

# What's happening in Term 1?

A Note  
From the  
Teacher

## Welcome to Term 1!

We are so excited to meet each and every one of you, and can't wait to help your child with their learning journey. The following information is to help with the day to day routines and expectations in Prep.

### Pick up

**We will still be monitoring end of day pick up for a little while but if there are any changes please email.**

### PBL

Our fortnightly focus to start the year will be our school expectations; We Are Safe, We Are Respectful, We Are Learners. All students have a 'Hoot' card to track positive behaviours in the classroom and playground. Students earn hoots by demonstrating our school's expectations and values. At the end of each term there will be a Principal's Party or a Rewards Day.

### Fruit Break

Students will have a brain and movement break every day in the morning session. Please pack a piece of fresh fruit or vegetable for your child to eat during this time. Remember we are encouraging nut free items due to severe allergies in our year level.

### Emails

If you haven't received an email from me yet please check-in with me as there have been some 'bounce' back and we may need to check what is entered with the office.

## Books/Stationery Supplies

Thank you for providing your child with all the supplies they need for the year so promptly. Stationery has now been sorted and put away. If there are items that are not needed, I will send them home. Library Bags- We will be borrowing from week one so please make sure one is supplied.

## Hats & Water Bottles

Please ensure these items are named, so that missing items can be returned when found. Hats will be stored in their school bags and drink bottles will be on a trolley with access in class and at playtimes.

## Tuckshop

The Tuckshop is open on Wednesday, Thursday and Friday. **Please order food through MunchMonitor.** It would be beneficial to remind your child they have tuckshop to avoid confusion. We encourage no money to be brought to school to prevent loss of money. Snack foods eg. ice blocks should be purchased at second break for your child.

If you have any questions or concerns please feel free to make contact via email or make an appointment before or after school. We are more than happy to assist.

Kind Regards,

Jodie Brennan (jmbre2@eq.edu.au)

## How can parents help?

**Parent/Carer Helpers** - It is greatly appreciated when we have parent helpers assist us during learning rotations or changing of Homework. If you are able to assist us in the classroom please email or see your classroom teacher. We love having parents to assist us in providing engaging learning experiences for our students. This will occur closer to Term 2.

## Punctuality and Absences

If your child is absent **please contact** the office the morning of that day or by writing a note/email explaining the reason for absence. If you know of the absence in advance, please send in a note/email outlining the details (dates/reason) for the absence.

**OXENFORD  
EXPECTATIONS**

**WE ARE SAFE**

**WE ARE RESPECTFUL**

**WE ARE LEARNERS**



Key Days  
for  
Prep A

Tuesday  
Music  
P.E. - Sports  
Shirt

Thursday  
Library  
Borrowing

Friday  
Assembly  
Sport (odd  
weeks)



## Term 1 Curriculum Overview

### Prep

	Students are learning to...	Students will demonstrate...
<b>English</b>	<ul style="list-style-type: none"> <li>➤ Recall one or two events from and text. (picture books)</li> <li>➤ Identify connections between the story and their personal experiences. (How am I the same as the main character?, What have I done/experienced that is like the character?, Have I seen or been to a similar place/ setting?)</li> <li>➤ Identify and describe likes and dislikes about the familiar text, objects, characters and events.</li> <li>➤ Identify the concepts of print – front and back cover, author, a word, a sentence, direction</li> <li>➤ Identify letters and sounds of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>➤ An understanding of the elements of a story</li> <li>➤ An ability to recall an event from a text</li> <li>➤ Opinions and explain likes and dislikes</li> <li>➤ Make a personal connection</li> <li>➤ How to hold and interact with a book</li> <li>➤ Retain and play with letter and sound knowledge</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>➤ Identify numbers from 0-10</li> <li>➤ Sort objects, and explain how are they similar or different.</li> <li>➤ Explain grouping objects according to size, colour or category.</li> <li>➤ Use and identify positional language (above, below, up, back, front, beside, between, far, near, inside, outside, next to, in front, behind, under, left, right, middle, forwards, backwards)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Counting in ones to 20.</li> <li>➤ Numbers 0-10 represent, order, compare and match numerals and quantities, count forwards and backwards, identify numbers before, after.</li> <li>➤ Identify how objects are similar or different, sort objects based on similar features through role play and multimedia experiences.</li> <li>➤ Describe the location of an object through role pay and multimedia.</li> <li>➤ Identify opposites, and represent locations with models and images.</li> </ul>
<b>Science (Living Things)</b>	<ul style="list-style-type: none"> <li>➤ Use their senses to observe the needs of living things, both animals and plants</li> <li>➤ Understand how to use observations to ask questions</li> <li>➤ Know the needs of living things to survive and what happens when the needs aren't being met.</li> <li>➤ Consider the impact of human activity and natural events on basic needs</li> <li>➤ Share ideas about how they can support and protect living things in the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ An understanding of observations and how to use them to create the needs of living things and how an environment can affect them</li> <li>➤ An understanding of living things by asking and responding to science questions</li> </ul>
<b>Humanities and Social Sciences (Family History)</b>	<ul style="list-style-type: none"> <li>➤ Explore the nature and structure of families</li> <li>➤ Identify their own personal history, particularly their own family backgrounds and relationships</li> <li>➤ Examine diversity within their family and others</li> <li>➤ Investigate familiar ways family and friends commemorate past events that are important to them</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to explore important events celebrated in their lives</li> <li>➤ Identify how people and objects help them to remember.</li> <li>➤ Present stories about personal and family events in the past that are commemorated.</li> </ul>