- Discussing authors, illustrators, characters and events. Retelling an event.
- Immersion in a variety of print (newspapers, magazines, books, images, signs, recipes, computers).
- Creating individual class books.
- Discussing the three ways to read a book – read the pictures, read the words and retell the story.
- Establishing 'Read to Self' expectations.
- Beginning Take home readers.
- Learning letters and their corresponding sounds.

WRITING

Learning in this area will focus on:

- Recording their thoughts in drawings and then writing.
- Concepts about print such as starting point, directionality, return sweep.
- Learning about spaces between words.
- Recording sounds heard in words. Recording initial sounds then other sounds heard.
- Using the correct pencil grip.
- Formation of learned lower and upper case letters.
- Reading back their own writing.
- Writing some high frequency words such as I, to, the, is.

MATHEMATICS

NUMBER

Learning in this area will focus on:

- Numbers are everywhere.
- Counting forwards and backwards from 10 and then extending to 20.
- Numbers 0 – 9:
 - Recognising numeral
 - Written formation
 - Making collections
 - Counting collections
 - Representations in the environment eg what comes in twos? Shoes, eyes
- Instantly recognizing the number of objects in a small group, without counting.
- One to one matching when counting a collection.
- Playing a variety of dice games.
- Making and continuing colour patterns.

MEASUREMENT AND GEOMETRY

Learning in this area will focus on:

- Mass: Hefting objects (for example, test the weight of something by holding it in your hand) to identify lighter/heavier object. Using balance pans to check.
- Length: Ordering objects from shortest to largest.
- Positional language: using positional language (*Next to, in front, behind, on top, through*) to describe the location of an object.
- Shapes: naming simple 2 dimensional shapes such as square, circle, triangle.
- Capacity: using rice/sand to decide which container holds more/less.
- Practising reciting the days of the week in order.

STATISTICS AND PROBABILITY

- Asking a friend a yes/no question and recording.

iPAD APPS

These are the main iPad apps that we will be using in the classroom during Term 1.

Literacy Apps:

- rED
- Touch and Write Australia Victorian Unjoined Cursive
- Eggy Alphabet

- School writing
- Starfall ABC
- ABC ninja

Mathematics Apps:

- Eggy numbers
- Bugs and numbers
- Friends of Ten
- Targeting maths K

CLASS BLOGS

We will be using our class blogs to share what we are learning in the classroom, and to provide activity ideas for rehearsal of skills at home. We encourage you to regularly check your child's class blog and assist your child to complete activities or share their comments.

Our class blogs are as follows:

- J15 Miss Matters: <http://kidblog.org/PrepJ15/>
- J16 Ms Browne: <http://kidblog.org/PrepJ16 2015/>
- J17 Miss Lewis: <http://kidblog.org/PrepJ172015/>
- J18 Miss Hanley: <http://kidblog.org/misshanley/>

SPECIAL EVENTS

The Special events for Term 1 are:

- The Life Education van visit
- Walking to the supermarket to buy goods for the Healthy Breakfast.
- The Prep Healthy Breakfast.

Parent help will be required for the supermarket walk and the Healthy Breakfast.

Well, Term 1 is a very busy term and we hope that the transition from Kinder to Prep has been smooth. Many of these things outlined in the newsletter will continue throughout the year and be built upon.

We look forward to working with you this year to help your child reach their full potential!

Thanking you

Ali Browne, Bonnie Lewis, Chloe Hanley and Jacqui Matters ☺

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