

Prep Bulletin

Week 3 - TERM 1



Lining up at the dots/cones

We ask that you stand past the cones and on the grass area whilst your child lines up on his/her coloured dots. We will bring our classes into the building and ask that you do not follow your child in with us as, we encourage our students to develop independence, resilience and organisation. Your support in encouraging your child to carry his/her own bag and enter the building will set the stage for the development of independent and confident learners. If you have an **urgent** matter to discuss with us, please come and see us **before** the 8:45am bell. It is difficult to have a discussion when we are organising our children.

Yes, there may be tears. Transitioning into school can take time and for some, much longer. It is difficult for some children to say goodbye to mum or dad due to their attachment to you. Experiencing varying emotions is normal and has an 'ebb and flow' effect. One day your child may happily come into class yet on another day, he/she may feel reluctant to do so. We give reassurance and assist our students to feel at ease once they are in the classroom. Usually the tears only last for a very short while and once the students are interacting and in the care of their teacher, those tears very quickly dissolve.



Some children have found that bringing something small from home (e.g. a soft toy) has helped them to cope with anxiety and we encourage this if it supports them to transition into school life.



Enduring Understanding

An **enduring understanding** is an idea that is continuously 'unpacked' and allows students to explore concepts and think critically about the world around them. Our enduring understanding this term is **'I am unique and I belong to different communities'**. We encourage the children to bring a photo or an item that we could display as we unravel the complexities of 'me'. Examples: Photos of family, pets and celebrations, cultural artefacts and costumes.



Digital Texts

If your child comes home and says "We watched a movie/TV today", it is highly likely that he/she has viewed a digital text. Digital texts vary in their format – stories, non-fiction, songs and animations accompanied by music. A large component of the English curriculum is reading and responding to a range of different texts; fiction, non-fiction, poems, songs, instructions and recipes, for example. The Victorian Curriculum specifies the exploration of literature and developing an appreciation of literature in its many forms. Students begin to understand that texts can take many forms and that imaginative and informative texts have different purposes. We develop understandings of concepts about **print and screen**, including how books, film and simple digital texts work. As part of exploring our enduring understanding each term, we may also view DVDs that supports learning.

Fine Motor Skills

Fine motor skills are finger and hand skills such as cutting, threading, weaving, opening lunch boxes, and tying shoelaces. Fine motor tasks assist with strengthening the small muscles controlling the hand, fingers and thumb; crucial to writing development. Many of the activities we do at school involve using scissors. Have your child practise using scissors at home and focus on how to hold a pair of scissors correctly.



Emotions

Displaying a range of emotions is normal for children. Often children do not know how to express how they are feeling and different children react to situations in different ways. It is our role as teachers and parents to have discussions about how we can best manage our feelings. Play gives children a chance to express their feelings and practise managing them. Role playing different scenarios is also helpful to learn how to regulate emotions. It is important that your child is given the opportunity to explain what he/she is feeling - validation and why they may be feeling that way. *How can we turn that feeling of sadness into happiness?* There is some very useful information that you can access via the 'Kids Matter' website. Click on the link below:

<https://www.kidsmatter.edu.au/families/about-behaviour/getting-along/why-feelings-are-important>

Having discussions with your child about their day

Thank you to Shelley, mum of Eliza (Prep E) for providing us with this most useful article. Click on the link below:

https://www.washingtonpost.com/news/parenting/wp/2016/09/27/want-your-kids-to-tell-you-about-their-day-instead-of-asking-questions-try-this/?utm_term=.7c7a3cef7062

Drama Toolbox: SEal Program - Social & Emotional Learning

Today the students commenced their first session of the 5 week workshop. They will participate every **Thursday**. The sessions are hands-on and creative. Please ensure that you have given **consent** on Compass for your child to be able to participate. Have a discussion with your child about today's session.

Communication

As we cannot check emails regularly during the day it is important that you contact the **office** if you need to arrange for your child to be collected by another adult. Email us directly if you need to arrange a time to talk about your child and, if your child is absent from school, please remember to enter the absence on Compass.

2:00 pm finishing time

We greatly recommend rest time after school and limiting after school activities whilst your child settles into school. If your child has an English assessment at 2:15, he/she will remain at school until 3:00pm.

Labelling

Please ensure that **ALL** school lunchboxes, water bottles, hats and clothing are clearly labelled, including girls' headbands. All students are required to wear hats outside this term.

The Arts

Prep E has their lesson scheduled at **9:00am** every **Thursday**. Have your child ready on the dots at **8:55am** and Mrs Em will bring the class in so that they arrive punctually to their lesson.

Have a great week!



Prep Team

Angela, Steph and Nikita

