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.

**Drama Toolbox: SEal Program - Social & Emotional Learning**
The students have participated in two hands-on, creative sessions with teacher Fairley. The first session, ‘First Day Jitters’ involved students responding to music that evoked the 5 different emotions of **anger, happiness, sadness, fear and kindness**. Through the use of beautiful hand puppets, they explored body language, gesture and dance. Today’s session, ‘Building Bridges Between Friends’, involved the students working as part of a team through the exploration of 2D and 3D shapes.

On a **Friday**, Prep E students will be required to enter the building at 8:50am as their session begins promptly at 9:00am. Mrs E will bring her students into the building. Please ensure that your child is at school by this time.

**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 frustration into calmness?* There is some very useful information that you can access via the ‘Kids Matter’ website regarding ‘self-regulation’. Click on the link below:


**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. Also, have your child practise opening his/her food containers. As well as developing muscle strength, it will also promote independence.

**Consent Forms and Levy Form**

You will have received a consent form for Local Walking Excursions and a consent form for Photography of Students. **We have not yet received all forms.** Please sign both forms and return to school **as soon as possible.** The green Excursion Levy Term 1 form that was attached to the Information Night notes will also need to be signed and returned to school. It is important that the slip is signed for consent to be given for your child to participate in activities.

**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.

**Labelling**

Please ensure that ALL school lunchboxes, water bottles, hats and clothing are clearly labelled, including girls’ headbands. If your child does not have a school hat, he/she will need to play under the big tree next to the Multi-Purpose Centre.

Have a great week!

Prep Team  
Connie, Angela, Steph, Nikita and Amanda