

GRADE PREP NEWSLETTER  
TERM 3

Dear Parent/Guardian,

It has been terrific to observe all of the Prep children return from their holiday break safe and well rested and start Term 3 in such a positive and enthusiastic manner. There are many exciting and interesting educational experiences planned for this term and we once again, greatly look forward to sharing them with you.

**LITERACY**

The children will be extending their knowledge of the alphabet by learning to recognise and name all of the uppercase and lowercase forms of the letters. Through a range of purposeful and meaningful learning experiences, the children will also learn to identify the common sounds that these letters can make within words. To assist with learning the correct formation of letters, the children will be participating in formal handwriting sessions each week.

In addition to consolidating their knowledge of letters and their corresponding sounds, the children will be building upon their repertoire of known high frequency words. Throughout the term, new high frequency words will continue to be introduced each week.

To make steady progress in their Literacy development, it is vital for the children to continually revise all of the letters and high frequency words that have been introduced in class. *To allow your child's teacher to update the manila folder containing the alphabet chart and high frequency word list **each Monday** please ensure that it is kept in your child's blue take-home reading bag.*

During **Reading** sessions this term the children will continue to develop and practise a range of strategies for working out unfamiliar words in texts. As there are many irregularities in the English spelling of words (letters can make different sounds and sometimes no sound at all), it is extremely important to encourage your child to use a range of strategies when attempting to read a tricky word, rather than just relying on 'sounding it out'. Some examples of the strategies that the children have been learning in class include:

- Looking at the picture for clues.
- Reading on and coming back to the tricky word.
- Rereading all of the words from the start of the sentence.
- Using prior knowledge about the topic of the book (e.g. when reading a book about a farm you could expect to see words such as: *animals, farmer, cow, sheep, pig, barn*, etc.).
- Finding smaller words inside larger words (e.g. *and* in the word *sand*).
- Trying again if a word that has been read aloud does not look right or sound right.
- **Reading for meaning:** *What word would make sense there?*

To enable children to become more competent and confident readers it is crucial for them to **practise, practise, practise!** As the key to being a good reader is reading as often as possible, it is of great importance for your child to read his/her take home book with an adult **every night**. To support your child when reading take home books together you can:

- Allow at least 10 seconds for your child to work out an unknown word before you assist him/her.
- Use prompts such as, *What word would make sense there?* and *Does the picture give you a clue?*
- Discuss the book before reading it. *Is it similar to other books you have read? Do the pictures help you to work out what this story is about? What words do you think you might see in this story?*
- Encourage your child to use a range of reading strategies when trying to read unknown words, not just 'sounding them out'.

In **Writing** sessions the children will continue to reflect on and recount personal experiences and develop basic factual texts related to familiar topics. When attempting to spell words, the children are encouraged to use their high frequency word charts and other print from around the room. They are also encouraged to listen to the sounds that they can hear when saying the word and write down the letters that can make the sounds that they have heard.

To assist your child with writing you can:

- Provide many opportunities for your child to write at home.
- Encourage your child to plan writing pieces through discussions and drawings.
- Provide a range of writing tools for your child to use (pencils, crayons, textas, computer programs such as 'Word', etc.).
- Encourage your child to write short letters, cards or invitations for friends or relatives.
- Praise all attempts at writing.

## LIBRARY

Our library is a very valuable resource in our school and we expect every child to borrow a book each fortnight. Prep library sessions will be held every second Tuesday (for children in OKB, OLM, OMD and OAN) and every second Friday (for children in OML).

Please ensure that your child *reads* and returns his/her book **before** their library day. If possible, read the book together over the weekend to allow your child to return his/her book *and bag* on **Monday**. Library sessions are part of the school curriculum and all children's borrowing records are monitored closely. **We would like to have 100% of the children in grade Prep borrowing every visit.**

## NUMERACY

In **Mathematics** the children will continue to extend their number knowledge and counting skills. This will include counting backwards and forwards from different numbers up to and beyond 20 and writing, ordering and making numbers (using materials) up to and beyond 20. Throughout the term the children will also learn how to model and record simple addition and subtraction stories and will be exploring how to make numbers in different ways (part/whole relationships of numbers).

You can assist at home by:

- Encouraging your child to practise counting forwards and backwards from different starting points between 1 and 20 (*slowly* working up to between 1 and 100).
- Discussing and modelling simple addition and subtraction stories with items found around the house as the opportunity arises.
  - **Addition story example:** When your child is playing with toy cars you may say: *I can see that you have 2 blue cars and 3 red cars. Do you know how many toy cars you have altogether?*
  - **Subtraction story example:** When your child takes a piece of fruit from the fruit bowl you may say: *There were 6 apples in the bowl before you took one. How many apples are left in our fruit bowl now?*
- Making 10 (and other numbers up to 20) with your child in different ways. Get 10 everyday objects from around the house (spoons, buttons, pencils, Lego blocks, etc.) and put them into 2 groups such as **6 and 4** or **5 and 5**. Explore how many different ways you can make 10. Record your answers as **6 and 4 is 10** or **6 and 4 makes 10**. Draw pictures to accompany your number stories.

This term the children will be measuring and comparing the length, mass, capacity and area of a range of objects using *informal* measuring units (e.g. measuring the length of a piece of string using counters or teddies).

You can assist your child's understanding of these other important mathematical concepts by:

- Helping your child to correctly sequence the days of the week. Each day ask: *What day is it today? What day was it yesterday? What day will it be tomorrow? What month are we in?*
- Counting and comparing small groups of objects. *Which group has more? Which group has less?*
- Providing opportunities for your child to measure things using informal units. *What is the length of our table in hand spans? How many steps to the front door from here? Which cup holds more water?*

## THEME

In Term 3 students will be studying the theme '**On the Move**'. The children will develop an understanding of how things move. They will explore the push and pull forces they can use to move objects in ways such as sliding, bouncing and spinning. Through investigations, students will observe and gather evidence about rolling objects and explore the idea of fair testing.

Students will also be studying the theme '**Happy, Healthy Me**'. The children will explore aspects of their lives that make them happy and healthy. They will also investigate people in our community who help us.

As a key focus of this unit of study relates to eating a healthy and well balanced diet, the children will be involved in cooking activities and tasting a range of fresh fruit and vegetables throughout the term. **Ensure that you advise your child's classroom teacher immediately if your child has any food allergies or special dietary requirements.** It is vital that our records are continually updated to maintain our children's health and well-being.

## LIFE EDUCATION

This term Life Education Australia will be visiting our school. The Life Education Program is a mobile classroom staffed by a specially trained teacher. The Life Education van will be visiting our school from Monday, August 28 to Thursday, September 14. Each Prep class will attend the Life Education van for a 1-hour session and will participate in 'My Body Matters'. During this session children will discuss issues and engage in activities centred on:

- the importance of personal hygiene
- choosing foods for a healthy balanced diet
- benefits of physical activity and sleep
- ways to keep safe at home, school and in the community

Through their participation in the program children will receive a booklet that contains follow-up activities that will be carried out in the classroom after their visit to the Life Education van. The cost of this session is \$10 per child or \$20 per family.

## YOU CAN DO IT! SOCIAL SKILLS PROGRAM



This term, to further promote our 3 core school values of **Respect, Responsibility and Relationships**, our focus will be getting along with others. This will be introduced to the children through the implementation of a social skills and values program called '**You Can Do It!**'. The Prep children will be introduced to characters associated with this social skills and values program, which supports children in leading successful and happy lives. This term children will meet the characters **Pete Persistence** and **Ricky Resilience**.

- **Pete Persistence** teaches children to never give up and to keep on trying, even when things seem really hard or are not much fun. He also shows children how being persistent can help them to achieve success.
- **Ricky Resilience** teaches children all about bouncing back like a ball to work or play whenever they are feeling sad or frustrated. Children will also learn how calm down and remain positive when things go wrong.

## IT'S NOT OK TO BE AWAY

Regular school attendance is a crucial aspect of your child's education. Unfortunately many Prep children had poor attendance in the first half of the year and have missed out on many important lessons. Regular school attendance is one of the many factors contributing to a child's wellbeing and success.

## PUNCTUALITY

Please ensure that you have your child at school by **8.45 a.m.** (at least 5 minutes before the bell rings at 8.50 a.m.) so that he/she is ready to start school on time. Children who are late to school can find it difficult to settle, miss important learning time and disrupt the learning of other children. If your child arrives late to school they are required to get a late pass from the front office before they go to their classroom.

## SCHOOL UNIFORMS

School uniform is compulsory. *Please ensure that your child wears the correct school uniform to school every day.* A written explanation is required for children who are out of uniform. Please remember to label your child's uniform items with his/her name. Please also ensure that you label all other items of clothing too such as coats, scarves and hats.

## CLASSROOM HELPERS

Your help and assistance in our Prep classrooms during the school day is greatly appreciated and *highly valued*. We would like to sincerely thank all of the family members who have already helped in the Prep area in a variety of ways and look forward to continuing to work with you over the second half of the year.

## IMPORTANT REMINDERS

- The main corridor past the office is not a thoroughfare. ***If you are not going to the office or sickbay please use one of the side corridors to go between the Prep area and front of the school.***
- ***Children are not permitted to play on the equipment or in our playground after school.*** The key responsibility of the yard duty teacher at this time of day is to ensure that children have been safely collected. When there are a number of children 'hanging around' the school grounds after 3.00 p.m. and playing on the equipment, it makes it very difficult for the yard duty teacher to determine whether or not there are any children who are still waiting to be picked up. Furthermore, when there is a large crowd of adults within the grounds, it makes it difficult for the yard duty teacher to monitor the presence of 'strangers'. To support the teachers in keeping our children safe after school and ensuring that they are being collected by an appropriate person please leave the school grounds after collecting your child and not allow him/her or any siblings to play on the equipment between 3 and 3.30 p.m.

## 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 famous artists such as Pablo Picasso, Andy Warhol and Kardinsky as well as the art movements and styles these artists began. They will experiment with a range of materials as stipulated in the Victorian Curriculum for Visual Arts including paint, collage and drawing. The students will be inspired by a number of famous paintings and art works and will develop vocabulary specific to Fine Art.

### Performing Arts

This term in Performing Arts Prep students will explore music through listening, singing and playing percussion instruments. They will listen to contrasting music including loud and soft. Lessons will continue to include the Music Room program and use of iPads. They will learn about instruments in the orchestra and will watch and listen to the ways that they are played. Students will present drama that communicates ideas and stories as stipulated in the Victorian Curriculum for Drama. They will participate in class drama performances of Goldilocks and the 3 Bears as well as The Enormous Turnip.

### Physical Education (P.E.)

Term 3 will be a busy and exciting term for our Prep students. Students will begin the term with further developing more advanced ball skills to help improve their co-ordination and ball control focusing on rolling, catching and throwing. During the middle of the term, students will participate in a range of modified athletic activities, including low hurdles, long jump, modified high jump, beanbag relay and sprints. Towards the end of the term, students will continue to work on learning modified tag games. The focus will be on learning to effectively follow rules when participating in physical activities as stipulated in the Victorian Curriculum.

### Digital Technologies (ICT)

During Term 3, Prep students will continue to refine their skills managing desktop and laptop computers in Digital Technologies lessons.

They will continue to utilise new tools of the Kid Pix program to gather survey data about personal healthy food preferences and to represent it in the format of pictures, diagrams and graphs as outlined in the Victorian Curriculum. The Comic Life program will be introduced for students to create an **'All About Me'** poster using features that extend those experienced with the KidPix program: coloured backgrounds, headings, manipulated photos, speech bubbles and edited writing. A move towards independent logging into the school's network is being encouraged as the students are becoming more confident locating programs, saving documents and logging out of a computer.

**KIRBY BEBEND, MARK DOWNIE (ASSISTANT CO-ORDINATOR),  
MORGAN LEWIS, LAURA MEEHAN (CO-ORDINATOR) & AN NGUYEN  
PREP TEACHERS**

## VISION PORTRAITS FAMILY PHOTOS

at Iramoo Primary School

**SATURDAY, AUGUST 5 AND SUNDAY, AUGUST 6, 2017**

Limited sessions available, bookings are essential.

\$15 includes a 10" x 13" with frame.

Order forms available from our school office or if you would like to book online go to

<https://www.trybooking.com/QGKK>

## AN IDEAL CHRISTMAS GIFT IDEA

Most children haven't developed the skills to be safe in traffic.

They may:

- not notice objects directly in front of them
- have trouble judging the speed of cars
- not behave safely.

If you drive or park near the school take extra care and keep on the lookout for children.

