



# Learning Update #3

Prep Year Term 3 Teaching and Learning – here's what's happening in class

Dates & Events; Term 3		Learning – Term 3
<b>Diary – Term 3 – Preparatory Year</b>		<b>Subject Topics – what we are teaching</b>
• 31 <sup>st</sup> July	• ICAS English	<ul style="list-style-type: none"> <li>• <b>English: Unit 3:</b> 'Interacting with others – create and recite a rhyme'.</li> <li>• <b>Mathematics:</b> Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on in the next unit later in the year, and are revisited as students build skills across their schooling.</li> <li>• <b>Science: Unit 3:</b> 'Our Material World'</li> <li>• <b>HASS Unit 2:</b> 'My special place' (new Australian Curriculum Unit trial continues)</li> <li>• <b>HPE (Health):</b> 'Looking out for others' (new AC Unit trial)</li> <li>• <b>HPE (Physical Activity):</b> 'I'm a Ball-iever' &amp; 'Over the net' (new AC Unit trial)</li> <li>• <b>The ARTS (Music):</b> 'Let's sing and play together' (new AC unit trial)</li> </ul>
• 30 <sup>th</sup> July – 2 <sup>nd</sup> Aug	• Bramble Bay Schools Music – in our Hall	
• 2 <sup>nd</sup> – 3 <sup>rd</sup> Aug	• Bramble Bay Track & Field Athletics Carnival	
• 6 <sup>th</sup> Aug	• 2019 Prep – Play and stay	
• 8 <sup>th</sup> Aug	• NAIDOC Week Assembly	
• 13 <sup>th</sup> Aug	• 2019 Prep – Play and stay	
• 14 <sup>th</sup> Aug	• ICAS Maths	
• 15 <sup>th</sup> Aug	• EKKA Holiday	
• 16 <sup>th</sup> Aug	• Science Week Show – Street Science	
• 17 <sup>th</sup> Aug	• Chappy Disco (to be confirmed)	
• 20 <sup>th</sup> Aug	• 2019 Prep – Play and stay	
• 22 <sup>nd</sup> Aug	• Book Week Parade	
• 31 <sup>st</sup> Aug	• Father's Day Sausage Sizzle	
• 3 <sup>rd</sup> Sept	• Parent Teacher Interview bookings close	
• 6 <sup>th</sup> Sept	• 'Me on the Map' Prep Excursion	
• 7 <sup>th</sup> Sept	• 'Me on the Map' Prep Excursion	
• 10 <sup>th</sup> – 13 <sup>th</sup> Sept	• Parent Teacher Interviews	
• 15 <sup>th</sup> Sept (Saturday)	• BHSS Springfest Fete	
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## Beanie Babies

- As students continue their reading journey, they will be learning, revising and consolidating the following Beanie Baby strategies:
- Eagle Eye
- Lips the Fish
- Pointy Porcupine
- Stretchy Snake
- Chunky Monkey
- Skippy Frog
- Tryin' Lion
- Helpful Kangaroo

## Classroom Focus – Term 3

### Parent Teacher Interviews – Week 9 (10<sup>th</sup> – 13<sup>th</sup> Sept)

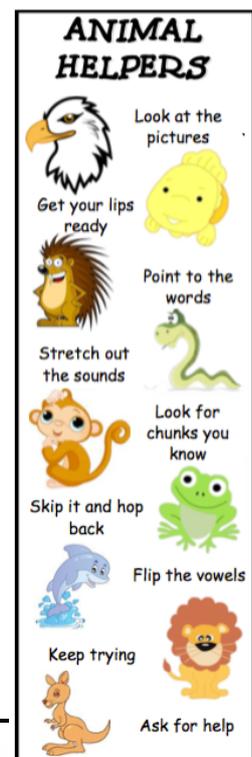
Bookings open online from 20<sup>th</sup> August, with details on how to register, login and book a time with your child's teacher provided on a note that will come home with each child. Late bookings can be made through contacting Mr. Taylor at [mtayl70@eq.edu.au](mailto:mtayl70@eq.edu.au).

Interviews are 15 minutes long, and cover the general progress your child is making academically and in adjusting to school and classroom routines and expectations.

## Homework – Readers & Reading

### Helping readers at home

- 'Readers' (those simple books brought home with a 'level' number on them) are for practice. They're for getting 'reading miles on the clock'. Help your child to 'flow' fast enough through the words to keep the meaning. The pictures are often vital to reading the story, so keep them where they can be seen as a good clue for making sense of the story.
- Share at least one library picture book for pleasure together each day with your child. Reading the same books over and over really helps with learning more complex language and new words.
- 'Sight words' homework will be continuing as children work through the sight words at their own rate of learning. Some children will be moving onto spelling these sight words.
- Rhyming word homework – students may bring a simple rhyme home that they want to rehearse for saying aloud in class, so help them learn it if you have the time.



# Keeping in Touch

## Becoming a part of the life of our school.

### Teacher contacts:

PB: [mbart18@eq.edu.au](mailto:mbart18@eq.edu.au)  
 PH: [ahay102@eq.edu.au](mailto:ahay102@eq.edu.au)  
 PK: [skers6@eq.edu.au](mailto:skers6@eq.edu.au)  
[skerr66@eq.edu.au](mailto:skerr66@eq.edu.au)  
 PW: [jwell198@eq.edu.au](mailto:jwell198@eq.edu.au)

### Key information sources

- Our School **Newsletter** ([sign up](#) @ the BHSS website)
- Our School **website** [www.baldhillss.eq.edu.au](http://www.baldhillss.eq.edu.au)
- The Q-Schools **App**
- **Twitter** @BHSSPrimary
- Ring to explain absences to our office (3869 5555)
- Email our school's front desk at [admin@baldhillss.eq.edu.au](mailto:admin@baldhillss.eq.edu.au)

### Term Three 2018

- Parent-Teacher Interviews
- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies
- Spring Fest volunteers

## Subject Information – What we are learning

### ENGLISH – Interacting with others

Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.

### English – Assessment

Assessment 1: **Speaking; Format; Oral:** Students listen and demonstrate knowledge of rhyme through written and spoken communication.

Assessment 2: **Speaking; Format; Oral:** Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.

Assessment 3: **Reading/Viewing/Listening; Format: PM Benchmark standardised reading text;** Students read a short passage aloud to the teacher and then answer comprehension questions about it.

### MATHEMATICS

Students 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 the topics of *Number & place value* – especially numbers to 20, *Using units of measurement, Chance, and Location & direction.*

### Mathematics – Assessment

Assessment 1: **Days of the week & data collection; Format; Interview / observation;** Students connect events to days of the week. They undertake yes/no data collection.

### SCIENCE – ‘Our Material World.’

Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties.

### Science – Assessment

Assessment: **Materials; Supervised assessment;** Students describe the observable properties of materials from which an object is made.

### HASS (Humanities and Social Sciences) – ‘My special places’

Inquiry question: *What are places like and what makes them special?*

Students draw on studies at the personal scale, including places where they live or other places that are familiar to them. They recognise that what makes a 'place' special depends on how people view the place or use the place.

### HPE (Physical Activity) – ‘I’m a Ball-iever’ & ‘Over the net’

Students perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of situations. Students perform specialised tennis skills during activities and games.

### HPE (Health) – ‘Looking out for others.’

Students identify and describe different emotions people experience. They explore and practise ways to interact with others in a variety of settings.

### THE ARTS (Music) – ‘Let’s sing and play together’

Students explore rhymes and songs as stimulus for music making and responding.

