

YEAR PREP NEWSLETTER TERM 2

IMPORTANT DATES	
Tuesday, May 24	Scheduled Common Day (Pupil Free Day)
Monday, June 13	Queen's Birthday (Public Holiday)
Thursday, June 23	Parent Teacher Interviews (Pupil Free Day)
Friday, June 24	Colour Fun Run
	Last day of Term 2, 2:30pm finish
Monday, July 11	First day, Term 3

Dear Prep Parent / Carer

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.

PREP STUDENT DISMISSAL IN TERM 2

It has been pleasing to see the Prep children continue to line up independently each morning and walk in with their class. They developed excellent routines during Term 1, and we would like to see their independence and self-confidence continue to grow during Term 2.

To further foster their independence in Term 2, students will walk out at the end of the day to the brick area independently with minimal teacher supervision. They will be instructed to wait on the bricks until they see the adult who is picking them up. It is important that you are punctual when picking your child up from school. Our school day finishes at **3:00pm**.



STUDENTS WHO ARE UNWELL

As you know the Rapid Antigen Testing (RAT) will continue for at least the first 4 weeks of Term 2. As the weather begins to get cooler and children start to get the winter sniffles, it is strongly encouraged to continue testing twice per week as advised. It is crucial that you report any positive cases to the school as soon as possible. You can report a positive case by: **Email:** iramoo.ps@education.vic.gov.au or **Phone:** 9741 2803

If your child is unwell or showing symptoms, please keep them home and log their absence on Compass. If they begin to show symptoms while at school, they will be sent to the sickbay where they will need to be collected by an adult and advised to administer a rapid antigen test. If your child does test positive, the class teacher will arrange a home learning pack for them to complete during their 7-day isolation, if they are well enough. The work in the learning pack will be in line with the work being completed in the classroom.

ASSEMBLY IN TERM 2

On *Monday* mornings, the Prep children are attending our whole school assemblies. As of **Monday, May 9**, children will be expected to line up at the front of the school for our whole school assemblies by themselves. The teachers will rehearse this with the students so that they know where to go and how to get there independently. There will also be teachers in the yard before school to remind them and assist them to get to assembly successfully.

It is particularly crucial for your child to be at school by **8:45am** each Monday to ensure that they do not miss the important information being shared at our whole school assemblies and have sufficient time to line up in the appropriate area with their class. *While the national anthem is playing, latecomers must stand still until the end of the anthem before joining their class.*

The Prep children have displayed excellent manners and been attentive listeners at whole school assemblies that we have attended so far. The Prep teachers are extremely proud of their respectful behaviour and look forward to seeing it continue for the rest of the year.

From Tuesday through to Friday, the Prep children continue to line up in the usual place near our classrooms at the back of the school.

CURRICULUM IN TERM 2

Spanish

This term and for the rest of the year, our Prep children will begin learning about the Spanish language and culture with a specialist teacher in this area. This is in line with the Victorian Curriculum, that states that the focus is on both language and culture as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. They will learn key topics such as colours, numbers, days of the week, and basic greetings. We would like to welcome Señora Arenas who will be teaching the Prep students Spanish this year.



Library

There has been a change of day for the Prep library sessions. All Prep children will now attend library each Monday on a fortnightly basis beginning from **Monday, May 9**. Please refer to the timetable below.



Week 3	Monday, May 9
Week 5	Monday, May 23
Week 7	Monday, June 6
Week 9	Monday, June 20

Literacy

In Term 2, the children will continue building upon their existing knowledge of the alphabet letters and the common sounds they make. They will be assisted to use this knowledge when reading and writing. They will also continue practising to write alphabet letters correctly during formal weekly handwriting sessions.

We are currently introducing the children to new alphabet 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.

Home Reading

To help your child become familiar with the alphabet and the high frequency words, it is expected that your child practises the chant associated with each letter of the alphabet every night. This can be found in the manilla folder inside their blue reading pouch as well as their M100 Magic Words. The students are tested on these words each week. As they progress, they will receive new words to learn.



*The manilla folder containing the alphabet chart and M100 Magic Words is updated by your child's teacher **each week or as they progress in learning their words**. Please ensure that it is kept in your child's blue take home reading bag. If you need a new blue reading bag, they can be purchased from the office for \$12. If your child's manilla folder is missing or damaged, please let the class teacher know and we will arrange for a new one.*

To help your child at home with reading:

- Find a quiet area in the house to read the book together so that your child can concentrate.
- 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 they 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 themselves.
Prompt – give a hint such as, “*What might make sense there and starts with that letter?*”
Praise all efforts. If your child is still unsure after a try, tell them the word so that they don'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**.

Matific & ABC Reading Eggs

We use two interactive e-learning resources called Matific and ABC Reading Eggs to complement our teaching of Mathematics and English. Matific and Reading Eggs provide opportunities for your child to improve their mathematical and reading skills online in an engaging and fun way. The primary goal is to improve mathematics knowledge and essential reading skills. These programs can be used online from home, either via the websites below or via the app store.

Matific can be found at <https://www.matific.com.au>



Matific



Reading Eggs

ABC Reading Eggs can be found at www.readingeggs.com.au

Your child’s username and password will be included in the front of their take home reading diary. If you require further information about Matific and Reading Eggs, please contact your child’s teacher.

Numeracy

This term we will continue developing students’ understanding of numbers 0 to 20 and beyond, and explore basic addition and subtraction problems. We will also cover the concepts of 2D shapes, patterns, location, and measurement topics such as length, time and daily cycles.

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, e.g. “*Let’s count all the blue cars*”
- singing number songs such as ‘Five Little Ducks’ and ‘Ten In The Bed’
- sorting, organising and counting collections such as, clothes, toys, books, shells, rocks, birthday candles, e.g. “*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.*)
- comparing objects in relation to their length and mass e.g. “*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 e.g. “*We eat breakfast in the morning*”. “*You have a bath in the evening*”. “*What else do we usually do in the day/night?*”.

Integrated Studies

In Term 2, students will be studying the themes ‘**Weather in my World**’ and ‘**What is it made of?**’

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 ‘**Weather in my World**’, the children will explore how the weather affects what we do. They 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.

In ‘**What is it made of?**’ the children will develop an understanding of, and make connections between, objects, houses, and buildings in our environment. They will explore various strategies, tools and materials that can be used to build different objects or things. Children will develop an awareness of how objects are made of different materials and are made for different purposes. Children will design and create different objects from various fairy tales.



To help the students create their object, we are asking if you could send to school any materials that the children may use. Materials such as **plastic bottles and lids, plastic containers (e.g. yogurt tubs) or cereal boxes** would be valuable. **Please make sure that all materials are washed before they are sent to school. Please note that due to health and hygiene, we cannot accept toilet rolls. Thank you!**

PARENT HELPERS

Throughout the year, we will require families to support many of our programs, including excursions and helping in the classroom. Only those helpers who hold a 'Working With Children Check' and are fully vaccinated with three doses are permitted on excursions and can help in the classroom. A classroom helpers training program was run during Term 1, but you may still help if you were unable to attend the program. Please speak to your child's teacher if you are able to volunteer your time. When assisting in the classroom, you will need to sign in as a school visitor at the office before obtaining a visitor lanyard. You must also sign out and return your lanyard before leaving. Classroom assistance is broken down into 1-hour blocks and your child's teacher will discuss the best time for you to help.

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, or you can log it on the Compass portal yourself. 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 8:45am each day.** This allows time for your child to go to the toilet before the bell and not interrupt their own literacy learning or the learning of other children.

**COURTNEY BLODER, TENILLE CISTERNAS,
AMY JAMES (TEACHER LEADER) & SHARNI TROMP
PREP TEACHERS**

RESPECTFUL RELATIONSHIPS PROGRAM

The Victorian Government has mandated the introduction of Respectful Relationships education into every Government school in Victoria from Prep to Year 12 and the initiative is a core component of the Victorian Curriculum taught using a whole school approach model.

This year our school is implementing the Respectful Relationships Program which aims to promote and model *respect* and *equality* and teach our students how to build healthy relationships, resilience and confidence.

The program covers eight social and emotional areas and is delivered in an age-appropriate manner.

Last term, students were introduced to the first topic **emotional literacy** that focused on students understanding themselves and other people, expressing and managing their emotions, building empathy and responding appropriately to the emotions of others.

Throughout Term 2, students will learn about **personal strengths**. They will be encouraged to recognise their own strengths and positive qualities with a focus on wellbeing, positive behaviour and academic achievement.

In addition, our whole staff will participate in Professional Development delivered by Respectful Relationships educators from the Department of Education about Responding to Disclosures of Family Violence.

The Respectful Relationships program compliments our existing social-emotional curriculum, ***You Can Do It: Program Achieve.***

More information about the program can be located on the DET website at:

<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=respectful+relationships&SearchScope=All>

**KARYN HENWOOD
ASSISTANT PRINCIPAL/WELFARE & WELLBEING**

SPECIALIST CLASSES

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

Visual Arts

In Visual Arts during Term 2, Prep students will explore the topic of **'Seasons in Art'**. They will learn about each of the seasons through creating artworks to represent each season of the year. A **'Clay Flower Decoration'** for Spring, a mixed media **'Ice Cream'** piece for Summer, a patterned **'Autumn Leaf'** depicting changing leaves and a **'Snowy Polar Bear'** directed drawing for Winter. The Victorian Curriculum for Visual Arts specifies that children experiment with different materials and techniques to make artwork. In alignment with this, the students will be given opportunities to draw, colour, paint, sponge, thread and collage. The students will be inspired by a number of illustrators in picture story books and will continue developing their vocabulary about the various techniques that artists use.

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.

Physical Education (P.E.)

Following the guidelines of the Victorian Curriculum, this term Prep students will develop and practise fundamental movement skills through active play and structured movement activities. They will be introduced to basic ball skills such as throwing, catching, rolling and bouncing. Students will have the skills demonstrated to them and will be given the opportunity to practise each skill in groups, with a partner and individually. Co-ordination and balance will be explored through Gymnastics, and we will begin working with skipping ropes, developing basic skills in turning the rope and doing forward skipping.

Digital Technologies



Term 2 will continue to be an exciting time for Prep students as their independence and skills level continue to increase using technology. They will learn how to log into a computer using individual login details written on small cards. This will help them to become familiar with letter and number keys on the computer keyboard as well as introduce some new functional keys. The importance of having a secure personal account where they can save their own work samples will be stressed each time the students practise logging in. This term's focus is in line with the Victorian Curriculum that stipulates that students will recognise and explore patterns in data and represent data as pictures, symbols and diagrams. They will learn how to construct a diagram about the weather using the **Kid Pix** program. The students will practise using Drawing Tools to draw colourful straight lines, write the names of the four seasons in textboxes and add sticker pictures to match each season in the relevant boxes.

Spanish

¡Hola y bienvenidos al término 2! This term the Prep students will focus on listening to the sounds and patterns of Spanish through language rich activities such as rhymes, songs and action games. The students will explore the **Spanish Alphabet (El alfabeto)** and locate specific words and expressions through shared readings of big book stories in Español. They will acquire some basic conversational skills by learning simple Spanish **Greetings (Saludos)** such as **'Hola'** (Hello), **'Buenos días'** (Good morning), **'Adiós'** (Goodbye) and **'Me llamo...'** (My name is...) that will enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world, as stated in The Victorian Curriculum.

¡Adiós! Señora Arenas ☺