Dear Parents/Guardians

In term three the focus of learning will continue to be on the establishment of classroom and school routines. The children will extend their understandings of how to relate to each other in both work and play situations and will continue to develop an awareness of behavioural expectations within the school setting.

Teachers will continue to support the Primary Years Programme (PYP) through the provision of activities such as role-playing, class discussions and positive role modeling. We will use the language of the PYP in our daily interaction with the children.

During this term we are focusing on the learner profile of being balanced, inquirers and thinkers in accordance with the PYP teaching model.

Teachers will continue to use brain friendly practices within the classroom. These will include water being readily available (for brain hydration to support clear thinking), the use of Brain Gym activities (movement breaks to assist focused learning) and fresh fruit for Fruit Reading. These strategies are consistent with the Seabrook Health and Wellbeing policy.

During the first six weeks of the term we will be exploring and investigating “The Animal World” (How we share the planet) through our integrated studies program.

The central idea to be explored through the inquiry is – Endangered creatures have needs which must be met if they are to survive.

This idea will lead us to inquire into:
- Endangered species.
- The evidence that living creatures have needs which must be met for their survival. e.g. food, water, habitat
- Animal adaptation (camouflage, webbed feet, coverings)
- How do we know that we have to help and how can we help.

Through these studies the children will gain an understanding of their environment, the needs and habitats of selected animals and how humans are responsible for protecting the animal world.

During this unit of inquiry students are encouraged to bring artefacts and relevant resource materials to share within our classroom.

Our whole day excursion to the zoo will provide a shared experience and helped to promote the children’s understandings.
During the last four weeks of the term we will be inquiring into our safety with an emphasis on how we as individuals are responsible for our own safety. The transdisciplinary theme is How we organize ourselves.

The central idea to be explored through the inquiry is that I share responsibility for my safety with others.

This idea will lead us to inquire into:
- Who helps keep us safe within our family unit
- Who keeps us safe at school
- Who helps to keep us safe in the community (ambulance, fireman, policeman)
- What can we do to be more responsible for our own safety.

Each of these community groups will visit the children to extend their understanding of their roles in helping others, safety precautions we can take and how to access their help.

In the area of English, the children will be exposed to a variety of texts to enhance their interest and understanding of the written word. Shared big books, picture storybooks and poetry will be utilised. Take-home books for reading experience will continue to be provided. This experience provides a valuable model for the children as they see their parents sharing and valuing their learning.

Guided reading sessions will focus on the needs of individual children. Within these small group sessions children will be encouraged to use picture clues, initial letter clues and to apply known sight vocabulary to gain meaning from print. Understandings will be extended to include the strategies of self-correction, re-reading and reading-on. These small group sessions give all children the opportunity to talk, read and think their way through a text. From discussion about the text the teacher can gain insight into the child’s ability to comprehend the material being read.

All children will continue to participate in independent reading sessions each day. They will be encouraged to keep a journal of their reading, discuss the strategies they are using with their teacher and reflect on their reading.

Parents are reminded of the need to continue revising all letters, sounds and sight vocabulary words nightly and to return these checklists daily. Our parent helpers use these with your child every day.
The children will continue to write every day. They will be encouraged to use their letter/sound knowledge to write unknown words and to use print from their environment to assist their writing. It is expected that all children will develop the ability to spell some common words automatically. Teachers will continue to use modeling to foster the child’s understanding of the writing process and encourage the child to make connections between reading and writing. Our take-home reading/writing book will continue to be utilized as this also supports the children making connections and allows all parents to share in their child’s learning. These books are not to be written in at home.

The brain friendly practice of mind mapping will be utilised to promote memory, discussion and planning in all areas of language work.

In Mathematics emphasis will be placed on developing number concepts through hands-on, practical activities. The children will explore numbers to at least twenty, placing emphasis on one-to-one counting, number recognition and writing. To develop the concepts of pattern, value and order in number, we will compare and order sets of numbers and make and name models of numbers. The concept of place value will be promoted through the use of the ten-frame. The ten-frame is also a useful tool in promoting the skills of counting-on, number facts to ten, and odd/even numbers. The concepts of time and money will be investigated within the context of our everyday lives. Experiences related to our theme will include shape, pattern, location, graphing, sorting and classifying.

During this semester the children will again attend the Specialist sessions of- Art, Literacy and Physical Education. Where possible these teachers are integrating their work with our inquiry.

Student learning development will continue to be individually monitored through the use of the Developmental Continua for all areas of English and checklists for Mathematics and Inquiry Learning. The children will continue to develop their individual portfolios, which are designed to demonstrate their learning over time. These can be accessed in your child’s classroom.

It promises to be another busy term.
We look forward to working with you and your children.

Prep Grade Teachers

Katerina, Adam, Catherine, Michelle, Alex, Genevieve and Val
ART
Julie Comer

CO /GG / VS

The children will create art works in a range of mediums including multi-media works. The children will be given the opportunity to make art works that express and communicate experiences, observations, ideas and feelings about themselves. They will learn about ways of making a personal response to arts works based on their sensory perception and consider ways they can be makers and audience.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program Learner Profile and in particular to be:

- Responsible: The children will be asked to take responsibility for their art learning making decisions about how they will create their art work and the choices they will make using art skills and developing creativity. During discussions about artwork they will be expected to be caring by showing empathy, compassion and respect towards the needs and feelings of others.
- Inquirers: The children will be provided with an environment where they can enjoy their learning and be encouraged to be naturally curious about the activities they are undertaking. They will be expected to develop their artwork in their own individual style.

The children will be exploring selected books from this year's short-listed titles for the Australian 2013 Children’s Book Council Awards and creating associated art works. This year’s theme is Read Across the Universe, so, as well as creating artworks a reading rich culture will be promoted. The children will also create artwork to support their PYP unit of inquiry, Endangered Animals Have Needs Which Must Be Met If They Are To Survive.

Paul Cochran:

OMT, OAS

At level 1, the students will continue with activities exploring the 2D and 3D art forms focusing on drawing, painting, printing and collage. They will be encouraged to select, arrange and make choices about expressive ways of using the art elements (e.g. line, shape, texture and colour) in their work. The students will continue to develop the PYP Learner Profile attributes of being communicators, expressing their ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

During term three the focus will be on the Year Prep PYP Unit of Inquiry- ‘Safety is everyone’s responsibility’. Following the visit of the fire fighters and their engine, the students will create a 3D collage showing their family assembling at their “safe place” (the letterbox), as the fire engine arrives to help. This is a direct link between the classroom inquiry and the art program and is designed to reinforce important safety messages using the creative process.

We will also link into the 2013 Book Week theme- ‘Read Across the Universe’. As part of the Inquiry- ‘Endangered Creatures have needs which must be met if they are to survive’ we will read and discuss - “Too Many Elephants in the House” by Ursula Dubosarsky, a short-listed picture story book and then complete a 3D modelling activity.
Paula Thomson

At level 1, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will continue to demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements. They will continue to use skills, techniques, processes and materials in a range of art forms.

Through the Art Program, the students will be encouraged to develop the PYP learner profile attributes which will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, inquirers, thinkers, well-balanced, caring and reflective people. They will approach their learning with confidence and creativity – identifying, describing, and discussing characteristics of their own and other’s art works.

In term three the focus will continue to be on the exploration of the art elements/principles of line, shape, pattern, size and colour in art. A range of activities using a variety of art materials and tools will help the students to develop an understanding of how these elements and principles shape artworks. In particular, the students will be focusing on aspects relating to the PYP unit inquiry of ‘Endangered animals’ and working towards completing various activities in relation to this topic and other topics. Resources including Picture story books, dvd’s, visual resources and illustrations will be utilised to introduce and develop this unit of work.

HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term three the grade Prep students will participate in a variety of Fundamental Motor Skills (Leap, Run, Overhand Throw and Vertical Jump) and Gymnastics (Springing & Landing). They will participate individually and in partner and group based activities. A major focus will be integrating a fitness component into all sessions.

Children will continue to perform locomotion movements such as walking, running, hopping, skipping jumping and dodging in a range of fitness games and activities.

Children will be introduced to some of the skills and techniques involved with some athletic disciplines such as shot put, discus, hurdles, sprinting/relays, high jump and long jump. In most cases, modified equipment will be used. For example soft balls will replace shot puts.

Children will participate in a range of gymnastic springing and landing activities eg; jumping up and down on mats or from a springboard to a mat. Students will also be introduced to rhythmic gymnastics, and be given the opportunity to use some of the new rhythmic gymnastics equipment.

Children will continue working on participating in a cooperative manner, taking turns and sharing equipment with each other.

As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions. Where applicable, the program will link with units of enquirv being undertaken in the classroom.