Dear Parents/Guardians,

Welcome back to term 3. We hope that you and your family had a restful mid-year break. We would also like to extend a warm welcome to any new children and families who have joined us. We are sure that you will enjoy becoming part of the Seabrook School Community.

The preps have already passed the half way stage of the year and are preparing to celebrate a 100 days of being at school!

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

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

Brain friendly practices will continue 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.

**CURRICULUM**

**English**

In the area of English, the students will be exposed to a variety of texts types 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 as it provides a valuable model for students to have their parents share in their learning.

Guided reading sessions will focus on the needs of individual students. Within these small group sessions students 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 students the opportunity to talk, read and think their way through a text. From discussion about the text the teacher can gain insight into the student’s ability to comprehend the material being read.
All students will continue to participate in daily purposeful reading activities that focus on developing and practising the reading strategies taught in class. During independent reading session’s students will be encouraged to choose a selection of ‘Just Right Books’ to assist them with developing their reading stamina.

Parents are reminded of the need to continue revising all letters, sounds and OWL words nightly.

The Students 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 students will develop the ability to spell some common words automatically. Teachers will continue to use modeling to foster students understanding of the writing process and encourage the child to make connections between reading and writing. Our take-home writing book will continue to be utilized as this also supports students making connections and allows all parents to share in their child’s learning. These books are not to be written in at home.

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

- After your child has read, ask them to retell what happened in the book. Encourage your child to discuss what happened at the beginning, middle and end of the story.
- Allow your child time to use Reading Eggs and the PM eCollection.
- Practise spelling the OWL words starting from yellow words.
- Use OWL words to write sentences.

Mathematics

In Mathematics emphasis will be placed on developing number concepts through hands-on, practical activities. The students will explore numbers to twenty, with an 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. Students have also been learning about mass, capacity, 3D shapes, collecting data and representing this in different forms. The concepts of time and money will be investigated within the context of our everyday lives.

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

- Counting on from different starting points and having a go counting backwards.
- To develop your child/ren’s place value knowledge ask them: “Tell me how many tens are in 24 and how many ones”. Students should respond with “ 2 of the tens and 4 of the ones’
- Go on shape hunts around the house, shops and magazines. Ask your child/ren what shapes can you see. For example I can see a ball it’s a sphere.
- Play maths games to develop their counting and problem solving skills.
- Encourage your child/ren to go onto Mathletics to complete tasks.
Inquiry

This term we undertake two inquiries. The first inquiry will be investigating the Central Idea ‘Living things depend on each other and their environment’. This will lead us to inquire into:

- The lifecycle of plants, amphibians and insects
- The connection between flora and fauna
- The needs of living things within their environment

Students will participate in a Garden Fun day on the 27th of July to make connections to the inquiry’s central idea. During the day, the students will be participating in lots of fun Literacy and Arts activities led by the Prep teachers. We will be having a shared lunch of salad sandwiches ‘from the garden’ as part of our day.

You can assist your child by helping them select artefacts that relate or link in to the inquiry such as any science experiments that your child undertakes, books, movies, any art projects your child creates, photos, souvenirs from outings or garden experiences.

Our second inquiry will explore the central idea, ‘Animals are endangered due to human actions’. This will lead us to inquire into:

- Endangered animals and their threats
- The effects humans have on endangered animals
- Actions we can take to prevent animals becoming endangered or extinct

Students 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 help to promote the children’s understandings.

During this semester the students will again attend the specialist sessions of Visual Arts, Performing Arts, 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 checklists for all areas of English, 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.
Reminders
- It is essential that all students have an art smock to protect their clothes.
- Students need a library bag to borrow books eg. Prep yellow Library Bag
- Students need to bring their reading bag each day.
- 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.

Things to look out for this term:
- 27th July - Garden Fun Day.
- 2nd August - 100 Days of school celebration.
- Fire Department Incursion
- Book week?
- Zoo excursion?

We look forward to your continued support this term.

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

Prep MT, Prep JG and Prep EV have made a fantastic start to performing arts this semester. The performing arts program endeavors to develop confidence and creativity in a safe and fun environment. The preps will undertake an ongoing Performing Arts inquiry to facilitate the requirements of the Victorian Curriculum and the PYP’s drama, dance and music scope and sequence. The students will use the conceptual lenses of ‘Form’ and ‘Reflection’ to investigate the central idea that “We can find enjoyment from the use of our creativity.” Students will be focusing on creating ideas and taking risks to have fun. When possible students will be making links with their classroom inquiries to strengthen understandings and explore ideas through the performing arts. We will look at puppetry to develop voice, expression and story telling to help build literacy skills, Music to look at beat, timing, repetition and the different ways we can make music, and dance to see how music influences the movement of our bodies. Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges of the future.

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 three the students will use and integrate a variety of tools and materials to create their Visual Art works. The students will be introduced to 3D art forms through the use of modelling materials to create a series of collage panels containing scenes from the story “Leaf” by Stephen King. This art activity links to the term two PYP Unit of Inquiry- Central Idea: “Living things have certain requirements in order to grow and stay healthy.” There will be opportunity for the students to discuss the techniques they have used and to share their work with their classmates. The students will then move on to creating a portrait of themselves titled ‘This Is Me’ using drawing and painting skills.
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term three, the grade prep students will engage in a variety of physical activities on their own and with their peers. They will continue to practice basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning.

Students will start to explore one and two-handed techniques striking, using some tennis and bat tennis shots (forehand and backhand). They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target and stepping with their opposite foot to that of their striking arm. They will use the modified ‘Red Ball’ equipment to assist.

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 and a soft rubber high jump bar will be used.

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.

ITALIAN - Elena Pirovano

In Term Three, the prep students will be involved in different activities to keep revising greetings and courtesies, colours and numbers, and interacting with the teacher and their peers in simple question/answer conversations.

In the first four weeks, the students will be learning basic instructions: stand up, sit down, listen, etc. The students will also learn vocabulary related to school items (what’s in the pencil-case?). Through repetition, rhymes, songs and games, this language will become part of everyday conversation in Italian classes.

Starting in week 5, the student will be offered an innovative program based on CLIL approach (Content and Language Integrated Learning). For 6 weeks they will learn Music through the Italian language. The program has: music content goals: to be able to read, create and perform simple rhythmic patterns with formal and informal notation; and language goals: to learn animal sounds in Italian and to name some percussion instruments in Italian alongside with some language instructions for playing and performing.

The students will also continue practicing how to answer questions related to feelings (Come stai?) in different classroom situations.

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 co-operation 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 Program will also focus on aspects of Italian culture, lifestyle and traditions.