

Launching Place Primary School
Term Planner – Foundation/Prep
Term 2, 2018



What's Happening in the Classroom

English

We will continue to use the CAFÉ structure when teaching reading strategies. We will be looking at the following strategies in reading sessions:

- Identifying characters, problems and solutions in a story
- Identifying the beginning, middle and end of a story
- Retelling a story, including sequencing the events
- Independent reading strategies
- Using the pictures to gain information
- Making connections
- Cross checking
- Predicting events
- Identifying the beginning and ending sounds in words

The children have a book box to enable them to choose books for independent reading time. Classes will continue to use shared big books, word games, small group directed activities and other published materials during literacy sessions.

This term we will continue to look at some of the letters of the alphabet and their common sounds. When learning about the letters the children will focus on the formation of each letter, the common sound it can make and recognising words that begin with that sound. To assist the students in learning the sounds we will use a rhyme and an action for each letter that identifies the common sound. We will continue to work on some sight words each week. **Please see table attached for order of letters and the words of the week.**

Please continue to practise the appropriate level of M100W with your child to help them progress through the levels. When you feel your child can identify each word in isolation and they are ready to progress to the next level, please let us know via the diary system or ask your child to let us know.

The children will continue to bring readers home on a daily basis for a shared reading experience with an adult, which can be recorded in their diary. We would like to see students read **at least 5 times a week**; if you could encourage this and record it in the diary it would be much appreciated. Children who have read **5 times** in the week will receive a star for their Star Chart.

Students will develop their writing abilities through recalling personal experiences and writing about these in their journal. They will also participate in modelled writing sessions and activities based on our 'word of the week', and things that interest them from their heart maps. Students will participate in visual literacy where they will look at different pictures and discuss them.

During handwriting sessions we introduce the letter and word/s of the week, focussing on the correct starting position and formation. The children will practice handwriting sheets each week.

During the term your child will be allocated a weekly turn for Share Time with the opportunity to come along prepared to share something based on our weekly focus. During these sessions children will be encouraged to display appropriate speaking and listening skills. This includes voice projection, making eye contact with their audience and correct body positioning. Please see the attached note for your child's Share Time day, the weekly topic and the skills focus for the week.

Some ideas to help your child with English:

- Reading your child's reader with them on a regular basis (please see the attached note on reading with your child at home).
- Regularly practising your child's M100W with them by playing games such as memory, snap and fish.
- Providing experiences at home where your child can practise their writing e.g. writing a shopping list, birthday cards, letters to friends or relatives, etc.
- Encourage your child to use the correct pencil grip.
- Have the letter of the week timetable on your fridge or displayed somewhere so you can assist your child with the specified letter each week.

Pre Lit

This term we will be introducing Pre Lit (Early Literacy Preparation Program) to develop students' phonological and language skills. These 2 components to the program are identified as the most important prerequisite skills for learning to read.

Phonological Awareness Component:

Children will be engaged in games and play based routines that teach the skills of phonological awareness so students can break up words into sounds and manipulate sounds in words.

Story book Reading:

Children are encouraged to engage with the story being read, to answer questions about the story and to relate the events in the story to their own lives. This session includes an explicit vocabulary instruction to build their oral language skills.

Mathematics

This term we will continue to build on the children's understanding of the numbers to 20 including what comes before and after and place value. Students who have a competent understanding of numbers to 20 will be extended beyond this during Maths focus groups where students are grouped across the prep grades according to their understanding. We will continue to use a range of concrete materials including counters, unifix cubes, dice and other collections of objects. Students will also be introduced to tens frames, number lines and number charts. We will begin to look at addition including the introduction of the sign and work to develop the strategy of counting on. We will begin to introduce Blitz Master as students become ready.

Key understandings in the area of number to be addressed include:

- Counting forwards to 20 and beyond
- Counting backwards from 20
- Accurately counting and making sets of at least 20 objects
- Recognising, writing and ordering numbers to at least 10 and recognising that zero is a number
- Developing one-to-one correspondence when counting a collection of objects
- Estimating the size of groups and making groups that are smaller/bigger
- Addition of small groups with the use of the formal addition sign
- Beginning to develop the addition strategy of counting on
- Ordinal numbers from 1st to 10th

We will also focus on other areas of the Mathematics curriculum such as Measurement and Geometry, Statistics and Probability. Key concepts we will be working on in these areas of Mathematics are:

- Identifying, describing, drawing and naming common 2-D shapes
- Identifying the difference between 2D and 3D shapes
- Using vocabulary to describe simple mapping and direction
- Collecting data and graphing
- Money – recognition of the coins and the use of money
- Time – days of the week, day/night, morning/evening, o'clock and seasons
- Using the language of chance: possible, impossible, etc

You can help your child with Mathematics by:

- Counting with your child during daily tasks such as climbing the stairs
- Playing simple Maths games such as Snap and Go Fish
- Getting your child to assist you with cooking and measuring the ingredients
- Identifying numbers in the environment, such as on speed signs, letter boxes etc.
- Reading o'clock times such as 9 o'clock, 2 o'clock etc.

Integrated Studies

This term's Unit of Study is called 'Terrific Toys on the Move'. This unit directly relates to the Primary Connections science unit 'On The Move'. During this unit students will be provided with a range of activities which will allow them to explore the different ways in which humans and toys move and what causes this movement. Students will be involved in simple investigations and will create a whole class Science journal.

Students will develop an understanding of the following;

- Different types of toys and the way in which they operate including wind-up toys, battery operated toys and push and pull.
- Toys from the past and different cultures.
- How the shape and surface of an object affects its ability to roll.
- Making and describing observations.

The students will explore these understandings through the following activities:

- Classifying toys according to different characteristics.
- Testing how objects of various shape and size move.
- Designing and creating their own toy.
- Racing different toys and making informed predictions about the outcome of the race.
- Making puppets using a range of materials.

ICT

There are laptops and iPads stored in the Prep classrooms. These are regularly used to support the children's learning in Literacy and Mathematics through interactive stories and activities.

The children will learn:

- Logging on
- Parts of the computer
- Mouse control
- How to open the word processing program Publisher
- Word processing skills
- Accessing interactive websites from the favourites menu

Library

Students will continue to visit the library for half an hour every second Friday and will be given the opportunity to borrow up to two books at a time. Books are required to be returned at least every two weeks. If you have not already done so please send a library bag to school for your child as they are unable to borrow books without one.

Playing to Learn

Three mornings per week (Tuesday, Thursday and Friday) all students in both grades participate in 'Playing to Learn' time. There are 8 categories of activities students can participate in. They include; Computer/iPad, Maths Activities, Craft Activities, Construction, Creative Play, Writing/Hand skills, Reading and Literacy Activities. The activities run on a fortnightly basis and students will be expected to participate in a variety of the activities each week.

'Playing to Learn' caters for a range of individual differences within the classroom. It provides students with a range of learning experiences through specific activities related to various areas of the curriculum.

P.M.P. [Perceptual Motor Program]

P.M.P. will run on Tuesdays from 3.00 to 3.30 p.m. This program provides opportunities for students to develop gross motor skills in the areas of movement, balance, ball handling and body awareness. Helpers with a current Working With Children Check are always welcome.

The Arts – Miss Candice Nyman

This term The Arts will be held on Mondays. Students will receive an hour and half lesson each week that will combine elements of visual arts and performing arts, including music, drama and dance. In Visual Arts, students will be using pasta to create a collage of themselves. They will explore symmetry and create a butterfly with symmetrical colours and decorations. In music, students will continue to learn songs to be performed at Open Night, Grandparents Day and at a Monday Assembly. You will be notified when the big assembly performance will be scheduled. They will continue to experiment with different instruments and they will explore body percussion, where they will be required to make music using different parts of their bodies. In drama, students will focus on the way that our facial expressions and body language can represent different emotions. This term I'm looking forward to watching their confidence grow as they have many opportunities to be centre of attention.

Physical Education - Mr Andrew Devisser

It would be great to see everyone wearing appropriate footwear on their PE day (Thursday). School shirts and shorts or school tracksuits are ideal.

The second term will continue to focus on Athletics skills and then we will be working on ball handling and minor game skills. This will include throwing, catching, kicking, dribbling and fielding activities.

Don't forget the School Photo Trail in mid-May.

LOTE – Japanese – Toko

Japanese will be held on Tuesdays.

This term the children will be learning the words for more colours (red, white, blue, yellow, green, black) and numbers from 1 to 10. They will participate in singing songs using actions and a range of hands-on activities such as Origami paper folding and play-dough making. Children will continue to use Japanese greetings and classroom instructions during their weekly lesson. They will be introduced to Japanese picture books and explore Japanese writing systems.

Visiting Your Child's Classroom

Children are often keen to 'show' their classroom to parents either before school or when collected in the afternoon. Visits for a quick browse at 8.50am are always welcome; however classes start at **9am sharp**.

Assembly is at 9am each Monday morning and we welcome parents to attend this whole school event.

Parent Helpers

Thank you to those parents who have offered to assist in the classroom. The children enjoy having their parents participate in the different aspects of classroom life and your assistance is greatly appreciated. If you would like to assist but have not yet returned the notice sent out last term please feel free to speak with us and we can include you on the roster.

You can help your child and us by:

- Sending the communication folder to school every day and checking for notices on a daily basis.
- Home Reading Diaries should be brought to school each day and if there is a note please encourage your child to notify their teacher to ensure that it is seen.
- Recording relevant information in your child's diary such as, the books they are reading at home.
- Sending a note to school explaining any absences on a piece of paper or on the template provided.
- Encouraging your child to take responsibility for their personal belongings including, unpacking of their own bag and changing their reader.
- Organising Shared News before their day and practising what they will say at home. Talk to your child about the speaking and listening skills focus for the week. Encourage your child to practise this skill at home prior to their Shared News presentation.
- Sending a box of tissues to school with your child for shared classroom use.
- Ensuring your child has a healthy lunch, water bottle and fruit/vegetable snack to eat mid-morning (if the fruit/vegetable snack requires peeling or cutting please ensure that this is done before school).

- Naming all their belongings such as jumpers, lunch boxes, drink bottles and hats to ensure lost items are returned.

Dates to Remember:

- Friday 20th April – School Photos
- Wednesday April the 25th – ANZAC Day (Public Holiday)
- Monday 14th May – Mum’s & Mate’s Afternoon Tea
- Friday May 18th – Photo Trail
- Tuesday May 22nd – Grandparents’ Day
- Wednesday May 23rd – Open Night
- Monday June 11th – Queens Birthday (Public Holiday)
- Thursday June 21st – Reports home
- Monday June 25th – Parent Teacher interviews
- Thursday June 28th – End of term, school finishes at 2:30
- Friday June 29th – Curriculum Day

Week starting	Letter of the week	Word of the week
April 16 th	Nn	no, not, now
April 23 rd	Cc	said, have
April 30 th	Oo	on, over, one
May 7 th	Pp	up, all, but
May 14 th	Ii	it, in is, if
May 21 st	Dd	do, did, dad, had
May 28 th	Ee	he, me, she, be
June 4 th	Rr	red, ride, rode
June 11 th	Ll	look, little
June 18 th	Jj	that, they, just
June 25 th	Zz	with, you, see

Reading With Your Child at Home

Reading is a very important skill for children to develop; reading is very important in everyday life and will assist children in all areas of their learning at school. Each night, children will bring home a ‘take home reader’ in their communication folder. Please read the book with and/or to your child every night. Please record your child’s reading in their diary, by recording the name of the book. You might also like to write a comment about the reading experience.

Tips for listening to your child read

- Before reading, talk about the front cover, the title and the pictures; discuss what the book may be about.
- Let him/her hold the book and turn the pages.
- Let your child “read” from the pictures – if he/she seems to be making up the story as they go along, this is perfectly ok. This is an important beginning reading strategy.
- Vary your approach to reading together; take turns to read, one night you could read the book to them, another night they might read it to you.
- Make this an enjoyable and fun time, preferably at the same time each day/night and away from distractions such as the TV.

- After reading is finished, talk and ask questions about the story and the pictures and encourage them to retell the story.
- Draw your child's attention to words on the page and/or individual letters. We focus on a letter per week, you may like to focus on the same letter we are. Talk about the letter name and the sound it makes. You could discuss if that letter is in your child's name or a family member's name. This will add additional meaning to the experience.
- To help your child learn a story so he/she develops confidence in their own abilities as a reader, read a sentence and have your child repeat it after you. With repeated readings, your child will probably memorise the book. When this happens, ask your child to find common words such as "at", "and", "or" and "but".
- **Note:** if your child shows any indication that the reading time is not enjoyable (i.e. "I don't want to.." etc), please stop and try again a different time. If your child continually does not seem to enjoy the reading time, please come and see us and we will talk about some ways to make it more fun. We want to develop a lifelong love of reading and it starts now 😊.

Please don't hesitate to come and see us with any questions you may have, now or when they pop up in the future.

Thanks for your support,

Marissa Tomlinson and Lara Mackie