

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

SETTLING INTO SCHOOL

During Term 1, our focus is on;

- A sense of home group – learning names of class members, developing a relationship with the 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.
- Creating 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.
- 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 look like:

- 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 they 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 look like;
- 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 look like:

- 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 look like:

- Understanding that 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
 - Partitioning numbers
- 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 look like:

- Mass: Hefting objects (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, and triangle.
- Capacity: using rice/sand to decide which container holds more/less or the same.
- 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

SPECIAL EVENTS

The Special events for Term 1 are:

- 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.

IMPORTANT DATES

- **Monday 22 February and Tuesday 23 February - Parent-Teacher 'Meet and Greet'.**
- Monday 22 February – Prep students begin full school days (Pick up time -3:30pm)
- Friday 4 March – Curriculum Day (pupil free)
- Monday 14 March – Labour Day
- Last day of Term 1 – Thursday 24 March

LIBRARY

During Term 1, Prep students have a 50-minute library lesson, with **Miss Michelle Sterjovski** each week. During this session, ICT as well as library skills will be taught. Students will also have an opportunity to borrow library books. In Terms 2-4, Prep students will have a 50-minute library lesson with their classroom teacher and a separate 50-minute lesson of ICT with Miss Michelle Sterjovski.

The aims of the Prep Program are:

- To interest the students in literature
- To introduce them to a range of reading material suitable to their stage of development
- To teach the students how to look after our resources
- To teach the students how to find the resources they want to borrow

Preps can borrow two books, either a picture storybook or an easy non-fiction book, at a time. The loan period is for one week. Books should be returned on or before the day of the library session to the classroom.

Named library bags are a compulsory item for Preps. These will:

- Help protect library books from damage
- Help the students keep track of their books
- Help misplaced library books return to their owners

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

Prep children have access to the wonderful world of computers both in the classroom and in the Computer Lab. Children attend sessions in the Lab with **Miss Michelle Sterjovski**, and the programs that are used in the Lab will also be available in the classroom.

During the year, students will have the opportunity to:

- Learn to use the hardware efficiently
- Use Kid Pix and Paint to develop their graphical skills
- Develop basic word processing in Microsoft Word
- Use a number of programs specifically designed to aid their knowledge in the content areas in their classrooms
- Design simple animations
- Basic Cyber Safety
- Learn to save and print their work

Prep students also have access to laptops and iPads within their classroom. Classrooms also have either a TV or Interactive White Board for teaching purposes. Classroom teachers will plan and incorporate these technologies into all learning areas as they see fit.

VISUAL ART

Our aim within the Art room is to provide an imaginative and creative program, which engages students in stimulating and challenging art experiences, so that they learn to work with ideas, develop artistic skills and respond to art works.

- Each grade will attend one session of Visual Art per week with Art Specialist, **Ms Clare Meehan**.
- Children should provide a clearly named art smock to protect their clothing.
- Children's artwork will be promoted imaginatively and positively within the art room and around the school.

Prep students will:

- Create ideas.
- Investigate sources of information.
- Explore materials.
- Manipulate techniques and processes.
- Arrange art elements.
- Draft designs.
- Develop visual awareness.
- Include the use of technology.
- Work individually and collaboratively.

Forms undertaken will include Drawing, Painting, Printing, Collage, Modelling, and Textiles. Artworks will incorporate 2D and 3D pieces.

MUSIC/PERFORMING ARTS

The emphasis of the Music program is the development of skills including spatial awareness and movement, sense of pitch and rhythm, and a pleasant singing voice. Whole body movement is used as the basis for the majority of most activities in Prep Music, in accordance with their current stage of development. The program draws on two approaches devised by European music educators – **Kodaly** and **Orff Schulwerk**. The **Kodaly** approach uses the melodies of children’s songs taught in class to develop a deep understanding of pitch and rhythm. The **Orff Schulwerk** approach uses song, dance, body percussion and other media to learn material that is developed in a number of ways.

In **Term 1** Music, students will be learning about the different resources available in the Music room and how these can be used in various activities. Students are taught about the difference between their “singing voice” and other “voices”, moving in response to changing sounds, and starting and stopping in response to given cues. Movement activities including Musical Statues and Follow the Leader, are used in conjunction with songs and circle games.

Time Allocation

Each class has one Music specialist session per week, running for 50 minutes conducted by **Mr David Perry**. After the roll song, singing, movement and game activities are alternated in order to maximise student engagement.

How can you help your child?

- Remind your child that classroom Music is for all children, not just those that are “good at music”.
- Encourage them to participate fully in all classroom activities.
- Ask your children to sing you the songs learned in Music, or to recount the stories heard in Prep assemblies.

Prep Assembly

Music will be an integral part of the student’s work encouraging them to sing, play, perform and listen in the classroom. On Friday mornings, the Prep grades have an additional Music Session (Prep Assembly) with **Mr David Perry**, where songs, games and stories are used to consolidate the learning in the classroom program.

Concert

All Prep students will be participating in a concert, open to families and friends, later in the year. More details will be forwarded to families as the year progresses.

PHYSICAL EDUCATION (PE)

This specialist session will be taken by **Mr Trent O'Sullivan**. The emphasis of the Physical Education Program is the development of skills, co-ordination, co-operation, enjoyment and healthy positive attitudes to physical activity which will prepare students for future recreational pursuits.

This term in PE we will be covering the areas of movement, safe space, rules and the fundamental motor skills of ball handling/ bounce/kick/strike/throw/catch and minor games.

The program will be supported this year by:

- Perceptual Motor Program (PMP)
- YMCA Gym
- Sporting Clinics as offered lessons, eg Tennis lessons/Cricket lessons/Rugby clinics

Time Allocation

Each class will have a Physical Education specialist session per week, running for 50 minutes.

The basic outline of each session will involve a warm up, skill based activities, a game or activity and a cool down session. A fun House Tabloid Sports morning will be held during of Term 4 for Prep students.

How can you help your child?

- Show your child you believe physical activity and sport to be important for one's physical and social well-being by playing a game in the backyard with your child or going to the park to throw, kick and catch a ball, encourage using a skipping rope.
- Encourage your children to be active rather than passive during spare time.
- Ensure your child presents himself/herself for PE and Sport properly attired, especially footwear.

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!

Please feel free to contact us with any concerns.

Thanking you

Ali Browne, Mark O'Halloran, Chloe Hanley and Jacqui Matters 😊