



73 Hickford St, Reservoir Victoria 3073  
Phone: 03 9460 6995 or 03 9460 1469  
Fax: 03 9469 4451  
Email: [reservoir.views.ps@edumail.vic.gov.au](mailto:reservoir.views.ps@edumail.vic.gov.au)

### Prep Newsletter Term 1 2018

Dear Parents,

Welcome to Prep at Reservoir Views Primary School. We are delighted at how the children are learning their new routines and settling into their learning. We trust that your child is coming home with tales of new adventures, new friendships and new knowledge. Across the school, we are working through our startup Program aimed at developing confidence, respect and a positive learning environment for all. We are also working through the Berry Street Education Model as a way of developing your child's social and emotional wellbeing. Alongside this we will implement our literacy and numeracy programs, along with our Inquiry unit. We hope that the "Staying Healthy and Safe at School" inquiry for Term 1 will assist in setting your child up for a successful school year in 2018.

#### Processes and Procedures:

As open learning areas are being utilised throughout the school, you may be curious as to how students work throughout the day. On arrival at school, students are encouraged to show their independence by placing their own bag in the bag locker marked with their name. Hats should be left with the bag, reader changed and the child's reading folder should be placed in the reader tub. All students then take part in developmental play before gathering for circle time in their home group.

#### Communication Processes:

Ms Sarah and Ms Lou are available most mornings and afternoons for brief discussions. Some days, this is not possible due to staff meetings or yard duty commitments. Should you wish to discuss any matter in detail, we are happy to make a mutually convenient time to meet.

#### Specialist Teachers and Timetable

Italian – Signorina Candice

PE/Sport – Mr. Drew

Art – Ms Lisa

Specialist days and times are listed below

	Ms. Lou's home group (Prep A)	Ms. Sarah's home group (Prep B)
PE/Sport	Tuesday 10.00-11.00	Tuesday 11.20-12.20
Art	Thursday 11.20-12.20	Thursday 12.20-1.20
Italian	Thursday 12.20-1.20	Thursday 11.20-12.20

#### Physical Education

##### Preps

During Term 1 the Prep children will be attending Physical Education classes every Tuesday morning for one hour. Good running shoes and school approved hats are required during term one and four. This term we are concentrating on movement (especially running and jumping) and balance skills. The children will be learning to follow the leader and to take turns in these activities.

#### Visual Arts

In Term 1, Visual Art activities will concentrate on *drawing and painting* and link to the Inquiry unit 'Staying Healthy and Safe'. Students will be encouraged to play and investigate a variety of materials and tools. They will draw and paint art works that demonstrate the elements of line, shape, colour, texture and space.

Illustrators, Andrea Joseph and Christopher Myers and Australian artist John Olsen are the focus artists this term, providing ideas for drawings and paintings. Students will create a monochromatic (one colour) self-portrait and a charcoal portrait of a friend.

As these art activities can be quite messy, all children need to bring an art smock (an old shirt will do) to protect their school uniform. These need to be named and will be sent home for cleaning at the end of each term.

## **Italian**

All students participate in a weekly Italian lesson for one hour with Signorina Candice. They are immersed in the Italian language with little English spoken enhancing the literacy skills of listening, speaking, reading and writing. All students will engage in a variety of language and cultural activities including: introductions, greetings, information about themselves, basic conversations, songs, listening to and dramatising stories, language games and plays.

**If you would like to know more about the Specialist programs, please do not hesitate to arrange a time to speak with Mr. Drew, Signorina Candice and Ms Lisa.**

## **Key Learning Areas**

The Maths focus for Prep students initially is on number. Concepts and skills are taught through the use of concrete materials and experiences relevant to the children's lives. The Early Numeracy Program involves a lot of 'hands on' activities, open-ended investigations and real life maths. Counting and number sense will lay the foundations of your child's maths learning in future years.

The Early Years Literacy Program is a daily focused two-hour session. This program is designed to improve children's early literacy achievement. Activities include: phonological awareness, reading, alphabet and word games, word recognition,, comprehension, and writing. The classroom reading activities include whole grade, small groups, guided reading, individual conferencing and independent reading experiences. A large variety of resources are used including non-fiction and fiction materials, presented in many formats, including books, song, audio and video.

Each child is regularly tested to assess which reading level is most appropriate for him/her and the focus is always on reading for **enjoyment and meaning.**

Phonological awareness is a key focus in our literacy program. Phonological awareness is an essential part of the students' ability to learn the English language. Children will have regular phonological awareness instruction in letter sound knowledge, word awareness/syllables, rhyme, and eventually first and last, middle sounds, vowels, consonants.

The word study program is designed to cater for children's needs. The students will continue to develop their knowledge and skills of language structure. As they learn more about the structure of the written language, they will learn more about letter patterns in the English language.

Writing sessions will initially focus on recount writing. Students will be encouraged to draw a picture that represents one element of a past event that they have experienced. Each student will be encouraged to use their oral language skills to describe their illustrations in sentences. Teachers will model writing and expectations of independent writing will vary depending on each child's points of need.

Students are also given instruction in handwriting, learning the beginning strokes and shapes needed to use Victorian Modern handwriting. This included developing the correct posture and fine motor skills needed to create well-formed letters and a steady pencil grip.

## **Inquiry**

Through integrated units of work, we develop skills in communication, investigation, observation, questioning and understanding. Collaborative group work is encouraged to obtain optimum learning. The topics that will be covered this year will revolve around science, humanities and the community. This term our focus will be "Staying Healthy and Safe at School".

## **Student Reports**

You will receive two reports per year. The first report is at mid-year and will be accompanied by an interview. The end of year report is sent home to you in December. We are available to discuss your child's needs at other times during the year. Should you have any concerns or queries, please don't hesitate to contact us to arrange an appointment.

## Home Learning Expectations

**Reading** - We have now commenced home reading for the year, with students bringing a new reader home every night. *Please read with your child daily.* Children are bringing Level A reading texts home as an introduction to the reading program and will be accurately matched to their own reading level once assessment is complete. Tips for supporting your child's home reading (and other home learning) are included at the end of this newsletter. Students are required to bring their home reading books to school **every day**. Progress should be recorded in their student diary, with help from you when required. Please check your child's communication folder daily.

**Magic Words** - Children will also be bringing High Frequency Words (words that are frequent in texts) home. Your child's reading will progress well if they are able to identify these words in their texts. Once your child is able to read all of the words in a set, beginning with their Golden words, they will receive a certificate, and their next set of words to learn. Parents may find this easiest to complete alongside the daily reader.

**Letter Sounds** – Your child will eventually bring home some letter sounds to learn. There will be some letter cards in your child's take home book. These will focus on the most common sound for each letter. Practising these and looking for the letters and sounds in your child's reader will help to support their learning.

**Show and Tell** – A roster will be sent home in the next few weeks outlining the weekly topic, and your child's day. You can help your child by discussing the topic, and listening to them practise what they will say. This is an essential part of the Speaking and Listening section of the English curriculum.

## Uniform Expectations

Term 1 and 4 are Sunsmart terms and **all students must wear a school hat** for all outdoor activities. Students who do not have their school hat cannot participate in outdoor activities, which includes outside PE lessons as well as recess and lunch breaks. Students not wearing a hat will be required to sit under cover.

Our uniform is navy blue pants and a light blue top. Black shorts or black tracksuit/leggings are not part of our uniform and should not be worn to school. It would be helpful if you packed a spare change of clothes in case of accidents.

## Technology Agreement:

Attached to the class newsletter is our Student Acceptable Use Agreement for Learning Technologies. This agreement covers use of all learning technologies at school including Laptops, tablets, digital cameras, interactive whiteboards and notebooks. This agreement has come about so that students realise that using technology comes with responsibilities, to help students to understand why we use technology at school and to help students feel safe from cyber-bullying when using technology. The agreement is to be read by both students and parents and signed by parents and students. This agreement **must** be returned to school promptly in order for your child to continue to use learning technologies.

## Parental assistance

Parental assistance is highly valued in many ways in our classroom. Parents can assist with reading, the Early Literacy and the Numeracy Program. Your time and support would be greatly appreciated by the children and the teachers. A current 'Working with Children' certificate is required. Please see your child's classroom teacher if you are able to help.

### What you can do at home to support child's learning

- Making sure your child gets a **good night sleep**. Children this age get very tired at school and need over 8 hours of sleep every night.
- Read every day with your child and ask questions about the book. A daily reading routine is important and this makes it fun and enjoyable for both parents and child. Reading should be fun and not stressful.)
- Encourage children to read books, magazines (child centred), and occasionally visit the local library. Children enjoy this experience and love to share their borrowed books from a **big library**.
- Encourage your child to write shopping lists and messages.
- Support your child's interests particularly when we cover our integrated units of work. For example, children enjoy researching dinosaurs, family history and experimenting with science activities at home.
- Revise the 100 mostly used words by playing card games or oral spelling games. For example, making snap card games.
- Practise sounds and letters.
- Play educational maths games. For example, counting, snakes and ladders, snap and Uno card game.
- Together attempt some of the Maths and English computer games. Children in the junior school area enjoy playing toy theater.com.au, starfall.com.au, and Reading Eggs
- Encourage and assist your child with any 'special projects' or 'homework' activities.
- Attend school events, displays or productions in which your child is involved in.
- Regularly contacting the teacher to discuss any problems they may be having at school.
- Helping them balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities.
- Discussing homework in their first language, where English is not the main language spoken at home and linking it to their previous experiences.

Kind regards,

Sarah Britton

Lou Morrow