



Prep Newsletter

28th May 2017

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Important Dates Term 2

Friday 2nd June

Parents coffee morning 9.30am

Monday 12th June

Queen's birthday -No student required at school

Thursday 15th June

Music Viva incursion

Friday 23rd June

Reports sent home

Wed 28th night Thurs 29th June-day

3 way conferences – Times to be advised

Thursday 29th June

End of term concert

Friday 30th June

Last day of term pick up 2.30pm

Have you paid for the music incursion and Stomp the Beat? Please pay via QKR before the due date, or see the office if you need some assistance.

Lovely to have you all at our Open Morning!

It was a full house in both Prep rooms for Open Morning during Education Week. The children were thrilled to show you all what they have been doing and their classrooms. For those that couldn't make it, it wasn't a problem, those children joined in with others and shared their experiences and work with their friends and their families. Remember, we can only do what we can do, so if you can't make something it is never an issue, that is what being part of this lovely community is about, helping each other out!

Assessments

We are currently trying to assess all children for their upcoming reports. As you can imagine this is a very time-consuming process with 20 children, when trying to work one-on-one with them and still manage the needs of the other 19. We may not get to test everybody's M100W words this week or next week as we need to focus on some other assessments. Having said that we will obviously do our best. While the M100W are great there are many other things children can be working on if you feel they need more to do at home.

They can:

- Use Reading eggs
- Mathematics
- Practise handwriting (we sent home a name plate with Vic Modern Cursive letters at the start of the year)
- Practise writing- write a letter or story, remembering capitals and full stops.
- Learn to spell M100W
- Practise writing and identifying to 20 and beyond.

Do you read the fortnightly school newsletter and class newsletter? We have lots of questions about information that is sent in these newsletters. Please ensure you read them so you know what's happening in your class and school.



Numeracy-Term Two

- ❖ 100 days of school- during this time we explore numbers to 100 and place value.
- ❖ Subitising (see description)
- ❖ Working with numbers to 20 and beyond (see descriptions)
- ❖ Days of the week
- ❖ Literacy

Writing

- ❖ Writing
- ❖ Children are at varying stages of their writing development, as such we teach to the point of need of each stage. Some children are practising the 'mechanics' of writing. Writing in the correct direction, using the correct pencil grip, what lines to write on etc..
- ❖ Some children are practising sounding out any letters they can hear in the word they are writing.
- ❖ Some children use 'clues' to help them write some of our sight words such as the Golden words in the room.
- ❖ Some children are focusing on th, sh, ch ing etc and commonly used words.
- ❖ We are focusing on adding a full stop to the end of our sentences, exclamation marks, question marks and capital letters.
- ❖ Children are all practising the correct formation of letters also.

Thanks to all the mums that have come in to listen to reading! It is very much appreciated!

Being on time

Please remember that school starts at 8.50am. Children should be on the deck at this time ready to come in and join the morning circle so we can have all our announcements and rolls marked and be ready to start learning by 9am. If your child is still a bit apprehensive in the morning it is better to arrive with everyone else than have to come in to an already formed circle and settled grade. Please wait for a teacher to open the door as we can't have children in the classroom unsupervised.

A bit more about Numeracy...

Here is a little bit more about our program and the basic skills we start children with and then build on from there.

Numeral Identification

The first step in Math and Number Awareness is learning what the 10 numerals (0 through 9) look like. This is difficult for some initially, numerals (such as 6 and 9, or 1 and 7) look very similar. Once a child is able to recognize the 10 numerals and know each numeral's name, they can develop an understanding of the amount each numeral represents.

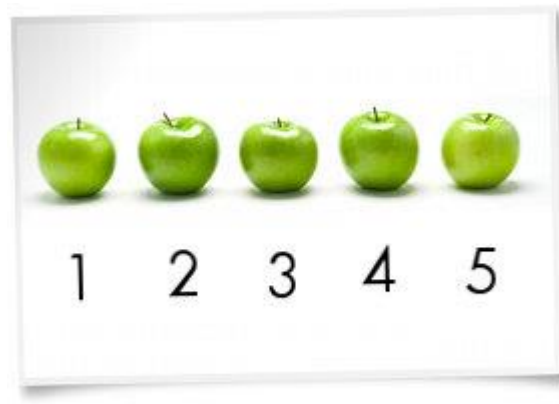
Children in the classroom may be asked to "Cut out five circles," "Pick three friends," or "Ask one question," for example. Understanding the significance of numerals will directly contribute to a child's success in the classroom.

Counting

When first learning to count, a child counts by rote memorisation. This means they will likely be able to say the names of the numbers from 1 through 10 simply because they have memorised the order of the words, "one, two three ... ten." However, they likely do not yet understand that 5 is 2 more than 3, for example.

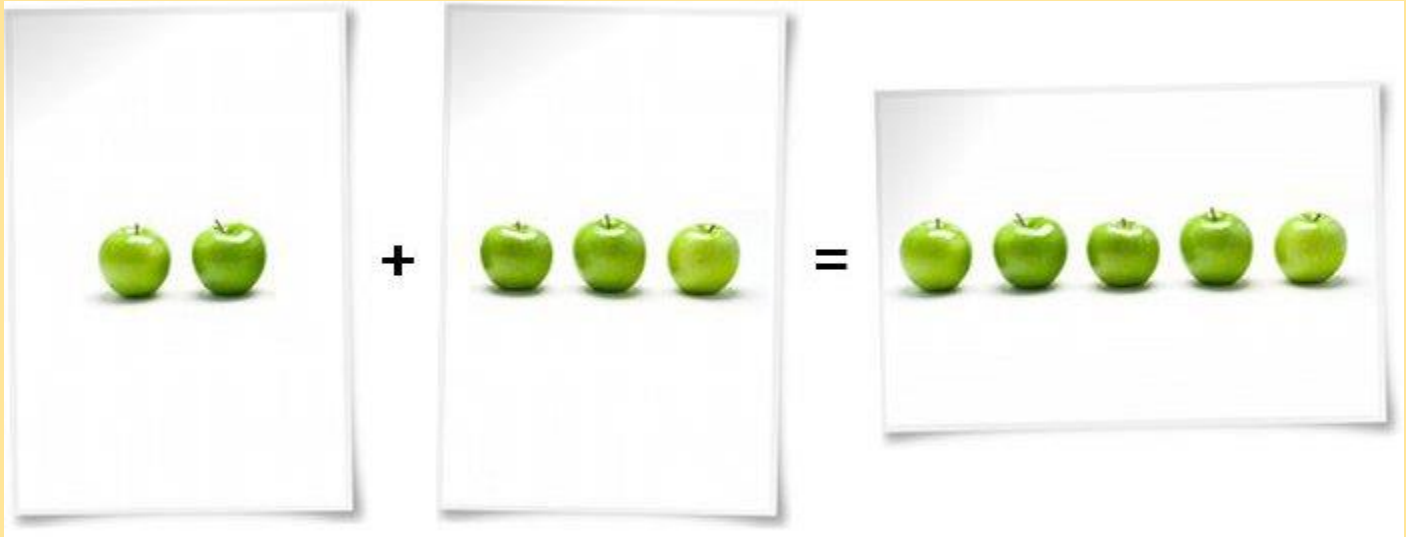
One-To-One Correspondence

When counting, the concept of "one-to-one correspondence" is the understanding that each object being counted represents "one more." Before a child understands one-to-one correspondence, he will count by rote memorization. When asked to count a small group of objects, they will likely count quickly through the numbers they have memorized and randomly touch the objects being counted instead of touching and counting each object just once. For example, a child given five beads may automatically count aloud from 1 to 10 when asked to count the beads, pointing to random beads as he proudly shows how well he can "count."



Counting On

“Counting on” allows a child to continue counting objects added to a previously counted group without recounting the entire group. For example, give your child two apples and ask him to count them. Then, give your child three more apples. Counting on would involve your child applying one-to-one correspondence to the additional three apples by counting “three, four, five” instead of restarting at one and recounting all five apples.



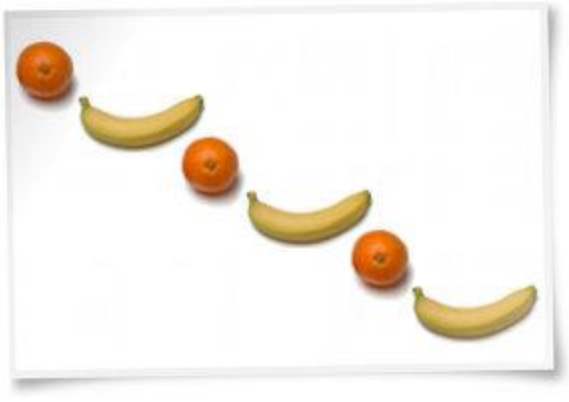
Counting on is an important skill because it is time-consuming and impractical to recount a group of items each time additional pieces are added.

Patterning recognition and creation

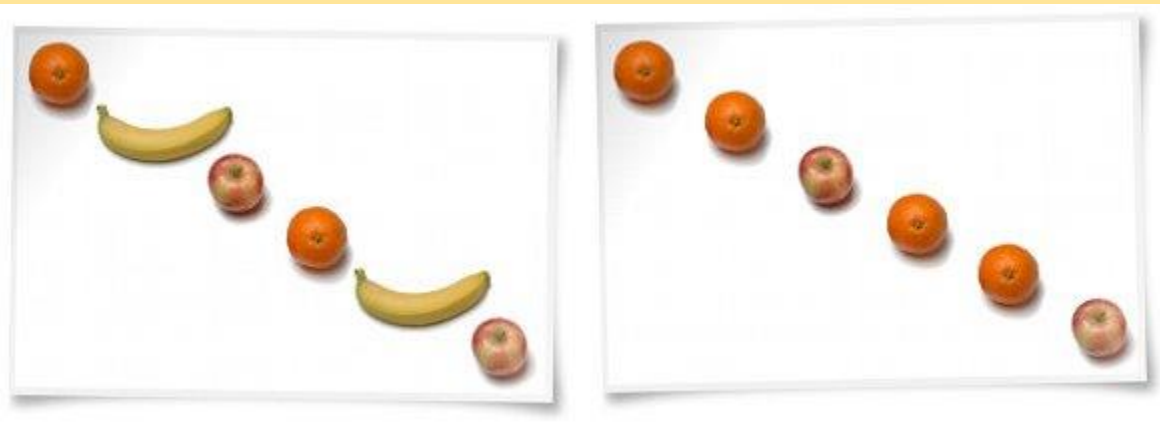
Understanding patterns is an underlying theme in math lessons. A pattern is defined as any sequence that repeats at least twice. As a practical example, consider counting from one to one hundred by ones. When counting, there is a recurring pattern in which all digits rotate from 0 to 9 before restarting back at 0.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29

The first pattern that is introduced in the classroom is called an AB pattern. This means that two different objects line up in an alternating pattern, such as: orange (A), banana (B), orange (A), banana (B), and so on.



As comfort with patterns grows, the patterns will become more complex, moving to an ABC pattern or an AAB pattern.



The ability to recognize, identify and create patterns not only supports learning in math but it also contributes to broader social development. Through an understanding of patterns, children are able to make predictions about what comes next. Just as a child can predict that a red bead will come next after seeing a string with a red bead, blue bead, green bead, red bead, blue bead, green bead pattern, a child will be able to make accurate predictions about other things or events that occur with regularity. For example, predicting what comes next after eating lunch (cleaning up) or after taking a bath (putting on clean clothes) will help a child manoeuvre more confidently in his environment.

Classifying and Sorting

Children are also introduced to sorting and classifying in math lessons. These activities provide children with opportunities to develop logical reasoning skills as well as demonstrate divergent (independent) thinking.

For example, three different children will likely sort a pile of buttons of varying shapes, sizes, colors, and materials in three different ways. One child may put all the round buttons in one group and all the odd shaped buttons in a different group. A second child might put all the metal buttons in one group and all the plastic button in a different group. And a third child might sort the buttons according to color or size. The particular organizational system is not important. What is important is that each child accurately sorts according to his organization system and is able to explain his thought process.

Subitising

Subitising is the ability to instantaneously recognise the number of objects in a small group without the need to count them.

Why is subitising important?

The predominant focus of the early maths curriculum is development of an understanding of number. Subitising is an essential part of developing number sense in early years children by helping them to relate numbers to actual items or groups of items. This is known as number conservation. It is not uncommon that young children learn to count by rote but do not really understand the meaning behind what they are doing. By looking at groups of items, children can start to develop an understanding of how a number is made up: for example, seven dots could be a set of three dots and a set of four dots, or a set of six dots and one dot. This understanding of part-part-whole relationships helps children to separate and combine numbers and accelerates understanding of addition and subtraction.

What we are learning continued.....

Reading

- ❖ We are focusing on decoding strategies. So far children have used Eagle Eye and Lips the fish, Chunky monkey and Tryin Lion to help them decode the text they are trying to read.
- ❖ Some children are still working on letter/sounds.
- ❖ Some are focusing on sight words and recognizing them in text.

STEM

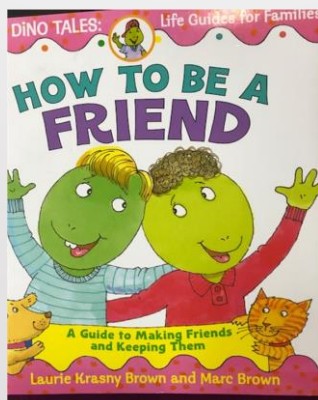
- ❖ What are mini-beasts?
- ❖ What mini-beats can we find in our school grounds?
- ❖ How can we interact with them safely?
- ❖ Why do they live in different environments (habitats)?

PE

- ❖ Ball skills/games without equipment

Philosophy

- ❖ Our philosophy sessions this term will be focused on how to participate.
- ❖ We will introduce the talking stick/ball.
- ❖ Discuss what to do if you don't agree with someone and how to have a respectful discussion.
- ❖ Why it is important to always have your own opinion and not be influenced by others.
- ❖ The sessions usually run with a book as it's theme. We choose books weekly on a needs basis.
- ❖ This week we are looking at "How to be a friend". A great book from Jody our welfare coordinator.



Reports

Reports go home June 23rd

This semester all schools are required to report student achievements against the new Victorian Curriculum.

The new curriculum has four new levels - A, B, C, D - that measure a student's levels leading up to Foundation level at the end of their Foundation (or Prep) year. (A,B,C,D Foundation, 1,2,3,4,etc...)

D is the closest achievement standard to Foundation Level, and so 4 levels HIGHER than A level.

You can view your child's achievement rating using the graphical form, which will indicate exactly how far below or above expected level they have achieved.

At the end of the year, reports will show growth made in the previous 6 months.

Semester 1 2018 reports will show growth made using the Victorian Curriculum Standards over 12 months.

If you would like more information regarding the new Victorian Curriculum, go to <http://victoriancurriculum.vcaa.vic.edu.au>

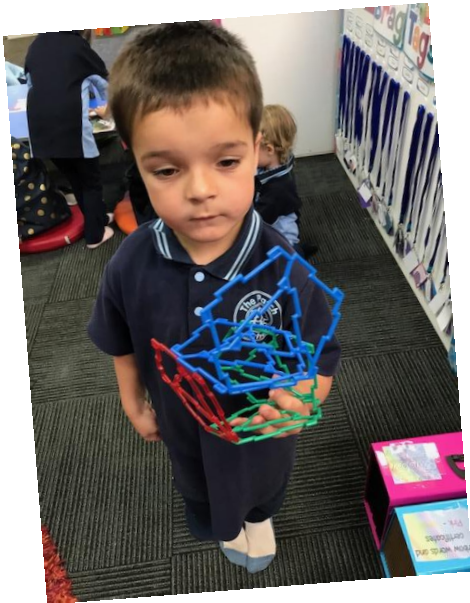
Photos 😊



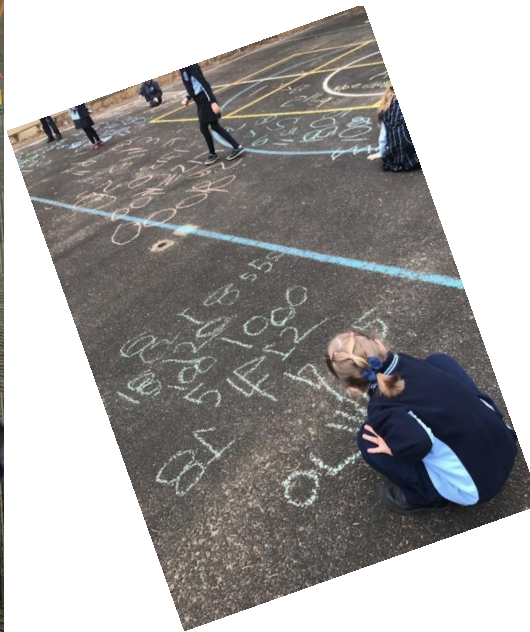
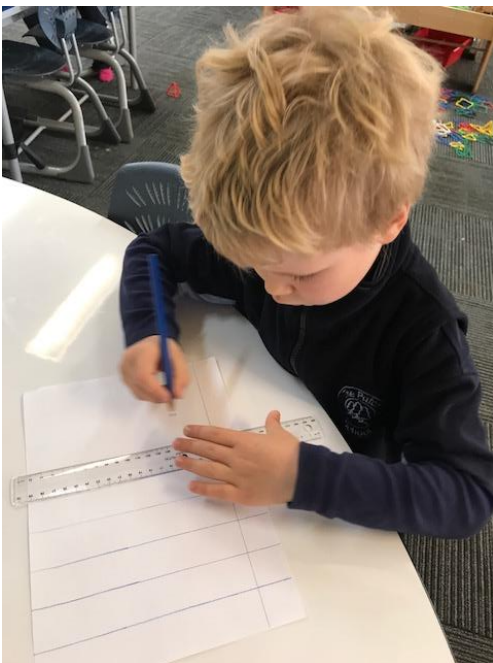
Open Morning in Prep



Making patterns



So busy!
Maths, Maths
Investigations and
VIP time in Prep



We have included the form below for The Premieres Reading Challenge. If your child is interested just return the form to your teacher and we will pass it on to Jess the coordinator. It is easy and a great way to encourage kids to read (or be read to).



10 May, 2017

Victorian Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge is now open and The Patch Primary School is excited to be participating.

The Challenge is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books by 8 September 2017.

Children from Prep to Year 2 are encouraged to read or 'experience' 30 books with their parents and teachers. Children from Year 3 to Year 10 are challenged to read 15 books.

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and can choose to have their name included on the online Honour Roll. If you would like your child's name to appear on the Honour Roll, please sign the attached form and return it to your school.

To read the Premier's letter to parents, view the booklists and for more information about the Victorian Premiers' Reading Challenge, visit: www.education.vic.gov.au/prc

If you would like your child's name to appear on the Victorian Premiers' Reading Challenge online Honour Roll, please sign this form and return it to the office or Jessica in

TERMS AND CONDITIONS

Definitions: *Department* refers to the Victorian Department of Education and Training, *Person* refers to the child/adult listed below in the consent declaration.

1) Privacy Protection

The Department takes its privacy obligations seriously and any personal information collected or used by the Department will be handled in accordance with the *Privacy and Data Protection Act 2014* (Vic). This law sets out what we must do when the Department collects, uses, handles and destroys personal information. Personal information includes personal details such as an individual's name and school that could be used to identify an individual.

2) Collection, use, disclosure and storage of personal information

If you provide your consent your school will collect and disclose your child's first and last name, and the name of the school to the Department. The Department will then:

- Publish your child's name on its online Honour Roll located at: www.education.vic.gov.au/prc at the completion of the Challenge with no other identifying factors such as early childhood setting name.

3) Accuracy, access to information and withdrawal of consent

The Department will endeavour to ensure that any personal information held about your child is up to date and accurate. You can access, correct and withdraw personal information held by the Department by written request in accordance with the Department's Information Privacy Policy located at:

<http://www.education.vic.gov.au/Pages/privacypolicy.aspx>

Consent may be withdrawn at any time by writing to the Department's Privacy Unit on: privacy.enquiries@edumail.vic.gov.au

If you have any questions about this form, or if you need more information, please contact the PRC Challenge Coordinator at the Department readingchallenge@edumail.vic.gov.au or (03) 9637 3624.

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Yes I consent to my child's name appearing on the online Honour roll

Name of child.....Grade.....Parent Signature.....