

<p><b>Welcome</b></p>	<p>What a fantastic start we have had to 2019! The children are all working well in the classroom and are becoming familiar with the routines. They are enjoying reading their home books and it's pleasing to see that they are remembering to change their home readers every morning.</p> <p>Our integrated theme for this term is '<b>Marvellous Me</b>'. At the end of the term there will be a small project sent home which will be an 'All About Me Bag'. The children will talk about their items to the class early Term 2. Children will be asked to collect 5 things that are special to them and put them into the special paper bag. There will be more information about this later on in the term.</p> <p>In our classrooms we have been talking about getting along, waiting for your turn, sharing, putting up your hand and remembering to say please and thank you. We will be meeting <b>Gabby Get Along</b> and <b>Oscar Organisation</b> from our 'You Can Do It' Values Program. We will be looking at the School Wide Positive Behaviour Chart (SWPB), our School Values and Classroom Expectations.</p> <p>The children will also participate in the ArtSEL Program (Art – Social and Emotional Learning Program) in both Term 1 and 2, where they will be introduced to concepts such as: Skills for learning, Empathy, Managing Emotions and Problem Solving. The children will take a folder home each week with a 'Home link' sheet, where we encourage them to practise the skill they have learnt in class.</p> <p><b>Parent Teacher Interviews: TBC</b></p> <p><b>Pink Stumps Day-Wednesday 20<sup>th</sup> of February.</b> <i>Please dress in pink and bring a gold coin donation</i></p> <p><b>School Photos: Monday 25<sup>th</sup> and Tuesday 26<sup>th</sup> of March</b></p> <p><b>Science Morning: Monday 18<sup>th</sup> March PB &amp;PZB and Tuesday 19<sup>th</sup> March PM &amp; PD</b></p>
<p><b>English</b></p>	
<ul style="list-style-type: none"> <li>• <b>Speaking &amp; Listening</b></li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussions.</li> <li>• Star of the Day.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weekend recount.</li> <li>• Writing names in Victorian Cursive Script.</li> <li>• Learning the names, sounds and the correct formation of letters (lowercase and uppercase).</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>• Shared reading of big books.</li> <li>• Guided reading-small focus groups.</li> <li>• Themed based poems.</li> <li>• Take home readers</li> </ul>
<p><b>Mathematics</b></p>	
<ul style="list-style-type: none"> <li>• <b>Number</b></li> </ul>	<ul style="list-style-type: none"> <li>• Counting forwards and backwards.</li> <li>• Sequencing and ordering of numbers up to 10.</li> <li>• Ordinal numbers 1<sup>st</sup>-10<sup>th</sup>.</li> <li>• Exploring of numbers 1-10.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Measurement and Geometry</b></li> </ul>	<ul style="list-style-type: none"> <li>• Length- tall, short, wide and thin.</li> <li>• Time- fast, slow, sequence daily events in order.</li> <li>• 2D Shapes; triangle, circle, rectangle, square.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Statistics and Chance &amp; Data</b></li> </ul>	<ul style="list-style-type: none"> <li>• Class Graphs; favourite colour, eye colour, birthdays and family.</li> </ul>
<b>Integrated Studies</b>	
<ul style="list-style-type: none"> <li>• <b>Science</b></li> </ul>	<ul style="list-style-type: none"> <li>• My Five Senses (Science morning). *Parent help encouraged on these mornings.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Digital Technologies</b></li> </ul>	<ul style="list-style-type: none"> <li>• Computer programs; Letterland, Galaxy Reading and Maths</li> <li>• iPad apps; Oz Phonics, Eggs words, Letterland, Train phonics, Victorian Cursive Handwriting, Shapes app, Counting app.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Personal and Social Capabilities</b></li> </ul>	<ul style="list-style-type: none"> <li>• You Can Do It Program (Gabby Get Along and Oscar Organisation)</li> <li>• Getting along, sharing, taking turns, helping others and using manners.</li> <li>• School Wide Positive Behaviour Chart (SWPB)</li> <li>• Our School Values</li> <li>• Classroom expectations and responsibilities.</li> <li>• ArtSEL Program</li> </ul>
<p><b>SOLO Taxonomy</b></p> <p><b>Term 1 Verbs</b></p> <ul style="list-style-type: none"> <li>• <b>Draw</b></li> <li>• <b>Describe</b></li> <li>• <b>Explain</b></li> <li>• <b>Create</b></li> </ul>	<p><u><i>Catering for Depth of Learning</i></u></p> <p>In all classrooms across our year level and school there will be an increased focus on how students think within their learning. Prior to the school year, all teachers spent a professional learning day engaging with the work of Professor John Hattie from the University of Melbourne (a worldwide leader in the field of what works best in the classroom). Teachers are planning for how to best support students to reach a deeper level of thinking beyond superficial or surface level knowledge.</p> <p>Through providing clear learning intentions and success criteria for students in every learning sequence students and teachers will be able to monitor their progress and what the next steps are in their learning. Learning is recognised as starting with one idea, then building to multiple ideas, then understanding the relationships between these ideas and ultimately using this understanding and thinking to apply to other fields.</p> <p>The model that allows for this depth of thinking is SOLO Taxonomy where SOLO stands for Structure of Observed Learning Outcomes. The model is very clear for students to understand and uses specific verbs to scaffold the level of thinking from surface to deep. Students will be very familiar with these verbs and therefore better understand the progress of their learning. Every student will be working from surface level through to a deep level of thinking.</p> <p>In our year level we are focusing on the following verbs:</p> <p><b>Surface</b>  <b>Deep</b></p> <p>(Define Describe Compare Predict) *Examples</p> <p>As parents, you can help too. By consciously using these words more often in your conversations with your child(ren) you will be helping to reinforce their deeper levels of thinking.</p> <p><b>Term 1 Verbs</b></p> <ul style="list-style-type: none"> <li>• <i>Draw</i></li> <li>• <i>Describe</i></li> <li>• <i>Explain</i></li> <li>• <i>Create</i></li> </ul> <p><b>The 2019 Prep Team</b>  Melanie Boyle (Prep Coordinator), Shona Misso, Natalie Zaibak/Verity Bright and Lauren Davies.</p>