Welcome back everyone!
The term has started off very smoothly and we all look well rested. The children have settled into their expected learning routines and are happy to be back with their friends! We have a couple of very excited team members as well! Ms Cami got engaged over the holiday break and Ms G is looking forward to her big wedding day which is slowly approaching in July!
It will be another busy term with some amazing things happening! We will be exploring and learning about “Weather” for our Unit of Work. We will investigate this unit from a young scientist’s perspective, and develop understandings that daily and seasonal changes in our environment including weather, affect daily life.
Keep an eye on our corridor display as we explore the seasons and add the knowledge we gather as well as questions and wonderings we may have and would like to explore further. You can inspire your young scientist to investigate the unit further by looking at the daily and weekly forecast and by asking questions to provoke curiosity.

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. Your praise and encouragement as your child’s reading develops, is invaluable. Please sign the log book nightly to show that you value their efforts as young readers and ask them what their reading goal is and what they need to practise to become a better reader.
Students will continue to develop letter-sound relationships and build on word knowledge. They will start to monitor their reading and self-correct by using pictures, meaning and initial letters.
The expectation is for them to know their letters and the sounds they make and the 8 high frequency words we had on our word wall in Term 1 (reading them automatically). We will be adding to this list this term.
Students will be reading simple narratives on familiar topics and retelling two or more events. They will be identifying the characters in texts and talking about them.
Students will start to use a variety of strategies to decode and understand texts
These include:
- Looking at pictures and illustrations
- Using the title and the front cover information
- Getting their mouth ready by looking at the initial sound in words
- Knowing how to read high frequency words and reading them automatically
- To be able to ‘chunk’ and ‘segment’ words (breaking them up)
- Looking at parts of a word they already know
- Looking at the ending –s, -ing, -ed
- Sliding across the word … looking at the whole word and asking if their prediction makes sense!
- Reading around the word and working out what word would make sense
What we expect the students to learn in writing:

Students will be given daily opportunities to write about things they know a lot about and build on their belief that “they are great young writers with great ideas!” They will be expected to think about what they want to write, rehearse their message and then be “brave writers” and write their message down, having a go with unknown words by recording the letters that make the sounds they hear. Students are encouraged to write the high frequency words we have on our word wall automatically, so practising the words at home will help them.

Our young writers will learn to make decisions about topics, purpose and audience. Through our Unit of Work, students will record observations and understand that information is “factual”. With guidance and encouragement, they will further develop concepts about directionality of writing, pencil grip, spacing and letter formation.

What we expect the students to learn in mathematics:

Students will continue to build on their knowledge of Number and Place Value using concrete materials (counters, icy-pole sticks, unifix blocks, dice, playing cards, ten-frames and calculators). They will be exploring pattern in number, counting on and counting back, ordering numbers and finding numbers that come before or after a given number. Concrete materials will be used to work out simple addition and subtraction problems. Students will compare and order the duration of events using everyday language of time. They will interpret simple data displays and collect information to make their own picture graph.

Specialist timetable:

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<tr>
<th>Year Level</th>
<th>VISUAL ARTS</th>
<th>PHYSICAL EDUCATION</th>
<th>INFORMATION/COMMUNICATION TECHNOLOGY</th>
<th>LIBRARY</th>
<th>PERFORMING ARTS</th>
<th>SPANISH</th>
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<tbody>
<tr>
<td>Prep A</td>
<td>Monday</td>
<td>Thursday</td>
<td>Wednesday</td>
<td>Tuesday</td>
<td>Thursday</td>
<td>Tuesday</td>
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<td>Prep B</td>
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<td>Prep C</td>
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<td>Prep D</td>
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We look forward to seeing you all on Twilight School when we open our classrooms to all interested as we run our normal program.

Thank you for your continued support and partnership!

Prep Teachers,
Jenny, Jamie, Laura and Thomai