WELCOME TO PREP

At Highfields State School we believe students fly high with learning through Intellectual Rigour, Positive Relationships, Embracing Individuality, Connecting with Communities.
Teachers and Aides for 2015

- PA – Mrs Leah Stephens
- PB – Mrs Donna O’Connell
- PA and PB Aide – Mrs Lynn Seng
- PC – Mrs Jenny Barron (Mon–Thurs) and Mrs Debbie Burke (Fri)
- PD – Mrs Rachel Coleborn (Mon–Wed & Fri) and Mrs Debbie Burke (Thurs)
- PC and PD Aides – Mrs Jodie Balsamo (Mon - Thurs) and Mrs Lynda Tracey (Fri)
- MA - Mrs Christine Turner
- MA Aide – Mrs Bronwyn Nash
**Prep:**

- is a fulltime year of preparation before Year 1
- utilises an Early Years Curriculum which has been developed specifically for use in schools with Preparatory Year classes, together with the Australian Curricula for English, Maths, Science, History & Geography

**The learning experiences in the Preparatory Year will help your child to:**

- take on responsibilities;
- become more independent;
- respect other people;
- co-operate with others; and
- make sensible choices about their health and safety.

At all times, children’s experiences will be guided by our **School Expectations:**

**Be Safe**

**Be a Learner**

**Be Respectful**

All School and Classroom rules fall under one or more of these expectations

Eg Our School Rule of the Week: ‘Walk on concrete’ expects children to practise how to **Be Safe**, and will be **explicitly taught** (the ‘how to’ & what it looks like and sounds like)
Prep Monitors

• Year 6’s who have volunteered to take on a leadership role working with the ‘Preppies’ within our school.
• There are Year 6’s attached to each class, and they work in pairs to help their ‘supervising’ teacher for one day per week.
• Their role might include small organisational jobs in the classroom before school, but is primarily working and playing with the children at both breaks – mixing with and helping the children, and supervising organised games.
• Many of the Prep children form very close bonds with some of the Prep Monitors throughout the year.
Parents’ Role

• **Dropping off and picking up** - be prompt, let school know of alterations to arrangements. There is supervised play in the fenced Prep playground from 8:30 every morning, for those who need to leave.

• **Ensure regular attendance** – ‘Every day counts’. Regular attendance is essential for consistency, developing friendships & establishing good habits for next year.

• **Changes at home** - let your teacher know

• **Take home folders** – send daily to carry notes, work. Please check EVERY day

• **Foster Self help skills and independence** (have a go, ask a friend, ask an adult)...let your child be responsible for their self-organisation

• **Be involved when you can** - Parent Volunteers- see your individual teacher; if staying for longer than 15mins, you are required to sign the volunteer register.

• **Materials and ‘junk’** - save for Prep (small and large eg hessian, cardboard, fabric, plastic, feathers, lids, wool, wood off cuts, carpet, vinyl, dress ups, magazines and props)...ask your child’s teacher.

• **NAME ALL BELONGINGS** – **BIG BAG** so everything can fit!
Items of Interest

- **School Reporting** - 2 reports and 2 interviews (discussions may also occur throughout the year at the request of teachers or parents)

- **Variety of lesson opportunities** - Physical Education (Mr Mackay), Arts (Mrs Kowitz), Library (Mrs Corcoran), Music (Mr Hensler) and Computer Lab.

- **School Swimming** – Term 4, compulsory part of PE program.

- **Excursions / Special Activities** (Must be paid 5 days prior to activity)

  * **Amaroo Environmental Education Centre at Kleinton** - Term 1('Camping We Will Go' – Daily and seasonal changes in the environment, including weather, affect everyday life; Explore and make observations by using the senses


  * **Under 8’s Day**
A Note about Lunchboxes

• As we are starting to discuss healthy and not-so-healthy foods in our classes, we would like to thank you all for the fabulous lunchboxes we have been seeing at Brain Break, Little Lunch and Big Lunch…lovely fresh fruit and vegetables, cheesesticks, sandwiches, yoghurt etc.

• Please remember to include spoons/forks when needed, snip the corners/tops of packaged foods when possible (eg rice wheels, muesli bars) and teach your child how to open packets. For safety reasons (Be Safe), it would be appreciated if you could repack tinned food into plastic containers to avoid cut fingers.

• As our fridges are tiny, and cannot fit the children’s lunchboxes, remember to include a small ice brick or frozen popper to keep certain foods cold.

• We are unable to heat food for health reasons.
Procedures

- **Health and Medication policy** - letter of authorisation by doctor with written instructions (*always* done through the office)

- **Early departures and Late Arrivals** - sign out/sign in inside your child’s classroom (recorded as a half day absence). Being on time helps your child to settle more easily & establishes the development of routines and readiness for Year 1.

- **Absences** — e-mail office [absences@highfieldsss.eq.edu.au](mailto:absences@highfieldsss.eq.edu.au) or your class teacher, send a KIT book note or speak to your teacher/teacher’s aide, with a **reason** for the absence as it must be recorded on the roll (eg illness, holiday, family reasons, other – Dr’s appt etc)

- **Money** - 5 days prior to event, envelope with money, child’s name, details of activity, placed in money collection box (prep/admin/year 1 block)

- **Show and tell** — *compulsory part* of program which develops speaking and listening skills; individual teachers may have a roster; no toys or valuables

- **Birthdays**— patty cakes preferred. Please check with class teacher and advise of any **special dietary requirements**
General Information

**School Website** – see the school’s website for information eg. Tuckshop and menus, Uniform shop opening times etc.

www.highfieldsss.eq.edu.au

- **School Newsletter** – e-Newsletter comes directly to your e-mail address, so please ensure the school has yours ASAP.

- **School uniforms**- available from uniform shop; wear enclosed shoes at all times; velcro, buckles or zips preferred; broad brimmed sun safe hats (there are no longer any spares). Uniform Shop = Tuesdays and Wednesdays.

- **Lunch breaks** - in line with the whole school (Integrating during the year where appropriate). All Prep classes eat near ‘N’ block.

- **Food** - Brain Break (Strict on eating only fruit, vegetable, boiled egg or cheese and water bottle). Prep is a “Nut and Egg free zone” (no nuts, eggs or nut products) - children with allergies present. Don’t forget to include on Tuckshop days.

- **Tuckshop** – Mon to Fri – everything is ordered online (http://www.flexischools.com.au/) and comes to the classroom in bags in our Tuckshop boxes…REMEMBER Brain Break.

- **Notes/Appointments** – home via eldest at school, in take home folders, or via email; appointment times for longer discussions & concerns
Letterland

• Is the Phonics/sound program used in Prep.
• It is based on characters with their own stories.
• There are stories, action songs, handwriting songs, activity pages, letter shape writing practice.
• Incorporated into Daily Writing.
• Incorporated into small group reading.
You Can Do It!

- School’s Social/Emotional Program – self-esteem building
- **5 Keys to Success:**
  - Confidence (Connie Confidence);
  - Persistence (Pete Persistence);
  - Organisation (Oscar Organisation);
  - Getting Along (Gaby Get-along);
  - and Resilience (Ricky Resilience).
## Term 1 Curriculum Overview

<table>
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<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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<td><strong>Unit 1: Enjoying our new world</strong></td>
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<td>Students share literary and non-literary books and short animations. They express their thoughts and feelings about stories and they make personal connections to the story context. They engage with and innovate on predictable repetitive text. They compare texts in different languages and gain an understanding that English is one of many languages spoken in Australia.</td>
<td>Students will use literature to stimulate their imagination in order to talk about, plan and play in imaginary contexts. They will use personal experiences and use new words from texts to extend their own vocabulary when interacting with others as they play. They will retell and play out the characters and events from literary texts.</td>
<td>Students will look at different forms of text including short and long text and stories with signs and labels. They will identify and create signs and labels for their own environments.</td>
<td>Students will write messages and learn about ways of communicating with different types of language. They will experience a number of literary texts where letters, messages, postcards and invitations are featured in the texts.</td>
<td>Students will listen to, view and read literary texts from a variety of different authors. They will focus on the stories from a literary series and develop an understanding about the characters and events. They will express likes and dislikes about the characters and the events they are involved in and find opportunities to play the characters in different contexts. They will select a favourite series and plan, rehearse and present a short talk about one of its texts in a semi-formal situation.</td>
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### Prep Begins
- Finding out about prep and sharing a story
- Sharing different types of writing
- Thinking before reading
- Learning about words and pictures in stories
- Sharing & creating a new version of a story
- Exploring different languages
- Retelling an animation

### A world of imagination
- Sharing a story
- Using my imagination
- Planning my play
- Talking and writing about planning for play
- Learning about stories
- Stories and feelings
- Changing the world through play
- Using pictures to tell stories

### Texts for a purpose
- Looking at different stories with signs and labels
- Learning more about signs and labels
- Planning a journey for a favourite toy
- Sharing an original story
- Talking about authors and their ideas
- Sharing experiences
- Labelling characters

### Get the message
- Predict the story
- Share rhymes
- Writing a letter or email
- Sending a message
- Sharing a story with postcards
- Exploring the features of postcards
- Writing a postcard or e-Card
- Creating a postcard or e-Card

### Stories to share
- Sharing a favourite story
- Introducing a literary series
- Sharing another story from the series
- Thinking of ideas for another story
- Exploring a short talk
- Helping create a short talk
- Planning a short talk
- Sharing a short talk

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**Letterland**

- cc Clever Cat
- aA (short vowel sound)
- Annie Apple
- dD Dippy Duck
- Harry Hatman
- mM Munching Mike
- Talking Tess
- nS Sammy Snake
- ll (short vowel sound eg ink, titchy, igloo)
- Impy Ink
- sS Golden Girl
- gG Oscar Orange (short vowel sound eg oo, orange, ox)
- pP Peter Puppie
- uU Upppy Umbrella (short vowel sound eg up, ugly, under)
- oO Kicking King
- eE Eddy Elephant (short vowel sound eg egg, every, eldest)

**Sight Words**

- I, am, a
- to, and, it
- is, me, look
- can, on, the
- in, he, my
- like, see, at
- Revision
<table>
<thead>
<tr>
<th>Week</th>
<th>Maths (50 lessons)</th>
<th>Science (Primary Connections) (6 lessons = 9 sessions)</th>
<th>Geography (10 lessons) &amp; Social &amp; Personal Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Patterns and algebra</td>
<td>Handle with Care</td>
<td>Describing the features of a familiar place</td>
<td>English – Oral: Speaking; Talk about a favourite story</td>
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<td></td>
<td>Identifying similarities and differences</td>
<td>Basic needs of living things</td>
<td>Examining maps and globes</td>
<td>Maths – Shape sort</td>
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<tr>
<td></td>
<td>Sorting objects</td>
<td>Stretch your Senses</td>
<td>Exploring features</td>
<td>Science – Needs of humans and animals; The 5 Senses</td>
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<tr>
<td></td>
<td>Classifying &amp; sorting</td>
<td>Move it!</td>
<td>Representing features and location</td>
<td>Geography – Creating a map of a familiar place</td>
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<td>3</td>
<td>Using units of measurement</td>
<td>Space and Shelter</td>
<td>Exploring features</td>
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<tr>
<td></td>
<td>Sequencing familiar events</td>
<td>Exploring how animals/humans need space &amp; shelter</td>
<td>Exploring features</td>
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<td>4</td>
<td>Comparing the duration of events</td>
<td>Move it!</td>
<td>Representing features and location</td>
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<tr>
<td>5</td>
<td>Number and place value</td>
<td>Representing a quantity in different arrangements</td>
<td>Representing features, location and direction</td>
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<td>6</td>
<td>Counting a collection</td>
<td>Representing quantities</td>
<td>Representing the location of features</td>
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<td>7</td>
<td>Exploring numbers in the environment</td>
<td>Using positional language</td>
<td>Representing the location of features</td>
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<tr>
<td>8</td>
<td>Making quantities</td>
<td>Positioning objects in relation to other objects</td>
<td>Sharing observations and ideas</td>
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<td>9</td>
<td>Representing quantities</td>
<td>Representing location</td>
<td>Explaining the reasons for living in a place</td>
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<tr>
<td>10</td>
<td>Subitising to determine how many</td>
<td>Location and transformation</td>
<td>Representing the features of a local place</td>
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<td></td>
<td>Connecting numerals to quantities</td>
<td>Using units of measurement</td>
<td>Representing the location of features</td>
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<td>Comparing quantities</td>
<td>Exploring patterns in the environment</td>
<td>Representing the location of features on a pictorial map</td>
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<td></td>
<td>Ordering collections</td>
<td>Describing and creating patterns</td>
<td>Describing the features of a local place</td>
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<td>Ordering numerals and quantities</td>
<td>Pattern with number</td>
<td>Representing the location of features of an imaginary place</td>
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**Coming:** Home Reading
English and Maths

If your eldest child has just started in Prep, or if it has been a few years since your last child has been in Prep, you will notice that Prep is now just like Year 1.

Amongst many changes, by the end of Prep, the expectation is that the children will:

(English):

• know the 26 Letterland characters, their sounds and the letter names, as well as some digraphs (e.g., ch, sh, th)
• read the first 100 Sight Words
• write in simple sentences using capital letters and fullstops
• read to a benchmarked level (practised at school & through Home Reading)

(Maths):

• Count to and from 20, from different starting points
• read, write and represent simple addition sums
• recognise number ( ), numerals (2) and number names (two) to 20
Questions or comments?