



# Creswick Primary School

## Parent Planner Term 1 – Prep S

Welcome to Creswick Primary School! I am so excited to have your child in my class this year. Each term you will receive a Parent Planner which will outline some key details for that term, including important dates, and what we will be learning about in class. Thank you for all your organisation with your child's schoolbooks and stationery. The school and family partnership is very important and supports your child's learning. If you ever have any concerns or questions, please see me, or email me through Compass. If you need to discuss something in greater detail, we can make an appointment at a time that suits us both. I look forward to sharing this special year of learning with you and your child.

### **First Two Weeks**

Students participate in our Start-Up Program which focuses on building relationships between student and teacher and each other, setting up classroom routines and expectations, learning about our school values, school wide positive behaviours and building excitement for learning.

### **Integrated Studies**

We will continue to explore the four school values and our school behaviour expectations – what these 'look like', 'sound like' and 'feel like'. Students will take part in the Resilience, Rights and Respectful Relationships program. This term our focus will be on emotional literacy and personal strengths.

#### **School Values**

**Respect**

**Safety**

**Personal Best**

**Resilience**

### **Mathematics**

#### **Number and Algebra**

The focus this term will be to develop students number sense with numbers to 10. This includes making, naming, recording, counting, subising, comparing, and ordering numbers to 10. Students will also be learning how to recognise, copy, continue and create repeating patterns.

#### **Measurement**

Students will be learning about the concept of time by sequencing days of the week and times of the day, including morning, lunchtime, afternoon and night-time, and connect them to familiar events and actions in their own lives.

## English

### Language Arts

The Language Arts allows students to learn the tools they need to communicate with others effectively through listening, speaking, reading, and writing by bringing all the grammatical elements of language together to create meaning. This term, the Core Knowledge unit we will be undertaking is 'Nursery Rhymes and Fables'.

### Reading and Writing

Students will participate in a daily phonics program (Sounds-Write) where they will be explicitly and systematically taught the relationship between speech sounds and their letter symbol, and use these letter-sound relationships to read (decode) and spell (encode) words.



Students will learn about concepts of print such as direction of print and return sweep, that there are spaces between words and pointing to each word when reading the word (1:1 correspondence). We will also explore and learn about front/back covers, titles, authors, and some layouts of books. Through the shared reading of rich texts/literature, students will be taught new vocabulary to expand their word knowledge, learn how to retell the important events of a story, make personal connections about events or characters in a book and create texts innovations for familiar stories.

Students participate in daily writing practise within the Sounds-Write phonics program. They will also participate in daily handwriting practise using the Peggy-Lego method that focuses on students mastering seven pencil movements (lines/shapes), and letter formation using consistent verbal and visual cues. You may recall this information in the 'Get Set for Prep' transition pack that I provided last year. The focus letters for handwriting each week follow the teaching sequence of the Sounds-Write phonics program.

In term 1, students will also be learning about the concept of a sentence, identifying, and describing nouns and verbs, and generating a simple sentence from a picture. Students will learn to expand a simple sentence by including the 'where?', 'when' and 'who' in the sentence. Most of the work about simple sentences is initially undertaken orally, to build the background knowledge about the grammatical structure of a simple sentence before writing.

### Speaking and Listening

This term each student will participate in 'Show and Tell' where they will present on the topic 'All about Me'. When it is your child's turn to share, he/she will bring home a small box with a note explaining the activity. We will also have a 'class pet' (Sid the Sloth) that students will have a turn to take home and then bring him back to share their adventures with the rest of the class throughout semester one. This will result in making a class book that we can continue to share and read in our class throughout the year – it is usually the favourite book in our Reading Corner!

### Home reading

Regular routines should be developed at home:

- Nightly reading for *at least 10 minutes* is expected on school nights with Reading Diaries signed. New books will be given out on a Monday. **It is expected that students bring their diary to school daily in their Reader Bag.**
- Practise alphabet sounds, Sounds-Write unit words and/or high frequency words
- Readers and diaries will be **sent home in week 4.**

## Specialist lessons

Students participate in specialist lessons each week on the following days:

|                 |   |
|-----------------|---|
| <b>Monday</b>   | Physical Education (PE)   |
| <b>Tuesday</b>  | Digital Technologies and Indonesian   |
| <b>Thursday</b> | Library (borrowing will commence in a few weeks, students use their Reader Bags when borrowing) |
| <b>Friday</b>   | Visual Arts   |

## Visual Arts

This year the Visual Arts program will be taught by classroom teachers (previously a specialist lesson) in the Art Room. In the Junior Unit this term, we will be learning about two-dimensional art with a focus on sketching and drawing. We will learn about a range of lines used in art such as straight and twisted, and lines with variations. Student will have the opportunity to explore, respond to and interpret a range of artworks, as well as create their own 'line' artwork.

I am hoping to start a **parent/carer volunteer roster** to help with our weekly Visual Arts lesson. If you are available to volunteer from time to time on a Friday morning, from 9:00-10:10am, that would be greatly appreciated. Please note that to volunteer you need a current Working with Children Check (Victoria), that the school office needs to sight and take a copy of it. You will also be required to undertake a school volunteer induction (approximately 15 minutes) facilitated by Helen Romeril. I plan to commence the roster on Friday 1<sup>st</sup> March 2024. If you are interested, please send me an email via Compass, with the date/s you are available.

## General reminders

### Belongings

Please ensure that all of your child's belongings are clearly named. School hats stay at school, but please feel free to take your child's hat home if you wish to wash it and pop it back in their school bag.

### Sunscreen

If possible, can sunscreen please be applied at home before you child comes to school. We have sunscreen in the classroom that they can reapply before lunch play. Thank you for your assistance with this. If your child requires their own type of sunscreen, you are more than welcome to bring it to school to use instead of our supply.

### Change of clothes

If possible, can a change of clothes be placed in your child's bag just in case. We have limited clothing at school to supply if accidents happen. Thank you!

### Toys

If possible, please discourage your child from bringing toys to school from home, unless it is something to support their wellbeing as they settle into school. Toys from home can be a distraction or cause upset if they are lost at school. Thank you for your understanding about this.

## **Absences**

If your child is absent, could you please use the Compass app to notify the school as soon as possible. Through the app, you will be able to advise the school of the reason your child is absent.

## **Before school drop off**

Students should not arrive at school before 8:45am, unless they are attending Breakfast Club on Tuesday and Friday mornings. Prep students meet at the 'rainbow seat' which is our class line up location, and sit and wait for me to collect them when the bell goes at 8:50am. You are more than welcome to come with your child into the classroom when the first bell goes.

If possible, when arriving with your child at school, please do not walk through the office reception (unless you need to see the office school staff), rather use the path down the Raglan Street side of the school or through the oval gates.

## **After school pick up**

School finishes at 3:30pm, please do not enter the school grounds before this time unless you have an appointment or have made arrangements to do so, in which you will need to sign in at the office. This is to ensure that the school is following its Child Safety obligations. I will walk students out of the classroom/gallery to meet you just outside (courtyard) these areas when the bell goes. Please do not enter the Gallery Learning Space, where the Junior Unit classrooms, are located before 3:30pm.

## **School Nursing Program**

In the next few weeks, students will bring information about how to participate in the school nurse visit. I will provide further details about this as soon as it becomes available.

### **Key Dates in Term 1**

**Prep Rest Days (no school, only bring your child for assessment session/parent meeting)  
Wednesday 7<sup>th</sup>, 14<sup>th</sup> & 21<sup>st</sup> February**

**11<sup>th</sup> March – Labour Day Public Holiday**

**28<sup>th</sup> March – Last Day of Term 1**

**29<sup>th</sup> March – Good Friday Public Holiday**

**15<sup>th</sup> April – Term 2 commences**

**25<sup>th</sup> April – ANZAC Day Public Holiday**

**\*School Nurse Visit – Date TBC**