

YEAR PREP NEWSLETTER
TERM 3

DATES TO REMEMBER

Friday, July 29	First Aid in Schools Program
Tuesday, August 2 – Friday, August 19	Prep Students 100 Days of School Celebration
Monday, August 15 – Friday, August 19	Teeth on Wheels Program
Wednesday, August 24	National Science Week
Wednesday, August 24 – Thursday September 15	Flying Bookworm Performance
Monday, August 22 – Friday, August 26	Life Education Program
Friday, September 16	Children's Book Week
Monday, October 3	Last day of Term 3 (2:30pm dismissal)
	First day of Term 4

Dear Parent / Carer

It has been terrific to see all of the Prep children return from their holiday break safe and well rested. Our Prep students have started 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.

STUDENTS WHO ARE UNWELL

As the weather continues to become cooler and children start to get the winter sniffles, it is strongly encouraged to continue with Rapid Antigen Testing (RAT) when your child shows symptoms. RAT kits will continue to be sent home in Terms 3 and 4. 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 does test positive, they must isolate for 7 days and not attend school during that period. If your child is unwell or showing symptoms and tests negative, 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.

LITERACY

This term our students will be extending their knowledge of the alphabet by learning to recognise and name all of the uppercase and lowercase letters in different forms and fonts. Through a range of purposeful and meaningful learning experiences, the students 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 students will be participating in formal handwriting sessions each week. Students will continue to build upon their repertoire of known high frequency words. Throughout the term, new high frequency words will continue to be introduced each week.

During **Reading** sessions this term our 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?*

TAKE HOME READING

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 and practise their letters and words 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 students will continue to reflect on and recount personal experiences and develop basic factual texts related to familiar topics. When attempting to spell words, the students 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 any 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 students 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.

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?*

This term the children will be measuring and comparing the length, mass, capacity and time 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 at home 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?*

INTEGRATED STUDIES

This term students will be studying the theme **'On the Move'**. The students 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 students 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 students will be involved in cooking activities and tasting a range of fresh fruit and vegetables throughout the term. **Please 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.

FIRST AID IN SCHOOLS

St John Ambulance Victoria will visit our school on **Friday, 29 July** to deliver their free First Aid in Schools Program to our students. The program takes an innovative approach to ensure that all First Aid lessons are a fun and interactive experience for students of all learning capabilities. Trained St John presenters will lead our Prep students through a tailored session on the importance of First Aid and what to do in the event of a medical emergency. Students will learn how to recognise an emergency situation and how to call '000' through a relatable storyline.

100 DAYS OF SCHOOL CELEBRATION



On **Friday, July 29** our students will celebrate their 100 Days of School. They will participate in Reading, Writing and Maths tasks with the theme of '100'. Teachers will promote how far students have come since beginning their Prep year and how proud we are of all their achievements. Prep students will also enjoy a nice picnic lunch together (weather permitting). You **do not** need to prepare anything different for the day but you may wish to celebrate at home in your own way with your child.

FLYING BOOKWORM PERFORMANCE

The Flying Bookworm Theatre Company will be performing an entertaining and engaging show which combines classic stories, storytelling, and fables. The performance emphasises student participation and even puts some of the students in starring roles. The Prep students will be watching performances based on the following stories: The Jabberwocky, Jack and the Beanstalk and The Gingerbread man. The cost of this incursion is **\$3 per child** and is payable via Compass or the school office.

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 team will be visiting our school from **Wednesday, August 24 to Thursday, September 15**. Each Prep class will attend 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 Life Education session. The cost of this program is **\$10 per child** and is payable via Compass or the school office.

RESPECTFUL RELATIONSHIPS PROGRAM

During Term 3 students will participate in age-appropriate lessons building knowledge and skills in the following areas:

Positive coping: students build their repertoire of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options. Long term, students develop greater persistence in the face of challenges.

Problem solving: students have opportunities to develop critical and creative thinking skills and apply them to scenarios, exploring personal, social and ethical dilemmas.

The following link provides further information about the Respectful Relationships Program: <https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

ABC READING EGGS & MATIFIC

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 results 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>



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

Your child's username and password is 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.

**COURTNEY BLODER, TENILLE CISTERNAS,
AMY JAMES (Teacher Leader) & SHARNI TROMP
PREP TEACHERS**

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 3, the Prep students will be introduced to two iconic artists, Wassily Kandinsky and Paul Klee. The students will make artworks using different materials and techniques that express their ideas, observations and imagination as stated in the Victorian Curriculum for Visual Arts. They will begin with a Kandinsky 'Concentric Circle Painting' that will be used in a collaborative display and then create artworks inspired by Paul Klee such as a '**Castle and Sun Block Printing Piece**', a 'Chalk Pastel drawing of **Cat and Bird**' and '**Oil Pastel and Dye**



Abstract Painting'. Opportunities will be given to students to reflect upon their own work and give constructive feedback to their peers. To celebrate Children's Book Week, students will be creating a 'Mixed Media Cat' inspired by the picture storybook '**Winston and the Indoor Cat**' by Leila Rudge. The skills focus for Term 3 will be drawing, cutting and constructing.



Performing Arts

This term in Performing Arts, Prep students will be involved in a Puppetry learning unit. The students will explore puppetry techniques from around the world and create ideas for characters and situations through dramatic play according to the Victorian Curriculum. 'The Interactive Music Room' program will be used to enable students to explore and imitate sounds, pitch and rhythm patterns using voice, movement body percussion and/or instruments as stipulated in the Victorian Curriculum for Music. The students will listen to and distinguish between contrasting styles of music such as lullabies and Rock Music. The students will also participate in class dramas of '**The Enormous Turnip**' and '**Goldilocks**,' eventually presenting these performances to their class using costumes, instruments and character voices.



Physical Education (P.E.)

Term 3 will be an exciting term for Prep students as they continue to learn how to effectively follow rules when participating in physical activities. The Victorian Curriculum stipulates that students will be involved in range of activities that will build their confidence in their movement abilities. The Prep students will spend a number of weeks developing their ball skills as they play a variety of games to help improve their coordination and ball control. Later in the term they will be introduced to some fun Indigenous games during which they will practise working in teams to achieve a common goal.



Digital Technologies



This term, Prep students will continue to practise how to log into a computer using their individual login details. They will also continue becoming familiar with letter and number keys on the computer keyboard.



Now that the major computer lab upgrade is finished, students will finish constructing a diagram about the weather using the **Kid Pix** program started last term. They 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. Students will also learn how to save a computer file, quit a program and log out of a computer. Towards the end of term, students will learn how to use specific keyboard keys in order to navigate the **Super Tux** strategy and problem-solving game. This is in line with the Victorian Curriculum that stipulates students will follow, describe and represent a sequence of steps and decisions needed to solve simple problems.



Spanish

¡Hola y bienvenidos al término 3! The Prep students settled enthusiastically into the Spanish program in **término 2**. In Term 3 students will continue to listen to the sounds and patterns of Spanish through songs, clapping and action games and progress to using Spanish for functions such as asking and answering questions. They will explore '**Numeros**' (numbers) and '**Colores**' (colours) and present factual information about self, through their '**All about me**' booklet. The Victorian Curriculum states, students convey factual information about self, family, friends and favourite things at word and simple sentence level. Looking forward to the term ahead. **¡Adiós! Señora Arenas** ☺

