



PREP News | Term 4 2017

POINTS OF INTEREST

- **Assembly P-2** October 9, 23; November 6, 20; December 4
- **Social and Emotional Development:**
GROW focus - Great Learners and Organised
You Can Do It focus - Organisation and Persistence
- **Report Cards emailed** 8 December
- **Full School Uniform** every Monday

DAYS TO REMEMBER

- **Student Free Day** 16 October
- **P&C Trivia Night** 21 October
- **P&C Disco** 3 November
- **Night of Music** 14 November
- **Junior Swimming Carnival P-2** 30 November
- **2018 Prep Orientation** 22 November
- **Excursion** TBA
- **Class Party Day** 7 December




CURRICULUM FOCUS

	Content	Assessment
ENGLISH	Students will have multiple opportunities to read, examine and respond to literature and to explore text structure and organisation. Students will respond to a letter written to them by a story character that includes illustrations.	Students will respond to a letter written by a story character from the book, Amy and Louis.
MATHS	Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of: <ul style="list-style-type: none"> • Number and place value - represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process • Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects • Location and transformation - describe position, describe direction • Shape - describe, name and compare shapes • Data representation and interpretation - generate yes/no questions, identify and interpret data collected. 	Students will be asked to demonstrate their knowledge of Number & Place Value, Shape, Data Representation & Interpretation and Location & Transformation by responding to questions verbally and using hands-on resources. Working with a teacher / teacher aide, students are asked to respond to mathematical questions related to concepts from the year.
GEOGRAPHY	Students will investigate the inquiry questions identified from the Australian Curriculum: Geography. What makes a place special? How can we look after the places we live in? The content provides opportunities to develop the following concepts for geographical understandings: place, space and scale.	Students will be asked to identify a place that is special to them. They will be asked to answer a series of questions about their Special Place including why it is special to them and how it makes them feel. Students will draw a map of their Special Place and describe how to get there. They will be asked to suggest ideas of how this place should be cared for.
SCIENCE	Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students will engage in hands-on investigations and respond to questions about the	Students will explain which senses are used to observe movement. Students will describe how and why objects move.

	factors that influence movement. They will share observations and ideas and represent what they observe. Students will have the opportunity to apply and explain knowledge of movement in a familiar situation.	
HEALTH	Students will explore how their bodies are growing and developing, and identify actions that would keep them healthy, such as diet, hygiene and physical activity.	Students will be asked to recognise how their body has changed and to identify actions that help us to stay healthy.
P.E.	Students participated in the "Learn to Swim" program delivered by Aquatic Achievers.	Students will be assessed on their technique and performance during the Aquatic Achievers Learn to Swim program.
MUSIC	Students will explore different emotions through music. Students will listen to a variety of repertoire representing different feelings and discuss the comparatives high/low, loud/soft and fast/slow.	With particular reference to Mussorgsky's 'Pictures at an Exhibition' they will respond to the music through movement and imaginative experiences reflecting on how they feel.

FOCUS | TERM 4

WHY READ 20 MINUTES AT HOME?

<ul style="list-style-type: none"> ❖ Student A reads an average of 20 minutes per day. ❖ 3,600 minutes per school year. ❖ 1,800,000 words per year. ❖ Scores in the 90th percentile on standardized tests. 	<ul style="list-style-type: none"> ❖ Student B reads an average of 5 minutes per day. ❖ 900 minutes per school year. ❖ 282,000 words per year. ❖ Scores in the 50th percentile on standardized tests. 	<ul style="list-style-type: none"> ❖ Student C reads an average of 1 minute per day. ❖ 180 minutes per school year. ❖ 8,000 words per year. ❖ Scores in the 10th percentile on standardized tests.
		

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

My Five Finger Story Retell



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