Dear Parents of students in Prep,

Welcome back to our last term of the year, as we prepare our Prep students for the big transition into Grade 1. As we reflect back, we have had such an amazing year full of highlights and achievements! We have watched our students enter their Prep year with some reluctance, tears, hesitations, however, they have blossomed into inquisitive young learners who think, question and reflect on their learning and who are now very proud to call themselves … “Almost Grade 1 students!”

It’s going to be a very busy term but with your continued support and encouragement we’ll get through it and celebrate our achievements at the end!

We will be practising the steps introduced to us last term in Footsteps for our Festive Concert performance and give you enough notice to start thinking about costumes. Our song has been ‘ABC’ by The Jackson 5 and probably white T-Shirts that we can paint the letters A, B, C and numbers 1, 2, 3 will be all that you will need to purchase.

Term 4 is also that time of the year when we welcome our 2015 Preps to our school and our 3 transition days take place.

On Wednesday, 12 November and Wednesday, 19 November, our current Preps will have the morning session 9am – 11am with another teacher so that our rooms are available for the 2015 Preps, to engage them in some Literacy and Numeracy. This will occur again on Wednesday, 3 December from 12.30 – 3.15pm as the Prep teachers will be meeting with our new families. Thank you for your understanding.

It’s hard to believe that a whole year has gone by since you all experienced Transition with us last year!

This term our unit of work is: ‘Living and Non-Living’. Students will identify the needs of living things and the conditions they need to survive and explore their role in this as they make connections to their immediate environment...our school veggie garden, their garden at home, the type of fruit tree we will need to purchase so that it thrives in our school yard and survives for over 6 years when they are graduating. We have organised an excursion to CERES early in the term to stimulate students’ interest in the topic and generate lots of questions to explore and inquire about.

We have booked 3 educational sessions and students will be engaged in the following mini units:

- Worms and minibeasts
- Planting a seed
- Where our food comes from

We will be travelling by bus and the cost will be approximately $25.

It would be nice if all our Prep students attend as it will lead to further discussions in class and we’ll be making links with what we’ve learnt at CERES.

As the weather warms up, we encourage all students to keep a daily check on the UV rays and make an informed decision as to whether or not they need to wear their school sun smart hat when outdoors, a continuation of units we’ve inquired in previous terms (weather and keeping ourselves safe).
What we expect the students to learn in reading:
Students will continue to select 5 “Just Right” books on a weekly basis and read these daily at school as well as at home with you. Thank you for continuing to read with them every night, discussing their ‘just right’ books and their reading goal and signing their log book, showing them that this nightly routine is important and that you value their reading. They will continue to develop decoding strategies and make connections with meaning. They will use their prior knowledge and information in the text they are reading to make visual images (using their 5 senses) to deepen their understanding of the text. They may refer to this as ‘visualizing’. They will be encouraged and supported to ask questions about the text to deepen their engagement and understanding of the book. We will not be adding more high frequency words to our current list. Instead we’ll expect them to practise the 25+ words daily and read them automatically; a prerequisite for grade 1.

What we expect the students to learn in writing:
Students will make decisions and have ownership of their writing. They will experiment with words they’ve noticed other authors use and be encouraged to use them in their writing. They will realise that “muscle words” (verbs) and “juicy words” (adjectives) improve the quality of the writing and make it more interesting for the reader. They will continue to be supported to ‘revise and edit’ their own writing and ask questions like: Have you read back what you have written? Does it make sense? What changes can you make to improve it? Can you add a more interesting word? Have you noticed a spelling mistake that you can fix? Students will continue to discuss and reflect on their writing with their teacher during a “writing conference” … a ‘chat’ between the ‘writer’ and the teacher. We have also started using lined paper and trying hard to have our letters balancing on the lines!

What we expect the students to learn in mathematics:
Students will continue to build on their knowledge of Number using concrete materials and model addition, subtraction and sharing in practical situations. “Can you share 20 teddies equally between these 4 mats? Tell me an addition story about these teddies” The flexibility for each of the single digit numbers is our focus in Prep. Knowing all there is about a single digit number will assist them with addition. “I know everything about number 7! It’s 5 and 2 more, 4 and 3 more, 3 and 3 and 1 more. 7 is in between 6 and 8. It’s the number before 8 and the number after 6. It is half of 14 and it is double 3 and 1 more. I will be 7 in 2 years. There are 7 days in one week. If I have 10 strawberries in my snack box and I eat 3 of them, I’ll be left with 7!” They will continue to explore counting on and counting back as addition and subtraction strategies with numbers to 10, find the total of collections and compare and identify more, less and the same number of objects. Students will compare objects according to length using descriptive language such as ‘longer, shorter’ and compare the mass of familiar objects using ‘lighter and heavier’.

Specialist timetable:

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<th>Year Level</th>
<th>VISUAL ARTS</th>
<th>PHYSICAL EDUCATION</th>
<th>INFORMATION/COMMUNICATION TECHNOLOGY</th>
<th>LIBRARY</th>
<th>PERFORMING ARTS</th>
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<tbody>
<tr>
<td>Prep A</td>
<td>Tuesday</td>
<td>Monday</td>
<td>Thursday</td>
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<td>Prep B</td>
<td>Monday</td>
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<tr>
<td>Prep C</td>
<td>Tuesday</td>
<td>Tuesday</td>
<td>Friday</td>
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Prep Teachers,
Jamie, Jenny and Thomai