

Term Newsletter and Important Information Term Two 2024

Term Two is a very busy and exciting time for our Preps and their families. Our students will continue to learn all about school life and the routines of the classroom. They will build on friendships made in Term One and once again they will work with their Grade 6 buddies. We look forward to a fantastic term ahead.

Uniforms - In Term Two, students will be required to wear their winter uniform: long sleeve top, pants, skirt, navy blue or grey tights.

Email communication - Teachers can be contacted between the hours of 8.30am and 3.30pm. Teachers will reply to parent emails within 48 hours.

Mrs Brunina Moreno (Prep B): bmoreno@spcoburg.catholic.edu.au

Miss Sophie Taylor (Prep t): staylor@spcoburg.catholic.edu.au

Medical Management - If your child has any medical issues that we are not aware of, please let us know.

Changes in pickup : Please inform the school office or your child's classroom teacher of any changes to pick up, either by email, Seesaw message or in person.

Specialist timetable: This will be shared on Seesaw in week two.



A reminder, please keep checking your SEESAW account. This is a great platform to see what's going on in your child's classroom, to keep informed about your child's learning and an opportunity to be involved in your child's academic progress.

Home Learning expectations

- Read to your children from your library at home daily
- Listen to your child read their take home reader daily
- Have conversations with your child to build on the learning you see on Seesaw



Curriculum Overview

Throughout the term, the students will be working towards the learning outcomes and concepts outlined below

READING:

The students will focus on:

- recognising letter names and spoken sounds
- breaking words apart into sounds and blending back together to help read them, such as: c-a-t = cat
- reading simple consonant vowel consonant (cvc) words
- stimulating children's interest in reading through shared text
- predicting what will happen in a story and what will come next
- retelling stories orally
- identifying the beginning, middle and end events in stories



Writing:

- continuing to develop their letter formation and fine motor skills
- making attempts at writing words using sound letter knowledge
- using their own illustrations as a stimulus for writing
- retelling and responding to shared texts through the use of illustrations and images
- experimenting with simple punctuation
- attempting to write simple words and sentences

Speaking and Listening:

- contributing ideas to class and small group discussions
- sharing feelings and thoughts about the events and characters in texts
- blending and segmenting sounds in single syllable words

Mathematics

Number and Algebra:

- counting numbers to 20 and beyond
- using numbers to 20 and beyond
- identifying groups of objects
- counting our days at school
- matching representations of numbers to 20 and beyond
- partitioning numbers up to 20 (breaking numbers into different parts)



MEASUREMENT

- identifying basic two dimensional shapes, such as triangle, rectangle, square and circle
- sorting, classifying and comparing shapes according to features
- recalling the days of the week and relating to daily events
- using the terms yesterday, today and tomorrow

Religion

In the unit, *We can Shine God's Light*, the students will focus on God the creator, who is present in all of creation. They will explore the first creation account in Genesis, to learn about God as a creator and the goodness of creation. Students will investigate the importance of sharing our gifts and talents from God, that spread light into the world and build our community. Students will listen and respond to the Creation Story by using Godly play materials and will make a creation bag. They will name where they experience the light of God in their lives and the world around them by making a simple booklet about God's light in creation and themselves. They will make paper lanterns labeled with ways we show ourselves to be children of light.

Inquiry

Throughline: Health, Design and Technology

Understandings

- food can affect my body
- being active can keep my mind and body healthy
- we are responsible for our bodies by the choices we make; eg food, exercise and making safe choices
- germs are everywhere and germs can make us sick

Throughout the unit, *What Makes A Safe And Healthy Me*, the students will explore different ways to keep their mind and body safe. They will investigate healthy and unhealthy foods and classify these as *always* and *sometimes* foods. The students will have the opportunity to explore how they can keep their minds and bodies safe, through exercise, eating healthy and rest. They will also examine how they can make choices to keep themselves safe at home and school by investigating germs and hygienic practices. The students will examine services in the local community that help to keep them safe, such as: police, ambulance and firefighters.

Italian

In Italian, the learning focus will be:

- understanding and using single words and simple phrases from shared texts
- listening to and understanding bilingual and Italian stories, such as "Ecco Pinocchio"
- working in small groups to learn, practice and role play "Orso marrone, Orso marrone cosa vedi"? (Brown Bear, Brown Bear, what do you see?)
- answering simple questions about color (e.g., "Che colore è la mela?" - What color is the apple?)
- recognizing and naming basic colors in Italian
- using color vocabulary in simple sentences and conversations



Performing Arts

In Performing Arts, the learning focus will be:

Students will be exploring familiar nursery rhymes through dance. Students will perform rhymes and songs with actions, to their peers and explore different dance styles. They will build up a repertoire of songs and simple dances thinking about the mood and style, and develop a range of different moves. Students will use fundamental locomotor and nonlocomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas. They will work in pairs and small groups to choreograph and organise movement ideas to create sequences.



SEL

In Social/Emotional Learning, the focus will be:

- student voice:

Visual Arts

In Visual Arts, the learning focus will be:

Students will explore the art forms of painting and

- recognising personal qualities and achievements.
- understanding myself as a learner
- ur Australian history
- staying safe
- cultural diversity

mixed media. Students will experience artmaking through each of the elements and develop skills in tearing, cutting and pasting. They will continue to learn how to care for materials, use equipment safely and take turns. Exposing students to a variety of art elements and their application, will strengthen their creativity and problem solving skills.