

Prep Newsletter - Term 4, 2025

Welcome to Term 4!

Welcome back to our final term of 2025. We hope you had an enjoyable holiday period and are excited about the term of learning ahead.

Dates for your Diary:

☛Week 1

Monday 6th October – PUBLIC HOLIDAY – No School

Tuesday 7th October – Term 4 commences

☛Week 2

Friday 17th October – Prep A performing on Parade

Parents welcome to attend 8:30-9am.

☛Week 3

Wednesday 22nd October – ‘Keeping Safe’ show

Friday 24th October – Grandparents Day

(Grandparents are invited to attend our school from 8:30-10:30am)

☛Week 4

Friday 31st October – Day for Daniel *(wear a red shirt)*

☛Week 9

Monday 1st December – Prep Christmas Show

Friday 5th December – School Christmas Carols 6pm

(Families welcome to attend. Students will perform 2x songs.)

☛Week 10

Monday 8th December – Prep Graduation

(2x family members welcome to attend).

Thursday 11th December – Report Cards emailed

Friday 12th December – Last Day of Term 4

Transition to Year 1:

It is unbelievable to think we are now in the last term of Prep! We are sure you can agree how far the students have come with their learning, maturity and independence.

Next term, we work hard with the students to prepare for Year 1 routines. Part of this involves fostering the student's independence with things like unpacking/packing their own bag, organising themselves for the day, entering the classroom independently and setting themselves up for a great day of learning with their friends!

We would encourage all students to now say goodbye to parents outside the classroom then enter independently between 8:20-8:30am for reading time.



Hats:

We seem to have a large number of students who are not bringing a school hat each day. These students are unable to use our playground or join in Physical Education lessons. It is important students are responsible for their own hat and put it in their bags (zipped up) at the end of each break. If your child is missing a school hat, please visit the Lost Property in the School Office.

Please note we do not supply spare hats. *It is also imperative that hats are named – First and Last Name/Initial.*

Reading, Reading, Reading!

Our focus in Term Four is all about *reading fluency* – this means reading ‘smoothly’ and students being able to *automatically* recognise words, so they can comprehend the story. Often this takes a lot of practice and reading then re-reading.

While we read daily in the classroom in small-groups & pairs, we don’t always get the opportunity to read one-on-one a lot. Reading with your child at home will consolidate their skills and build their fluency. We appreciate the support (and patience!) in helping your child to read decodable texts.

Homework in Term 4 will continue to focus on reading the DRA texts at your child’s level. If you need more books unlocked, please speak with your child’s teacher.



Solving Friendship Conflicts:

At Pimpama State School, we encourage students to use the High-5 when having small problems with their peers.



Often, we can ignore minor issues and pretend we didn’t hear it. We can ask them to “Please stop” and explain why, E.g. “*I feel sad when you shout because...*”. Sometimes we can walk away and play somewhere else. In the playground, there are teachers on duty wearing orange jackets who problems can be reported to. Students must report issues to these teachers on duty immediately so the problems can be resolved at that instant.

Curriculum Overview:

English: Students will be focusing on reading decodable sentences with increased fluency (whole word reading and automatic word recognition). They will also be creating written retells of familiar fairy-tale stories.

Maths: Students will be recognising, writing and ordering numbers up to 20 and beyond. They will compare and order these numbers. Students will also explore the concept of subtraction and equal sharing.

Science & Technology: Students will be exploring online safety and developing their coding skills through activities with Sammy the Robot.

Sport: Students will perform fundamental movement skills to music. They will explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.

Health: Students will identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. They will also learn the correct anatomical names for private body parts.

Music: Students will engage in activities which will consolidate the beat and encourage the use of pitch matching when singing. They will begin to perform and write the rhythmic elements of ta (1 sound on a beat) and ti-ti (2 sounds on a beat).

Japanese: Students will learn how Japanese people celebrate important festivities such as Christmas and New Year’s Day. Students will understand cultural differences, and will explore gestures to exchange gifts across cultures.

School arrival times:

Please note students are not permitted to be at school before 8:00am. This is for safety reasons as we do not have rostered staff supervising until 8am.

When 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.*

Also, just a friendly reminder that students are not permitted to play on the playground after school.

Health Curriculum:

As you may be aware, The Dept of Education has released an updated version of the National Curriculum. In the teaching of Health in Term 4, Students will:

- know that some body parts are private and need to be covered in public
- identify the anatomical names for private body parts.
- how to respect our own and others' body boundaries.

These lessons will be delivered age-appropriately and respectfully to all students.

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>

Reading Decodable Texts at Home:

We use the DRA (Decodable Readers Australia) texts with students at Pimpama State School. We have an extensive library of stories with characters the students are beginning to know and love!

Please see below a short video on how to support your child reading decodable texts (texts with words which can mostly be sounded out).

https://www.youtube.com/watch?v=RPJ-rC_PcaU

While the DRA texts look different to those in this video, the same structure can be followed:

1. Begin with the sounds and irregular high-frequency words (called sight words in the DRA texts)

Sounds: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r

Sight words:

the	do	with	is	has
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2. Support while your child reads the text.



Gus, Dan and Nat ran to the top of the steps.

3. Ask the comprehension questions

Did you understand what you read?

1. Where did Gus and Dan meet Nat?
2. What did Gus, Dan and Nat do at the top of the steps?
3. Why do you think they all sat on the rug?
4. At the end of the story Gus, Dan and Nat were running. Why?

**Yours Sincerely,
The Prep Team.**



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