



Learning Update # 1

Prep Year Term 1 Teaching and Learning – here's what's happening in class

Dates & Events; Term 1	Learning – Term 1
Diary – Term 1 – Preparatory Year	Subject Topics – what we are teaching
<ul style="list-style-type: none"> • 31st Jan: • Parent Information Evening – in classrooms • 14th Feb: • Assembly – Investiture ceremony • 20th & 21st Feb: • Incursion (we get a visit) Nudgee Beach Environmental Education Centre preparation activities • 21st Feb: • School Photos • 7th Mar: • Excursion (two classes go on a trip out of school) to Nudgee Beach Environmental Education Centre • 9th Mar: • Chappy Disco (tbc) • 14th Mar: • Excursion (the other two classes) to Nudgee Beach EEC • 29th Mar: • School Cross Country & Fun Run 	<ul style="list-style-type: none"> • English: Unit 1: 'Enjoying Our New World' • Mathematics: 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 term, and revisited as students build skills across their schooling. • Science: Unit 1: 'Our Living World' • HASS (History/Geography) Unit 1: 'My Family History' (new Australian Curriculum Unit trial) • HPE (Physical Activity): 'Let's Get Moving & Cross Country Fun Run' (new Australian Curriculum Unit trial) • The ARTS (Music): 'let's Sing and Play Together' (new AC unit trial)

Classroom Focus – Term 1

Jolly Phonics

- Students will be learning their letter sounds using the *Jolly Phonics* programme. This programme uses a simple story for each sound. This links with an action to help the child remember the sound.

Phonological Awareness

- Phonological awareness underlies reading success. This is the ability to hear individual sounds within words. Lots of oral (talking) games are played in class which help develop this ability. Games focus on rhyme, listening to the beginning and ending sounds of words, and pushing sounds together to make a word.

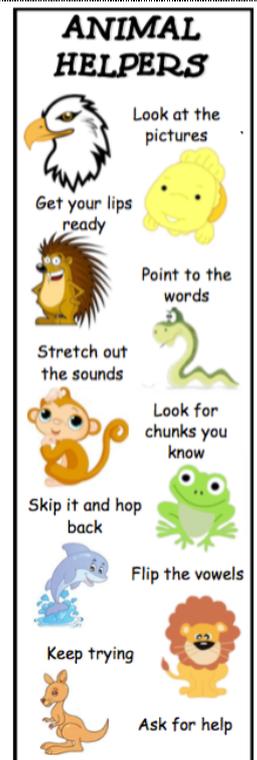
Homework – Readers & Reading

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 book for pleasure together each day with your child. Dads can make a real difference here, and you get a free cuddle too. Reading the same books over and over really helps with learning more complex language and new words.
- 1 book a day before enrolment = 2 years schooling – boost skills now by reading, reading, reading!

Beanie Babies

- As students begin their reading journey, they will be taught a number of decoding strategies using the Beanie Babies. The first two strategies we focus on are *Pointy Porcupine* and *Eagle Eye*.
- The Beanie Babies in the bookmark to the right are:
- **Eagle Eye**
- **Lips the Fish**
- **Pointy Porcupine**
- **Stretchy Snake**
- **Chunky Monkey**
- **Skippy Frog**
- **Tryin' Lion**
- **Helpful Kangaroo**



Keeping in Touch

Be a part of the life of our school.

Teacher contacts:

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Key information sources

- Our School **Newsletter** ([sign up](#) @ the BHSS website)
- Our School **website** www.baldhillss.eq.edu.au
- The Q-Schools **App**
- **Twitter** @BHSSPrimary
- Ring to explain absences to our office (3261 1554)
- Email our school's front desk at admin@baldhillss.eq.edu.au

Term One 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies

Weekly Timetable Information

	Prep W	Prep K	Prep B	Prep H
Physical Education	Thursday	Monday	Tuesday	Thursday
Music	Thursday	Friday	Friday	Thursday
Library	Tuesday	Thursday	Thursday	Tuesday
Health	Wednesday	Thursday	Thursday	Wednesday

Subject Information – What we are learning

ENGLISH – ‘Enjoying Our New World’

Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.

English – Assessment

Assessment 1: Students select a favourite story, **draw** a picture about the story and then create a short **spoken response** to elements of the story.

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, Using units of measurement, Chance, and Location & direction.*

Mathematics – Assessment

Assessment 1: **Counting and sorting objects**; *Format: Interview/observation*; Students count collections of objects to 10 and sort objects into groups.

SCIENCE – ‘Our Living World.’

Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations.

Science – Assessment

Assessment: **Exploring our living world**; *Format: Collection of work*; Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.

HASS (Humanities and Social Sciences) – ‘My family History’

Students’ Inquiry question: *What is my history and how do I know?*

Students explore the nature and structure of families. They identify their own personal history, particularly their own family backgrounds and relationships.

HPE (Physical Activity) – ‘Let’s Get Moving & Cross Country Fun Run.’

Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.

THE ARTS (Music) – ‘Music in our New World’

Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.

