



# Pre-Primary Parent Information Evening 2024





“Childhood is not a race to see how quickly a child can read, write and count. Childhood is a small window of time to learn and develop at the pace that is right for each individual”

known

# Introduction to Pre-Primary



PPB

Mrs Sarah Pesce

Mrs Claudia Therkelsen

PPW

Mrs Debbie Cannell

Mrs Nicola Wladyka (Friday)

Miss Sarah Savill

# The first few weeks of Pre-Primary

## What have we been doing so far...

Children have been learning the routines of the classroom

Beginning specialist classes

Learning new faces

Adjusting to changes at school

Experiencing fatigue

Developing connections and relationships with teachers and peers (social and emotional development)

Respect, Relationships, Responsibility, Resilience

For any further information about school procedures please refer to the Parent Handbook

<http://shthorn.wa.edu.au/pdf/parenthandbook.pdf>



# A typical day in Pre-Primary

8:30 Doors open. Children participate in tabletop activities to practise Literacy and Maths skills, as well as, Fine Motor skills.

8:45-10:20 Literacy Time

Children participate in explicit teaching of literacy concepts including reading and writing skills. Children also participate in small group literacy rotations to practise skills targeted at their level.

10:20 Recess

During outside time at both recess and lunch, activities will be set up to develop fine and gross motor skills, social skills as well as literacy and numeracy activities.

11:20-12:20 Maths Time

Children participate in explicit teaching of Maths. Children also participate in small group maths rotations to practise skills targeted at their level.

12:20 Lunch

1:00-2:30

Quiet time - Books and puzzles

Religion

HASS/Technologies/Art/Assembly (Friday only)

Clean up/Music and Movement/Story



# Special days in Pre-Primary

## ► TUESDAY

Library/Health (Mrs Annie Gerhardy)

AUSLAN (Mrs Louise Cushen)

## ► WEDNESDAY

Physical Education (Mr Braid Bouffler)

Science (Mrs Thea Hurba)

## ► FRIDAY

The Arts (Term One Dance, Terms Two-Four music)

(Mrs Christina Vinci)



# Religion

## Term One

### ► The Church

We will learn about the many ways that people are created different from one another.

Explore the differences between people.

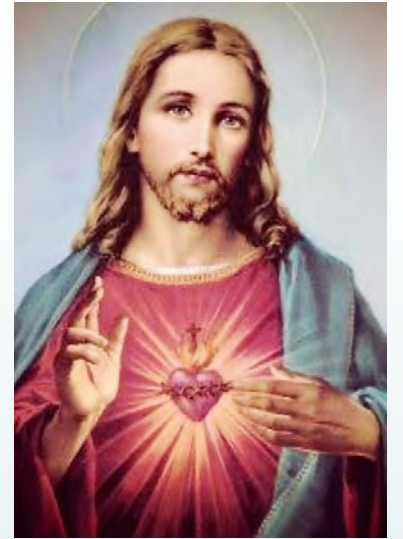
Introduce the term 'unique'. Teach that people's differences are what makes them unique.

Teach that God made everyone different, and everyone has unique gifts.

### ► Lent Easter

Explain that new life is precious and wonderful.

Retell the Easter story and the different ways that Christians celebrate Easter.





# Literacy

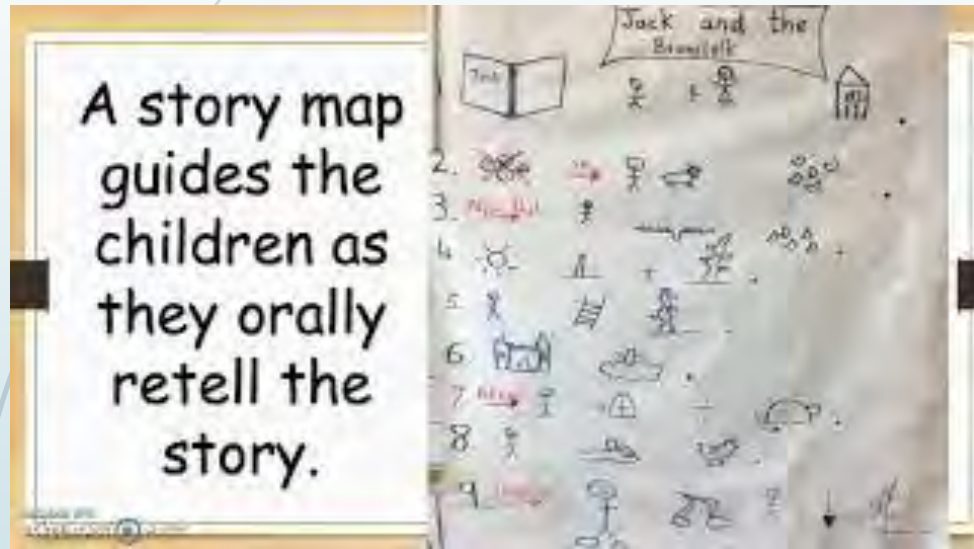
Using two programs

Initialit-spelling and reading program

- ▶ Weekly reading activities as a class, in small group situations as well as individually.
- ▶ Children will be encouraged to talk about what happens in a story and what the characters are like.
- ▶ Children will be encouraged to listen for rhyme, letter patterns and sounds in words.
- ▶ Children will be taught to identify the letters of the alphabet and connect them to the most common sounds they represent.
- ▶ As the year progresses and children's skills develop, they will be encouraged to read a variety of short, predictable texts with familiar words and supportive pictures.



# Literacy



## WRITING-Talk 4 Writing

- Communicating ideas (drawing pictures, role playing, story telling) for a purpose (to entertain, persuade, inform, instruct).

As a school we are continuing to use Talk 4 Writing. Talk 4 Writing allows the children to build a bank of well known texts, and the structure of these texts, so that they can then use this knowledge to help guide them to write their own texts using the correct structure for the different text types.

In Pre-Primary this will involve the children learning a text, as well as actions to go with the text. Children learn to imitate orally the language they need for a particular text. Once this text is embedded, children use this text to make substitutions to tell and role play their own stories. As children become more confident they can change more of the original text.



## Literacy

WRITING continued...

As the year progresses children will:

- ▶ Continue to experiment with letters of the alphabet, learning the difference between upper and lower case letters
- ▶ Begin to use known, high frequency sight words, for example is, and, the and begin to use spaces between words, capital letters and full stops
- ▶ Attempt words using letter-sound knowledge
- ▶ Handwriting – Peggy Lego prompts will be used as children attempt to write letters using the correct formations

# Literacy

## SPEAKING AND LISTENING

- ▶ Daily Circle Time
- ▶ Whole Body Listening/Listening courtesies
- ▶ Sharing creations, stories



# Mathematics - ORIGO

## Explicit teaching followed by hands on activities

- Focus on number sense and counting skills. Working to improve fluency and accuracy.
- Your child begins/continues to connect number names, numerals and quantities, including zero, initially up to 10, then up to 20 and beyond.
- Your child learns to represent and solve number problems involving adding, removing, grouping and sharing of small numbers of objects. For example, they may use toy farm animals to show three cows are put in a paddock with four other cows and then be able to work out how many there are altogether.
- Your child learns to create, copy and continue patterns using objects. These patterns may be based on colours, shapes and sizes.

### THE LANGUAGE OF MATHS

- Your child learns to count, naming numbers in sequence going both forward and backwards and begins to use the relevant language of maths, for example: How much? How many? and How long? They use small numbers to 'get enough' items for their games and activities.
- During games and activities, your child starts to compare the size of things using language such as: longer, shorter, taller, heavier, lighter, fatter and thinner.
- They use the everyday language of time and connect the days of the week to familiar events. For example, they may recognise they go to the school library every Wednesday.
- Your child begins to learn shape and object words, for example: ball, circle, square, cube, triangle and cone, as well as position words, for example: near, far, between, under, behind and in front.

# Humanities

## HISTORY

- ▶ Family-similarities and differences, posing questions about family, inquiring about the lives, places and events of family members
- ▶ Sorting pictures of places and people using criteria such as old/new, younger/older, same/different, outside/inside, safe/not safe, special/not special

## GEOGRAPHY

- ▶ What are places like?
- ▶ What makes a place special?
- ▶ How can we look after the places we live in?





# Behaviour management system

In line with the rest of the school we use 1, 2, 3 magic.

1,2,3 magic encourages a calm approach to behaviour management whilst improving relationships with students in the classroom.

1, 2, 3 magic is:

- ▶ A consistent approach to develop self management skills and positive behaviour.
- ▶ Promotes self regulation in the classroom
- ▶ Each class has developed their own code of conduct, which are displayed in the classrooms and referred to frequently.

**Code of Conduct (Link)** [https://shthorn.wa.edu.au/pdf/policies\\_codeofconduct.pdf](https://shthorn.wa.edu.au/pdf/policies_codeofconduct.pdf)



# Early Intervention

- ▶ In Term One children will participate in Occupational Therapy screening, completed by Lil Peeps.
- ▶ At the completion of the screening we will be having follow up meetings to discuss any areas of concern.



# Procedures



- **Laundry:** This will be distributed on a roster, on Fridays and is asked to be returned on Monday please.
- **Assembly:** Virtual Assemblies will usually be held on Friday. You will be notified beforehand if your child will receive an honour certificate and details to virtually attend will be sent to you via Seesaw.
- **Parent Open Morning:** One day each week we will have an open classroom. This will give parents an opportunity to come into our classrooms at the start of the day and learn a little bit more about what we are learning. In Term One the open day is Thursday. We will try to change the day each term to allow all parents the opportunity to visit their child's classroom.
- **Sunscreen:** Please apply sunscreen prior to your child coming to school. We will provide sunscreen at school for your child to apply after recess to comply with our school sun smart policy.



# WHAT YOU CAN DO AT HOME

- Read to your child.
- Encourage your child to draw, write and tell stories.
- Encourage your child to use trial and error to learn and complete tasks. Be patient and let them have a go.
- Practise using numbers and counting with your child while doing everyday tasks. For example: We have two visitors coming for dinner. There are four people in our family so how many plates will we need?
- Encourage your child to observe things in nature and to ask questions.





## Medical Information

- ▶ Sacred Heart is a Nut Aware school (Please be mindful when packing lunches.)
- ▶ Please ensure ALL medical information has been updated with the office.

# Seesaw

- ▶ Please ensure that you signed your Seesaw permission form so that you can see the amazing work your child is doing in class.
- ▶ Information and reminders from teachers will often be communicated through Seesaw.
- ▶ As the year progresses, children will be given the responsibility of posting some of their own work.



# Absentees/Communication

- ▶ Please DO NOT send your child to school if they are sick.
- ▶ If your child is absent, please call the absentee line 9251 3005. You must also fill out an absentee form as soon as they return to school.
  
- ▶ Parent interviews are scheduled for Term Two. We are happy to meet in Term One if you feel the need.
- ▶ The best way to communicate with your child's teacher is via email or Seesaw, from there we can arrange a meeting if necessary. Please allow a few days for us to reply to your messages.

