



IRAMOO PRIMARY SCHOOL No. 5152

April, 2018

GRADE PREP NEWSLETTER TERM 2

Dear Prep Parent/Guardian,

We hope you had a restful and enjoyable holiday break and would like to welcome you to a busy and exciting Term 2. The way in which the Prep children have settled into our school routines has been very pleasing and we look forward to sharing another highly rewarding term together.

LITERACY

In Term 2, the children will be continuing to build upon their existing knowledge of the alphabet and encouraged to use this knowledge to assist with reading and writing words. The children will learn to recognise and name alphabet letters in both uppercase and lowercase form and identify the common sounds that the letters can make within words. They will also continue to practise writing alphabet letters correctly during formal handwriting sessions conducted on a weekly basis.

We are currently introducing the children to new letters and high frequency words each week. Throughout the week, children are involved in a range of meaningful reading and writing activities, which incorporate the new letter(s) and word(s). The high frequency words being taught are common words that the children will encounter in a range of books and use in their own writing. A thorough knowledge of these words and the alphabet is crucial to your child's Literacy development.

To help your child become familiar with the alphabet and the high frequency words you can:

- identify simple household objects that start or end with a particular letter/sound
- play games of I Spy using different letters and sounds (e.g. "I spy with my little eye something beginning with s")
- have your child regularly sing the associated rhyme for each letter (e.g. "monkeys are munching m m m")
- say the letters and words aloud and practise writing them with a range of writing tools (e.g. pencils, textas, crayons or on computer programs such as Paint, Kid Pix or Word)
- make the words with play dough or magnetic letters
- write the letters/words on small cards and play games such as Snap, Concentration or Tic Tac Toe
- find letters/words in catalogues, newspapers, magazines and take home books.

*The manilla folder containing the alphabet chart and high frequency word list will be updated by your child's teacher **each week**. Please ensure that it is kept in your child's blue take home reading bag.*

It is important for your child to continue to read at home to develop good 'home learning' routines, even in the first year of school. We ask that children read their take home reading book with an adult **every night**.

To help your child develop good home reading routines please:

- Find a quiet area in the house to read the take home book together so that your child can concentrate (*not in front of the television*).
- Discuss the book first. Talk about what *might* happen in the story and use the *pictures* to help make sense of the story. The book that is brought home each night should be easy for your child to read so that he/she can develop confidence and enjoy the reading experience with you. More challenging books are read at school to allow the teacher to provide the necessary support and strategies to allow your child to develop their reading ability.
- When your child has difficulty with a word, use the **3 Ps**:
Pause – allow a little time for your child to check the pictures and the words to try to work out the meaning by him/herself.
Prompt – give a hint such as, “*What might make sense there and start with that letter?*”
Praise all efforts. If your child is still unsure after a try, tell him/her the word so that he/she doesn’t lose the meaning of the story.
- After reading the book, ask your child simple questions about the story such as, “*What was your favourite part?*” and “*What happened at the end of the story?*” to help build your child’s comprehension skills.
- Provide uninterrupted time for your child to read *independently* for at least 5 minutes each day.
- Sign the reading diary **each night** and encourage *your child* to be responsible for returning the book, blue bag and diary **each day**.

NUMERACY

This term we will continue to develop students’ understanding of numbers 0 to 20 and beyond. We will also cover the concepts of Space (shapes and location), Measurement (length, time and daily cycles) and Patterns.

To help your child at home, include them in activities such as:

- counting forwards and backwards to 20 and beyond from different starting points
- counting objects around the house or on the way to and from school. “*Let’s count all the blue cars*”
- setting the table (counting the number of people and putting out the correct number of plates, glasses, forks etc.)
- singing number songs such as ‘Five Little Ducks’ and ‘Ten In The Bed’
- finding numbers in a range of places (magazines, books, signs, prices, packaging, letterboxes, calendars, number plates etc.) and discussing the *purpose* of the numbers in each situation. “*The numbers on this price tag tell me how much money I need to pay for this if I want to buy it*”
- sorting, organising and counting collections such as, clothes, toys, books, shells, rocks, birthday candles. “*Can you put all of the dolls together?*” “*How many red toys do you have?*”
- identifying objects at home and in your neighbourhood in the shape of circles, rectangles, squares and triangles
- playing games of ‘Simon Says’ using location words (*on, under, in, behind, next to, over, beside, between etc.*) e.g. “*Simon Says put your hands **on** your head. Simon Says put your hands **behind** your back*”
- comparing objects in relation to their length and mass. “*Is your book longer or shorter than the table?*” “*Is the pencil heavier or lighter than the book?*” “*Who is the tallest person in our family?*”

- discussing activities completed at a common time each day. “*We eat breakfast in the morning. You have a bath in the evening.*” “*What else do we usually do in the day/night?*”
- wearing and regularly telling the time on an inexpensive *analogue* watch
- writing important events, such as the date of his/her birthday, on a calendar displayed in a prominent position in your house

THEME

In Term 2, students will be studying the theme ‘***Weather in my World***’

- Each day the weather affects our work and leisure activities. The weather influences our decisions about what to wear and the things we do. In this unit of study, the children will explore how the weather affects what we do. Children will develop an understanding of how there are four distinct seasons in a year, including how the weather changes daily and seasonally. At the conclusion of the unit, children will be able to describe differences between each of the seasons.

ATTENDANCE & PUNCTUALITY

It is important for children’s academic development that they attend school **every day**. Children who are frequently absent miss important learning time and sequential learning activities. If your child is absent from school a signed note is required when they return to explain their absence. To maximise children’s learning opportunities, it is also vital that they arrive at school on time. School commences at **8.50 a.m.** Children who are late must obtain a late pass from the office before entering their classroom. ***Please aim to have your child at school by 8.45 a.m. each day.*** This allows time for your child to go to the toilet before the bell and not interrupt his/her own literacy learning or the learning of other children.

GLASSES FOR KIDS PROGRAM



Late last term, information regarding the Glasses for Kids Program was sent home with your child. If you want your child to participate in the program and have not already done so, please complete the Consent Form and Eye Health Questionnaire and return them both to our school as soon as possible. The optometrists will be attending our school to complete screening on **Thursday,**

May 3 and **Monday, May 21.**

BRAVEHEARTS

On **Thursday, April 19**, the Bravehearts organisation visited our school to perform the Ditto’s Keep Safe Adventure Show to children in Grades Prep, 1 & 2. The 40-minute show provided children with the basic principles of *personal safety* and the tools to stay safe and to know what to do if they find themselves in a situation they are uncertain about. Themes covered during the show included; yes and no feelings, warning signs, private parts and privacy, it’s ok to say no if you don’t feel safe and what to do if you feel unsafe or unsure. Children were given a booklet to bring home and share with you to solidify key messages from the show.

**KIRBY BEBEND, TENILLE CISTERNAS, LAURA MEEHAN (TEAM LEADER),
AN NGUYEN & EMMA SAUNDERS
PREP TEACHERS**

SPECIALIST CLASSES

Below is a brief outline of what all Grade Prep students will be learning about this term in our specialist areas.

Visual Arts

Famous historical artists will inspire the students' artwork this term. The students will be introduced to a range of artists such as Pablo Picasso and Wassily Kandinsky as well as the art movements and styles these artists began. They will experiment with a range of materials such as paint, collage and drawing as stipulated in the Victorian Curriculum for Visual Arts. The students will be inspired by a number of famous paintings and artworks and will develop vocabulary and skills specific to Fine Art. Students will be creating a portrait of themselves in the style of Picasso. They will also contribute a piece of artwork to the Prep mural that will be displayed in the school office area.

Performing Arts

Prep students will continue to participate in activities that involve singing, moving to music and playing simple musical instruments. As stated in the Victorian Curriculum, they will have the opportunity to *rehearse and perform songs and short instrumental pieces, which they have learnt and composed*. The students will learn to tell a story using both instruments and voice, follow the beat of the music and develop skills in using tempo (fast and slow) and dynamics. They will use their developing acting skills to perform the story of Snow White and they will have an introduction to opera through an interactive presentation of Hansel and Gretel. In the middle of the term, students will attend '**Pick a Peck of Pickled Poems**' where poetry will be brought to life with a variety of puppets, costumes and props.

Physical Education (P.E.)

This term, Prep students will be introduced to basic ball skills such as throwing, catching, rolling and bouncing. Following the guidelines of the Victorian Curriculum, students will be given the opportunity to *practise fundamental movement skills through active play and structured movement activities* in groups, with a partner and by themselves. We will be developing their coordination skills and balance in Gymnastics. To conclude the term, the students will explore physical movement using skipping ropes.

****Spectators are welcome to take photographs at our school events but must of course be respectful of their use on social or other media, not taking or posting a photo of any child without permission from the child's parent/guardian.**

Digital Technologies

Term 2 will continue to be an exciting time for the Prep students as their independence and skill levels continue to increase using technology. We will once again use the Kid Pix drawing program to utilise the tools introduced during Term 1 and further develop skills by introducing how to import photographs and how to manipulate them with editing tools. The students will also be introduced to the LEGO Digital Designer Program. This program allows students to build structures using LEGO bricks in a digital form in accordance with the Victorian Curriculum that recommends students *follow a sequence of steps and decisions needed to solve simple problems*.



Parents and carers contribute to traffic problems around our school. Please help by obeying the parking restriction signs, keeping clear of the children's crossing and never double-parking outside the school.

