

Prep Newsletter – Term 3, 2024

Welcome to Term 3!

Welcome back to our third term for 2024. It is hard to believe that we are half way through the year already! The students have worked very hard and are comfortable in the weekly classroom routines.

What's happening this term:

- NAIDOC Week 8-12/7
- Junior Disco 3:00-4:00pm 18/7
- Science Incursion 5/8
- Prep E Parade Performance 14/8
- Science Fair 16/8
- Book Fair 12-23/8
- Book Week Parade 23/8
- Swimming 26-29/8
- Father's Day Stall 28-29/8
- Gold Coast Show Holiday 30/8
- Parent Teacher Interviews 2/9-13/9

Homework:

We would like to thank you for your support with our homework so far. As we have had wonderful feedback from our Prep Families, we are going to continue with our homework grids for Term 3. The grids will again run for 2 weeks beginning in Week 2 and finishing in Week 9. Homework will need to be completed and kept in BEE Folders each day. This semester, completion of homework will be recorded on your child's report card. As per our school policy, completion of homework is also a requirement for students to receive Bronze awards. Please speak with your child's teacher if you have any questions about homework.

My Homework Tasks - Weeks 2 & 3 Term 3
→ Parent/carer to tick and initial each of the activities as they are completed.
→ Please return completed homework grid in BEE folders by Friday of Week 3.

An adult read my library book to me and asked me some questions (See questions on the questions card). <input type="checkbox"/> Parent/carer initial: _____ 	I completed the "Sorting Numbers 1-10" activity on SeSaw. <input type="checkbox"/> Parent/carer initial: _____ 	I wrote a sentence about a book I have read, eg "I like the...". I wrote it on the back of this page and used finger-spaces and neat handwriting. <input type="checkbox"/> Parent/carer initial: _____
I completed the next lesson on my Maths Seeds map. <input type="checkbox"/> Parent/carer initial: _____ 	I completed the next lesson on my Fast Phonics map. <input type="checkbox"/> Parent/carer initial: _____ 	I drew a picture of something I did on each day of the week in the boxes on the back of this page. <input type="checkbox"/> Parent/carer initial: _____
I helped to write a shopping list with my adult for things we need at the shops. <input type="checkbox"/> Parent/carer initial: _____ 	My adult helped to get my 'Show and Share' ready and I practised in front of my family. I tried to speak clearly and with appropriate volume. <input type="checkbox"/> Parent/carer initial: _____ 	I practised my 'Flashcards' on SeSaw. I tried to sound out in my head (or out loud if needed) and read the words with increasing fluency. <input type="checkbox"/> Parent/carer initial: _____

Website:

For information about our school, policies, events, curriculum & more , visit <https://pimpamass.eq.edu.au/>

Eating & Opening Packets:

Please ensure students are able to open their lunch & packaging independently. We do not supply scissors to open packets or spoons for yoghurt. Due to hygiene reasons, supervising adults will be encouraging students to open their own packets. An idea is to cut a "slit" in the package so they can open themselves or put it into an easy-to-open container.

Uniforms:

During the cooler months students are expected to wear the correct winter uniform. This consists of the new navy school jacket, navy trackpants and navy stockings for the girls.



Hats, Hats, Hats!

Our school policy states "no hat, no play" and this applies to **all** play areas, covered or open. Parents, please check that your child has a school hat, **clearly labelled with name** and current class, that comes daily, ready for outdoor lessons and play breaks.

Before/After School:

If students **arrive before 8:00am** they must wait at the waiting area with their bags in the undercover area outside the Year One classrooms. Prep students are able to make their way to the Prep playground when dismissed at 8:00am.

If students arrive **between 8:00am and 8:20am** they must go to the Prep playground. *Note: if it is raining at this time then students may wait undercover outside their classrooms.*

Please talk to your children about where to wait if they will be arriving on their own or with an older sibling before the morning reading bell at 8:20am.

Students are not permitted to play on the playground after school.

Pimpama State School

Curriculum Overview:

English: Students will be focussing on sharing their thoughts and feelings on a rhyming story and deliver a short presentation. They will also learn about common digraphs and reading more complex words.

Maths: Students will be writing and recognising numbers up to 30, and how these numbers can be represented in different ways. They will also explore counting forwards and backwards, mass, capacity, patterns, location and data.

Humanities and Social Sciences (H.A.S.S): Students will explore 'Special Places' and describe the features of familiar places. They will understand why places are special to people and suggest ways to care for a special place.

Science: Students will investigate the physics of properties and movement of objects. They will share and reflect on observations and ask questions about familiar objects. This knowledge will be applied to the building of a toy car with construction materials for Design Technology.

The Arts: Students will explore different types of lines in artwork (straight, curvy and diagonal) to create individual works of art.

Technologies: Students will explore the importance of internet safety. They will also apply science knowledge of physics and movement to create a push/pull toy using construction materials.

Sport: Students use personal and social skills when working with others and describe their feelings after participating in a range of active games.

Japanese: Students will explore Japanese numbers 1-10 and apply this knowledge throughout activities.

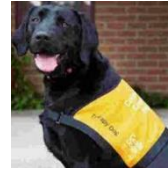
Behaviour:

Each week, your child's behaviour card is ticked according to how well they are following our school's behaviour policy. To view our school expectations, please visit:

<https://pimpamass.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/School%20Policies%20and%20Procedures/whole-school-expectations.pdf>

Pets in the school grounds:

Please note dogs or pets are **not** permitted on the school grounds. Fergie and Maple are the exception as they are therapy dogs who have done extensive training to work in schools.



Resilience – how can you help.

All parents want what is best for their children. Sometimes though, in our endeavour to protect our children, we take control of a situation, and make decisions, that are not always in our child's best interest.

Michael Grose (Parenting Educator) talks of 7 resilience robbers that reduces a child's development of resilience.

ROBBER 1- Fight all their battles for them

This should be the last resort not the first option. We want our children to have strategies that will help them manage difficult situations.

Solution: Give kids the skills and opportunity to develop their own resourcefulness. Remember there are always 2 sides to a story. Be the consultant not the problem-solver.

ROBBER 2 - Make their problem your problem

Sometimes adults can take too much responsibility for issues that are really up to the child to work out or decide.

Solution: Know when to make their problem their problem.

ROBBER 3 - Give kids too much voice

It is easy to go overboard and allow children too much of a say in what happens to them. Remember you are the adult.

Solution: Know when to make decisions for kids and expect them to adjust and cope.

ROBBER 4 – Put unrealistic or relentless pressure on kids to perform

Expectations about success and achievement are important but they must be realistic.

Solution: Keep expectations in line with a child's ability. Excessive pressure can create mental health issues.

ROBBER 5 – Let kids give in too easily

Solution: Encourage kids to complete what they have started and put in the best effort even if the results aren't perfect, nor the task significant.

ROBBER 6 – Neglect to develop independence

By teaching kids the skills to look after themselves you are setting them up for life. Start early. Kids who have a sense of independence (but family readily available) feel good about themselves and their abilities. Solution: As a parent if you weren't around what skills would you like your child to have eg. for younger – dressing themselves, making something simple to eat, washing up, unpacking their school bag; for older – making their school lunch, cooking, cleaning, using appliances.

ROBBER 7 – Rescue kids from challenging or stretching situations

When things are outside the comfort zone we tend to want to avoid them eg. doing a presentation in front of others, school camp.

When you show confidence in a child and skill them up to face challenges you will not only help them to cope but their abilities may even surprise them.

Solution: Overcoming challenges enables kids to grow and improve.

Your child, our student, their future.