

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 displayed around the classroom. 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.

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.

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

If you need to drive to school, get your child into the habit of using the kerbside doors, away from traffic.



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

Traditional fairy tales will be the inspiration for art created by students in Grade Prep during Term 3. Students will begin with completing a gorgeous self-portrait that has become a favourite of parents with children in Prep that involves students attaching a photo of themselves to the body of either a prince or a princess. The Victorian Curriculum stipulates that students *make artworks using different materials and techniques that express their ideas, observations and imagination*. Students will enhance these skills to create a mixed media piece based on the story of **'The Three Little Pigs'**. The students will then move onto a drawing activity in order to learn about aspects of the Art element **'Shape'**. The skill focus will be on colouring, cutting and collaging as well as expression and visual communication.

Performing Arts

During Term 3 in Performing Arts lessons, Prep students will explore music through listening, singing and playing percussion instruments. The children will listen to and distinguish between contrasting music such as lullabies and rock music. Lessons will continue to include the Music Room program and students will explore music and drama applications on iPads. As stated in the Victorian Curriculum the students *will imagine and improvise characters and situations using their voice, facial expression, and movement*. The children will participate in class dramas of **'The Enormous Turnip'** and **'Goldilocks,'** eventually presenting these performances to their classmates using costumes, instruments and character voices.

Physical Education (P.E.)

Term 3 will be a busy and exciting term for Prep students. The Victorian Curriculum stipulates that students will be involved in range of activities that will build their *confidence in their movement abilities*. As they continue to learn to effectively follow rules when participating in physical activities, the Prep children will begin the term playing modified tag and Indigenous games. They will then spend a number of weeks further developing ball skills to help improve their co-ordination and ball control with a focus on kicking soccer balls and footballs.

Digital Technologies

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 so far experienced with the Kid Pix 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 become more confident locating programs, saving documents and logging out of a computer.



****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.**