Dear Parents/Guardians,

Welcome to term 2.

We would again like to thank parents for their assistance and co-operation in settling the children into the school routine. It is really important that this partnership between school and home continues throughout your child’s schooling. Displaying interest and participation in their learning conveys to each child that you value their learning.

**CURRICULUM**

**Phonics**

The sounds covered to date include s, t, p, m, h, l and a. Students should know the name, sound and sign for each letter. They should also be able to write each letter and tell you something that begins with each one. A few suggestions of what you can do at home that will help reinforce this learning:

- Point to letters of the alphabet on their chart and see if your child can remember the sound it makes as well as the letter name.
- Choose one sound to spot in their take home book. For example count how many times you say the ‘s’ sound.
- Play ‘Guess the Word’ by saying sounds and help them blend the sounds into the word. For example: d-o-g
- Say a word and see if your child can hear the sounds. What sounds can you hear in cat? Can you hear c-a-t?

**Reading**

Special thanks to all the parents and grandparents that are helping with reading before school starts. The new structure of the prep reading program is ensuring more students are being heard on a daily basis, enables more parents to read with their child/ren and ensures that children do not miss out on important instruction time.

During reading sessions, the students have been reading with their teacher in small groups (Guided Reading). This has enabled us to promote such skills as - turning pages correctly, matching one to one correspondence through pointing to each word, distinguishing between letters, words and sentences, using pictures as a cue for meaning and using our sight vocabulary in context. Students are grouped according to their learning needs allowing teachers to challenge and extend all children.
The students are also learning to use the “task board”. This board displays the activity they are expected to undertake during reading. During this time the class teacher works with a Guided Reading group. All classrooms have started the OWL word program. Students need to learn these words, as they will be tested on them fortnightly. When students achieve these they will be given a certificate and the next set of OWL words. It is important students continue the routine of reading every night and returning their books each day. The OWL words should also be revised each night.

A few suggestions of what you can do at home that will help your child learn their OWL words:

- Choose one word from your list and count how many times it appears in their bedtime story.
- Write the words on cards and scatter them on the table or floor and ask your child to pick up the word you say.
- Use the words as flashcards and read them.
- Make a second set of words and play snap or pair games. This is good for developing concentration and memory skills.
- Look for words in newspapers and other books at home.
- Once your child can read their words, try writing them in a sentence.
- Allow your child time to use Reading Eggs.

Mathematics

The numbers 1-7 have been specifically taught. This involves number recognition, writing numerals, using ten-frames, making groups, counting on and sequencing numbers. It is important that children develop an awareness of numbers in everyday life. Students have been developing their number knowledge through hands on experiences. Some examples include going on number hunts around the school, classroom, using magazines and making numbers using concrete materials.

Students have also been learning about different types of patterns and learning to identify and explain the rule. We have been exploring and identifying two-dimensional shapes in our environment. They have had to name and sort shapes using their properties. They will continue to extend their knowledge of patterns and two-dimensional shapes.

A few suggestions of what you can do at home that will help your child develop their mathematical skills:

- Go on a number hunt at home (on TV, clocks, letter boxes, phone numbers and junk mail).
- Play maths games to develop their counting and problem solving skills. A few games you could play are Snakes and Ladders, Dominoes, Connect Four and Snap.
- To develop students recall of numbers to 20 ask them: Tell me the number after 4? Tell me the number before 4?
- Going on Mathletics to complete tasks.
Inquiry
This term we undertake two inquiries. The first inquiry will be investigating the Central Idea ‘Safety is everybody’s responsibility’. This will lead us to inquire into:
- Our families and community helpers help to keep us safe
- Ways our families and community helpers keep us safe
- We are responsible for our safety
The RACV, Metro trains and ambulance services will be coming to school to conduct their educational programs.

Our second inquiry will explore the central idea, ‘We express ourselves creatively’. This will lead us to inquire into:
- Creativity takes many forms
- Ways we reflect on our creativity
- People or characters express their ideas and feelings in many ways

Students will be encouraged to take risks through new learning experiences and contribute to our classroom collections of Artefacts. You can assist your child by helping them select Artefacts that would be suitable and encouraging them to practise explaining why they have chosen to share that Artefact with the class.

Social Development
This is an important aspect of your child’s learning at school. All students are given opportunities to speak, listen, share, cooperate, help others, make decisions and take responsibility during their day at school.

Art Smocks
All students attend classes in the art room. It is essential that all children have an art smock to protect their clothes.

Library Bags
Students need a library bag to borrow books eg. Prep Library Bag. Overdue books remain a problem. Please return books promptly. If you have lost a library book we ask that you buy any new book and return it to the library to continue to develop the schools resources.

Playground
We are aware that some students are not playing safely. Please support us by discussing safe play - no kicking, punching, wrestling or play fighting. Also encourage your child to be aware of others - we even need to use our manners on the monkey bars.
Punctuality
Parents are reminded that school begins at 8:50am. Our doors are opened at 8:40am, ten minutes before the bell. Punctuality is essential if we are to maximize your child’s learning. It is disconcerting for students to enter the classroom when instruction has begun and it also disrupts the learning of others. If you wish to speak with your child’s class teacher an appointment after school can be arranged or if it is an urgent matter please see the Assistant Principal

Recycled Materials
Donations of cardboard boxes, margarine/ice cream containers and their lids, yoghurt containers, egg cartons and used cards would be appreciated.

Reading Bag
Please check your child’s bag every Thursday for notes. In the reading bag you will find:
- reading book
- letter/sound chart
- yellow reading journal
- OWL word lists/certificates
Please return these to the reading bag after use at night, as they are required every day at school.

Tissues
It would be appreciated if parents could send a box of tissues to school for use in the classroom. The cold/flu season is fast approaching and all children will need access to these supplies at some stage.

Jumpers
Please check your child is wearing his/her own jumper. If not then please return that jumper to the class teacher. It is essential that all jumpers are clearly labelled.

Things to look out for this term:
- Walkathon.
- NAIDOC Incursion.
- RACV Incursion
- Metro trains Incursion
- Ambulance Incursion

REMINDER: If you can assist in your child’s classroom please see your child’s teacher.

Grade Prep Teachers
Ms Trajkovski, Ms Lindorff, Ms Verdolini, Ms Szmigielski, Ms Gatt and Ms Cobbledick
PERFORMING ARTS - Adam Smith

The preps will continue to undertake the ongoing Performing Arts inquiry to facilitate the Victorian Curriculum. The students will use the conceptual lenses of ‘Form’, ‘Perspective’ and ‘Reflection’ to investigate the central idea that ‘Creativity is an expression of the Imagination.’ We are focusing on creating ideas and how we expressing them. Students will be inquiring into what creativity looks like in a performing arts setting, using the mediums of music, drama and dance. The classroom links this term will be:

- Role-plays dealing with emergency situations and their responsibilities in keeping themselves and others safe.
- Expressing ourselves through creativity using the forms of dance, music and drama.

Undertaking these inquiries will help develop our students into independent and creative thinkers with well developed social, communication and self-management skills.

VISUAL ARTS - Paul Cochran

At level 1, the students will participate in activities exploring the 2D art forms focusing on drawing, painting 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 be encouraged 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 two 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.
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term two, the grade Prep students will continue to practice basic Fundamental Motor Skills (throw, catch, run, leap, dodge and one and two handed striking). They will engage in a variety of physical activities on their own, with their peers and with and without equipment. They will explore ways of moving and developing control when stopping, starting and changing direction and speed. Students will be introduced to some of the basic concepts and skills involved in Gymnastics (both Rhythmic and Static Balancing activities).

- Children will be introduced to a range of Rhythmic and Static Balancing Gymnastic movements and activities e.g. individual static balances, partner supports and balances eg; ‘Banana Rock’ or ‘Tip the Boat’. Also the use of hoops, balls, ribbons, rings etc. whilst exploring different movement patterns.
- Children will be introduced to one and two-handed striking techniques, through using tennis and bat tennis equipment to practice the skills. A main focus will to keep their eyes on the ball throughout a strike.
- 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.

The Prep children will continue to learn simple rules and procedures for safe movement, and how to follow instructions. They will continue to combine movement with the use of equipment. While participating in movement and physical activities, they learn to consider, support and encourage others to share equipment, and to adhere to rules that aid participation and cooperation.

ITALIAN - Elena Pirovano

In Term Two, the Italian Program will continue to enable all students to be given the opportunity to learn a second language. The students will be involved in different activities to keep practicing greetings and courtesies and interacting with the teacher and their peers to greet one another.

In Term Two, the students will be learning basic colours and numbers up to 10 through repetition, rhymes, songs and games. Through the Italian program, the students will practice counting and using numbers up to ten to express their age and to play traditional games (i.e. tombol, bandiera). They will learn basic colours through songs, traditional games (i.e. Strega comanda color) and by reading picture storybooks (i.e. Piccola Macchia Rossa). All these activities will be extending the classroom unit of inquiry “We express ourselves creatively in many ways”.

The students will also continue practicing how to answer questions related to feelings (Come stai?) in different classroom situations. The students will be involved in many different activities and experiences as songs, games, role play, repetition and rhythmic chants, videos and story telling. The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate commitment and consistency in practicing their new vocabulary and conversation, creativity and cooperation in their everyday tasks. As well as display respect and tolerance of the new culture they are learning about. Every time they use the Italian language in different contexts, they are encouraged to be risk-takers and to extend their communications skills. In each inquiry they will have the opportunity to be inquirers and thinkers.

The Italian will also focus on aspects of Italian culture, lifestyle and traditions.