



## Key Days for Prep D

### Tuesday

Music  
P.E – Sports  
uniform

### Wednesday

Library  
borrowing  
Computer Lab

### Thursday

Health

### Friday

Music  
Assembly

# What's happening in Term 1?

## Welcome to Term 1!

The following information is to help with the day to day routines and expectations in Prep.

### 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 fruit/veggie break every day in the morning session. Please pack a piece of fresh fruit or vegetable for your child to eat during this time. From next week I will ask that you place your child's fruit break in the tray outside. Please don't pack it in their lunchbox as the student's don't understand why they can't eat the rest of their food.

### Important Dates this Term:

Feb 29 - School Photos

## Books/Stationery Supplies

I have gone through each book pack and will be sending home booklists with items highlighted that were missing from the pack. If you don't receive a booklist back, this means all your items were brought in 😊

### 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, Prep Teachers (Sabrina Belinha – ssbel0@eq.edu.au)

## How can parents help us?

**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

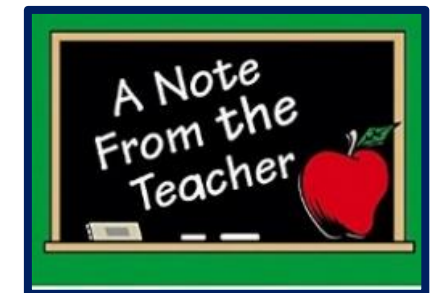
We ask that all students please arrive in the classroom each morning on time, before the second bell. If your child is absent **please contact** the office the morning of that day or by writing a note/email explaining the reason for absence. If you know of the absence in advance, please send in a note/email outlining the details (dates/reason) for the absence.

## OXENFORD EXPECTATIONS

WE ARE SAFE

WE ARE RESPECTFUL

WE ARE LEARNERS





## 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>➤ Concepts of print – front and back cover, author, a word, a sentence, direction</li> <li>➤ Phonological awareness – hearing sounds in words</li> </ul>	<p>Students will listen to several picture books. They will speak, draw, role play and create a short response to elements of a story.</p> <ul style="list-style-type: none"> <li>➤ Recall an event</li> <li>➤ Express likes and dislikes</li> <li>➤ Make a personal connection</li> <li>➤ Demonstrate how to hold and interact with a book</li> <li>➤ Letter Sound Knowledge, upper and lower case letter names and sounds – s, a, t, p, l, n, c, h, m, d, r, e</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>➤ Number and place value — Number knowledge 0-10</li> <li>➤ Patterns and algebra — Sort objects, how are they similar or different. Grouping them according to size, colour or category.</li> <li>➤ Location and direction — 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 play and multimedia.</li> <li>➤ Identify opposites, and represent locations with models and images.</li> </ul>
<b>Science</b>	<p>Our Living Things</p> <ul style="list-style-type: none"> <li>➤ Students use their senses to observe the needs of living things, both animals and plants. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students represent, share and reflect on observations about the needs of living things and how an environment can affect them.</li> <li>➤ Students ask and respond to science questions.</li> </ul>
<b>Humanities and Social Sciences</b>	<p>What is my history and how do I know?</p> <ul style="list-style-type: none"> <li>➤ Explore the nature and structure of families</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>➤ Students 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>