**Prep Term Letter, Term 3, 2019**

Dear Prep Families,

Welcome to Term 3 of Prep at Our Lady of Dolours.

This term has many exciting units and activities organised.

**Term 3 Units of Work**

**Religious Education**

In Religious Education, students will listen and respond to stories from the Old Testament of the Bible. We will investigate a timeline in response to where the stories are positioned in the Bible (Old Testament and New Testament). Scriptual texts will include the Ten Lepers, the story of Joseph and the story of David. We will explore how people have the freedom to choose between good and bad, right and wrong and make connections between their personal experiences.

**English**

English units follow a context-text approach that embraces the connections between reading, writing, viewing, speaking and listening and encourages authentic learning activities and assessment.

This term we will focus on recognising and generating rhyme, letter patterns and sounds through a variety of texts, including: The Magic Hat, Giraffe’s Can’t Dance, Pig the Pug, Oi Frog, Oi Dog and Rodney Loses It.

When writing we will focus on starting a sentence with a capital letter, ending with a full stop, using spaces between words and including conjunctions. Linked very closely to our writing, students will learn the correct formations of letters and how we write them using the head, body, tail approach.

  

We will also be incorporating **Casey the Caterpillar**. A note has been sent home in the blue communication folder to assist you with letter formations as your child becomes increasingly confident with their writing capabilities.

**Mathematics**

In Mathematics students will continue to develop their understanding of numbers by investigating numbers to 20 and beyond. Activities and games will focus on developing counting and ordering skills as well as matching the numerals to pictures to understand the value of teen numbers.

Students will connect events and the days of the week. They will learn to explain the order and duration of events as well as use appropriate language to describe location through position and movement.

Students will experience practical situations to model addition and sharing.

**Science and Design Technology**

This term we are focussing on earth and space sciences. We will explore changes in the environment around us, including changes that impact us. Our Weather Station allows students to note the days and months of the year as well as observing the environment outdoors.

**Active Learning**

In Term 3 we will continue Active Learning (AL).

AL is very popular with the kids and it gives them an opportunity to connect with the curriculum in real life, play-based situations. It is in these learning activities and the conversations that they are having that allow them to make deep connections to the curriculum. We have six learning activities that are related to the curriculum. Students are given the opportunity to interact with others who may have differing opinions, ideas and experiences. This will provide some really rich learning experiences for everyone.

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| **Station** | **Subject** | **Concept** | **What students do** |
| Supermarket | Maths | Number, addition and sharing | Customer, shop assistant, grocery items set up with a shop front, cash register, money, price tags, shopping list, carry baskets, shopping trolley |
| Nature Centre | Science | Needs of plants and animals | Creating and maintaining a garden, worm farm |
| Weather Station | Science | Identifying the daily and seasonal changes that affect everyday life | Weather chart, clip boards, Scientist dress up, magnifying glass, thermometer, rain gauge, weather reports |
| Museum  | History | Past and Present/ Continuity and Change | Understanding how the past is different from the present, dress ups and accessories from the past |
| Writing Office | English | Letter-sound knowledge, sight word recognition, reading and writing strategies | Using fun writing utensils (pens, textas, stamps, stickers, etc) to write notes, letters and stories on a variety of writing resources |
| Meditation Station | Religion and English | Prayer | Students write prayers, thoughts, blessings etc on our Graffiti Wall and Healing Wall. Whole body mindfulness through prayer/meditation in pop-up tents.  |

**Physical Education – Anthony Ebbage**

* Identify and describe how their body moves in relation to effort, space, time, objects and people.
* Test possible solutions to movement challenges through trial and error.

**Music – Deanne Johnson**

In music, through songs and games, we are continuing a heavy focus on our singing voices and working on pitch matching and in-tune singing. We will learn rhythm and pitch names and use these to develop our memory and musicianship skills through echoing and creating rhythmic and melodic patterns. Students will continue to expand their repertoire and begin to look at elements of music such as dynamics (loud, soft, fast, slow) all in the context of rehearsing for our school musical “Space Aliens”.

**LOTE – Melissa Kurosawa**

**Preps** will continue their Japanese journey this term with Unit 2, **“Who am I?”**

In this unit students will reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese.

Students will:

* use language to introduce themselves and identify others
* interact with the teacher and other students to identify body parts, sing songs and play games involving moving the body
* present a children’s song with actions and movement in Japanese and English
* reflect on similarities and differences in ways of introducing and giving information about oneself.

**Visual Arts – Therese Flynn-Clarke**

Semester 1 saw students P-6 exploring Aboriginal and Torres Strait Island culture and visual arts to use as inspiration to create their own works of art. Students looked at storytelling and totems in ATSI art and cultural practice and then using a guided meditation technique students created their own ‘symbol’ referencing the story of a place that was special to them in nature. There was a specific focus on some of the elements of visual art including line, shape and colour.

Semester 2 sees the continuation of the learning with a focus on contemporary ATSI visual arts and culture and a specific focus on dogs, referencing ‘Camp Dogs’, dog dreaming stories, and sculptural artwork. Students will be introduced to ‘Yarning Circles’ (see links) and it’s ‘rules’ to tell their own stories. A focus on specific indigenous artists will also be a focus including the Aurukun community’s wood carvings of Camp Dogs. We will extend line, shape and colour concepts began in Semester 1 in 2D and 3 D forms.

<https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>

<https://www.scu.edu.au/media/scueduau/academic-schools/-gnibi-college-of-indigenous-australian-peoples/About-Yarning-Circles-A-Guide-for-Participants.pdf>

<https://harlaxtonss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/yarning-circles.pdf>

**Homework**

Students will continue with their current sight word book. They are to return this book every Friday along with their library book. They will be tested twice before being given a new set. If your child reads the word correctly, the word will be highlighted. When the word has been read correctly for the second time, the word will be initialled. Your child will then progress to the next level of sight words.

Students will continue to receive a set of readers (3) on Monday’s. Please initial and mark that your child has read the book. It will ensure that the books are replaced with new ones. Reading assessments will be carried out as often as I possibly can. The reading assessment determines the reading level your child is currently at. Your child may stay on the same level for a while and at other times they may possibly jump a few levels.

Readers are to be **returned** to school on **Friday’s**.

**Morning Routine**

A reminder that the classroom door will be opened by myself or another teacher at 8:15am every morning. I would expect by Term 3 that all students should be unpacking their own bags. Each student may do this at their own pace, however it is important to develop independence. If your child has not unpacked their bag by the time morning assembly bell goes, please leave their bag. I will allocate time for them to unpack upon return to the classroom. All students are encouraged to be sitting in the courtyard at 8:30am ready for morning prayer Monday-Thursday.

**Weekly Timetable**

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| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ArtJapaneseSport | **Reader** | Music**Reader** | **Reader** | Library Borrowing / Reading Eggs**Sight Words****Reader** |

**Ice Blocks**

Students may still bring in money for ice blocks on Thursday. I suggest a small zip purse/wallet for the coins. This can be kept in the front pocket of their school bag. I no longer collect money from the children, this reinforces their independence and confidence.

**Book Week**

OLD has a tradition during book week. Each child is welcomed to come dressed as a character from their favourite book. On Friday 30th August, OLD will be holding a Book Parade. This is the day in which your child may dress as their favourite character. A parade will occur in the MPC. It would be great if your child could bring the book along with them if they have it (not essential though).

**Upcoming important dates:**

* **Friday 26th July – 100 Days of Learning Celebration**
* **Tuesday 31st July – Circles Program Commences**
* **Friday 2nd August – Athletics Carnival**
* **Friday 9th August – Prep & Yr 5 Mass 9am**
* **Wednesday 14th August – EKKA Holiday**
* **Friday 23rd August – Lunch Day**
* **Friday 30th August – Book Week Parade –‘reading is my secret power’ theme**
* **Tuesday 10th September – Student Led Conversations**
* **Saturday 14th September – O.L.D. School/Parish Mass 4:30pm**
* **Monday 16th September – Lunch Day**
* **Friday 20th September – Final Day of Term 3**

My best form of contact is by email rstigter@bne.catholic.edu.au. As my days are rather busy, I endeavour to return all received emails by the evening.

Thank you for your support as we continue our partnerships to give each student the best education opportunities possible.

Regards,

***Rachel Stigter Brett Kitchener***

Classroom Teacher Principal