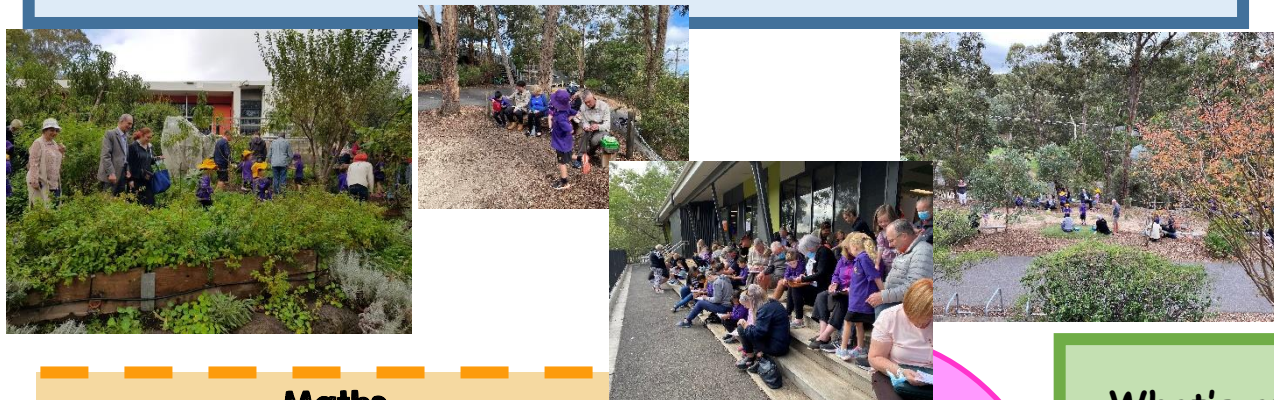


Learning@EEPS

Prep S	Miss Scaglione	Rm 7
Prep N	Mrs Nichols	Rm 6
Prep B	Mrs Beadles	Rm 10
Prep H	Mrs Hughes	Rm 5
Prep K	Mrs Keogh	Rm 8

Grandparents and special friends day

Last Friday the Preps were so excited to welcome their grandparents and special friends into the school grounds! We spent a beautiful morning together, showing them our school and completing some special activities. We showed them our wonderful kitchen garden, sang them a song and recited a poem. We also drew a picture together and talked about the different celebrations that are unique and special to our own families, tying in with our unit of 'Me and My Community.' We finished the morning together by sharing a snack with our special guests. We had such a lovely morning with our grandparents and special friends and want to say thank you to them for coming and spending time with us at school.



Maths

In Maths this week we are learning about patterns, using colours, shapes and numbers.

At home, you might like to try and create a pattern with objects around you, such as, orange, apple, orange, apple or blue, blue, green, blue, blue, green.

We have also been hard at work this term learning all about the numbers 1 to 10 and how to correctly write them, and will be revising these this week.

"I loved eating a snack with my special visitor." - Tahlia

"I loved showing them the Kitchen Garden and the Prep Playground where we play." - Hazel

What's at the end of the rainbow?

In writing this week we have been exploring what we think might be at the end of a rainbow? Is there a pot of gold? A leprechaun? A big pile of money? Who knows? But the Preps had an awesome time brainstorming ideas and practising their sounding out skills by finishing the sentence 'At the end of the rainbow is a...'

THRASS Phoneme (sound) of the week:

This week: revision of all sounds taught so far:

s, m, t, p, a, f, c, i.

If you would like a copy of the THRASS chart to help your child's learning at home these can be purchased from the office.

Date to remember

Rainbow Dress Up Day
Friday 8th April

Year 1 Learning@EEPS

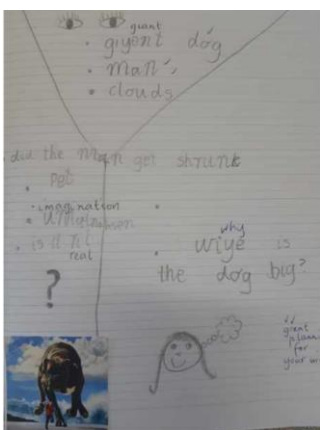
We hope that all Year 1 students and their families have a happy and safe break and we look forward to hearing all about your adventures in Term 2.

LITERACY

In writing, students have continued to enjoy exploring narrative writing by developing their ideas on various topics. They have begun delving deeper into the structure of a narrative by looking at what happens in a beginning, middle and end.

In reading, students have continued to work on making connections to themselves as they read. Students are also continuing to develop their strategies of determining unknown words.

What you can do at home? Continue to read together at home over the holidays.



Narrative
Writing
Planning

Friends of 10



NUMERACY

In numeracy, students are using their place value knowledge to support them in beginning to learn various addition strategies.

Building on from their knowledge of 2D shapes, students have made connections to 3D objects. Students have enjoyed using play dough to create 3D objects that they know.

What can you do at home? Support your child to learn their friends of 10 and friends of 20 e.g. 2 and 8 is 10, 4 and 6 is 10.

TOPIC

In topic, students will be creating their own triorama displaying a chosen mini beast that has been a focus this term.

Students will share their work with others and discuss facts that they know about mini beasts.

EEPS CORE

This term, students have been exploring The Resilience Project and have focused on the three different areas; gratitude, mindfulness and empathy which has helped them to navigate term 1.

What you can do at home? Together identify different feelings experienced throughout the day and discuss things that you are grateful for/went well today.

Year 2 Learning @ EEPS

Literacy

In Reading, we have been focusing on the reading comprehension strategy of making predictions. When we predict we make good guesses about the text by using clues in the text as well as in the pictures.

Before we read we can look at the front cover to make predictions about what the text will be about. As we read we use clues to predict what might happen next and after we finish reading we think about whether our predictions were correct.

As you listen to your child read encourage them to make predictions and share with you the clues that lead them to this prediction.

In Writing, we have been exploring and writing Procedural texts. Last week we ventured out into the playground to collect ingredients to make our own Wombat Stew. Students wrote a title, a list of ingredients and a detailed method. Students were challenged to include 'adverbial phrases' in each step that tell us how, when or where an action should be done.

'Pour the dirt slowly into the bowl.' Charlie 2L
'Crush the leaves until they are really small then put them into the bowl.' Emily B 2L
'Stir the Wombat Stew carefully.' Noah 2L

At home you might like to point out examples of procedural texts in everyday life such as recipes, game instructions and Lego building manuals.

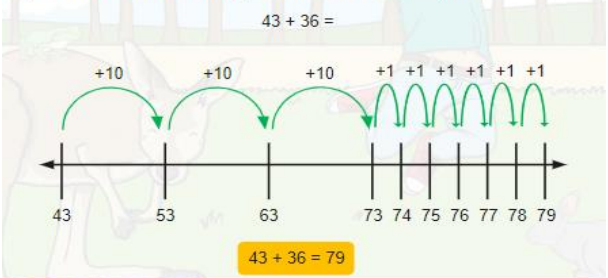


Numeracy

In Numeracy, the Year 2s have been learning about addition. We have played some maths games that help us to understand and practise using doubles (8+8) and near doubles (7+8). This week, we will be exploring the Jump Strategy.

Jump Strategy

The jump strategy is an addition or subtraction strategy in which you jump by tens and ones from the largest number to solve an equation.



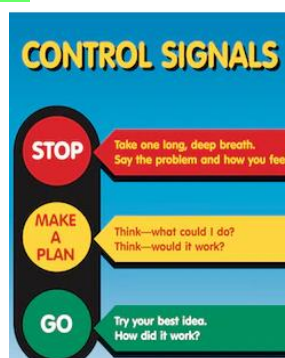
Topic Investigation

Over the last few weeks the Year 2s have been busy making Minibeast Triaramas. Each student has chosen a minibeast to create a triarama on. They have used craft materials to create the minibeast as well as its habitat and other things it needs for survival such as its food source. Students have also been researching and recording facts about their minibeast to include on it. This week we are having a Minibeast Expo, where students will get to visit other classrooms to see the wonderful work achieved across the year level.



CORE

This week we are reviewing the steps we take to help calm ourselves down when we have a problem or a strong feeling. The Red Light on our Control Signals poster reminds us to stop, take some long deep breaths and then say the problem and how we feel.



YEAR 3

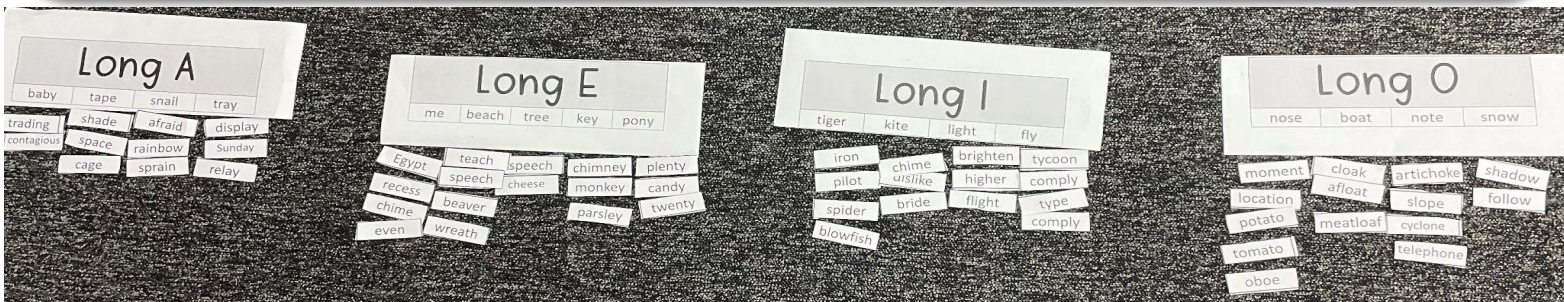
LEARNING @ EEPS

Literacy

Did you know that a sentence is made up of 2 parts? Within grammar lessons, students have been learning that in a sentence there is an independent clause, as well as a dependent clause.

After investigating long vowel sounds in spelling, the students have worked in groups to do a huge spelling sort. They discovered that they know so many more graphemes (spelling choices) that make the long vowel phonemes now!

At home, ask your child to give you an example of an independent clause and a dependent clause or ask them to share the spelling choices to make the long 'e' sound.



Voices of Year 3



I have been enjoying creating an innovation and being able to build it. It is fun to build something that you have thought of.

Jordan - 3H

Computer lab has been fun because we got to start making a front cover for our Writer's Notebook.

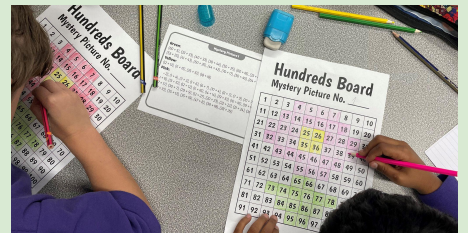
We got to type up the title, change the font size, colour and style.

Abi - 3H

Numeracy

Students have been learning to use different strategies to solve addition problems.

Examples of this are using a hundreds chart or number lines to solve addition problems using the jump strategy.



Inventors Assemble

Year 3 students have been very busy building their own invention or innovation. Using a range of materials, students are now seeing their plans come to life.

Over the next week, students will prepare and present their creations to one another. They will receive feedback from each other and reflect on the overall design process.

Learning@EEPS - Year 4

Literacy

Over the past few weeks, the Year 4 students have been building their skills in using the school's library system Oliver to explore new authors, texts and genres. We also have been exploring our new **Interactive Genre Library** where we have added recommendations for books in different genres for our friends. When we are stuck on what to read next, all we have to do is click on the genre and read our friends' recommendations.

In Writing we have been busy finalising and presenting our narratives. This week we will play the role of 'punctuation detectives', searching through another author's writing to find any punctuation.

Numeracy

In Numeracy this week, students will continue applying their addition and subtraction strategies to find an unknown value in a number sentence

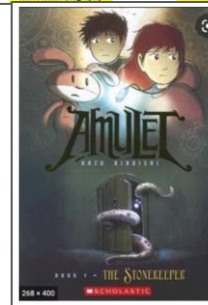
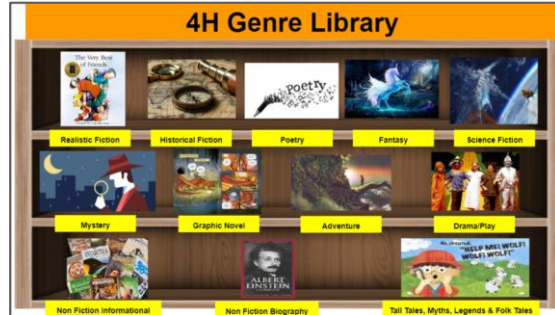
Here are some equations from our students that you might like to try at home. Can you find the missing values?

Arianna $29 + \underline{\quad} = 30 + 20$

Max C $27 + 123 = \underline{\quad} + 58$

Elliot $37,421 - 15,967 = 47,291 - \underline{\quad}$

See the bottom of the page for answers!



Xavier- I would recommend this book to anyone who likes graphic novel still but like action adventure. It is also very fast paced.

Lola- I would recommend this book to anyone that likes comics and graphic novels. The characters are very relatable.

Topic

To finish off our 'Inventors Assemble' unit, we have been reflecting on our knowledge of inventions, innovations and the design process. This week we will celebrate the prototypes we have created.



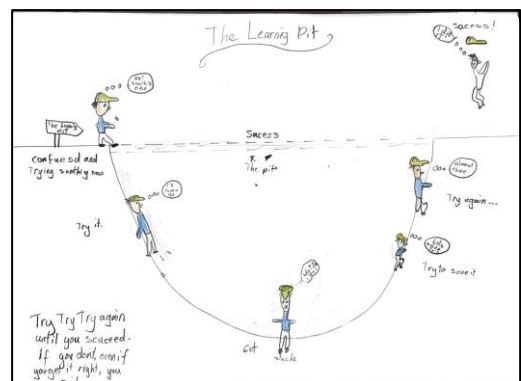
Isaac's Lego vacuum that picks up and sorts his lego

Erin's all-in-one hairbrush that releases shampoo and conditioner in the shower while you brush your hair

EEPS Core

As the end of Term 1 nears and we continue challenging ourselves with our learning, we have been reminding ourselves of *The Learning Pit*. This week we will continue to discuss putting ourselves into the pit, embracing the feeling of being unsure and developing a plan forward. We know that this is where the deep learning happens!

Here is an example of the posters we created last week to help us:



Learning @ EEPS - Year 5

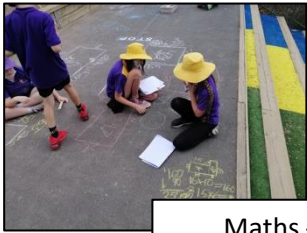
MATHS

In maths, we have been practising our times tables and learning about efficient strategies to solve multiplication problems. We have also been enjoying a lot of hands-on and outdoor learning experiences in maths. Over the last few weeks, classes have headed outside to apply their understanding of multiplication to find the area of rectangles, rectilinear and triangles. We also combined fitness and maths by collecting data to answer questions such as:

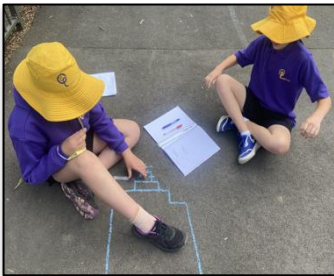
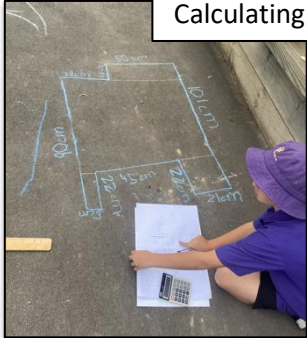
- How many shuttle runs can we do in 30 seconds?
- How many burpees can we do in 30 seconds?
- How many sit-ups can we do in 30 seconds?



Mindfulness activities in 5D



Maths - Calculating area



MINDFULNESS

As part of *The Resilience Project* we are working on implementing mindfulness into our daily routines. Some activities we have tried are meditation, lego, reading, chess, drawing and colouring.

ENGLISH

This week, Year 5 students are presenting their speeches to their classmates. We will continue to build on their public speaking skills throughout the year through a range of formal and informal speaking activities.

Last week, we finished reading our class novel, *Bindi* and reflected on the themes of the book. Some of the themes identified by 5E were:

- *A strong community can help us overcome challenges.*
- *People need to take risks to learn and grow.*
- *Facing challenges helps people learn and grow.*

At home: *Over the holidays, encourage your child to keep reading at least 4 times a week to maintain their reading stamina.*



SPORT

In Year 5 sport each week Sports Awards are presented to students who demonstrate the school values and leadership.

EEPS CORE

In our Core lessons, we have completed a number of lessons from *The Resilience Project* which have explore gratitude, empathy, mindfulness and emotional literacy. Recently, students in Year 5 have been looking at character strengths. Character strengths are the positive qualities or traits that a person possesses naturally. You can see a list of the character strengths and take a quiz to identify your own at: viacharacter.org/character-strengths

At home: *You can see a list of the character strengths and take a quiz to identify your own at: viacharacter.org/character-strengths. Ask your child to share what they think their main character strengths are.*



Learning @ EEPS - Year 6

THIS IS US

This term we have explored the factors that shape our unique identities, what it means to belong and some of the ways we can celebrate diversity.

Over last week and this week, students have been creating a piece of art that represents the most important parts of their identity - the things that make you, you!

This week, students will also share and present their 'This Is Me' speech that they have been developing over the past couple of weeks. They have aimed to have an engaging introduction that hooks the audience in, a body that includes "all the good stuff" and an ending that leaves the audience with something to think about or a memorable ending. We are looking forward to hearing everyone present their first formal speech of the year.

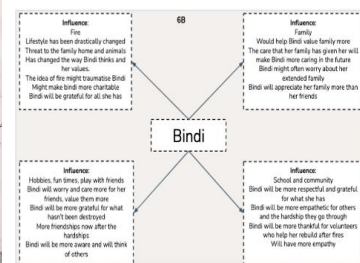
At home: Students might like to practise presenting their speech in preparation for their in class presentation.

LITERACY

This week we completed our class novel, Bindi. Throughout the text we empathised with the main character Bindi, as she witnessed and experienced the power and devastation that bushfires caused to Mother Earth. We have also explored how Bindi's family, culture and the influence the canbe (fire) had on how she thinks, speaks and acts throughout the text.

The chart below displays our thoughts on the influences Bindi faced. Students also drew charcoal and grey lead drawings to depict aspects and themes within the text.

At home: Ask your child to share one highlight that they enjoyed about the book Bindi.

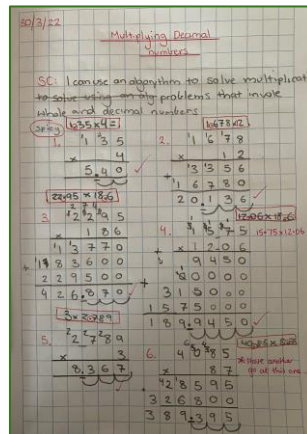


THE RESILIENCE PROJECT

This week as part of The Resilience Project, students will be reflecting on how mindful they are. They will do this by completing a short survey to rank themselves 1-10 on how often they use a range of mindfulness tools.

Students will then work together and use the information gathered from the survey to research mindfulness activities to create a class resource in their Google Classroom. The slideshow will contain a range of mindfulness activities that students can do together as a class at school, or at home.

At home: Your child might like to select 1 or more of the mindfulness activities their class discovered to try at home by themselves, with you or another family member.



NUMERACY

In maths, students have worked on multiplying decimal numbers by whole numbers and powers of ten. They have also gathered and represented the data they collected whilst participating in a range of physical activities.

This week, students will continue to explore data in real world contexts and refine their multiplication skills through solving worded problems.

At home: Remind your child that they can continue to revise maths concepts covered in class throughout the term by completing set Mathematics tasks as part of our homework program.