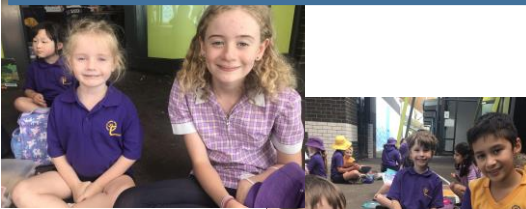


# Learning@EEPS

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



Preps had a wonderful time meeting their Year 5 buddies. We were able to enjoy the sunshine and have lunch together. It was very exciting to finally meet and share a little about each other. We are looking forward to spending some more time with each other over the year.



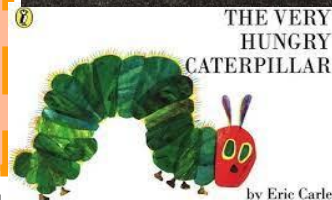
## What's in a Rhyme?

We have been exploring rhyming words in some fabulous picture books including *Edward the Emu*, *Room on the Broom* and *Cat in the Hat!* We are becoming very good at using our detective listening ears to pick up new rhyming pairs. Look out for our class charts.



## Maths

This week we will be looking at the days of the week and sequencing daily activities using the picture story book "The Very Hungry Caterpillar" by Eric Carle.



This week: /c/ as in cat. Next week: /i/ as in tin.

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.



## Me and my Community

Preps are looking at the map of the world to find out more about each families origins. We will be exploring how our families might celebrate special events from around the world such as *St Patrick's Day* and *Persian New Year*. Please talk to your child about what activities you celebrate as a family?

## Rainbow Dress Up Day

To celebrate a wonderful term of learning, the Preps will finish off their colour exploration unit with a Rainbow Dress Up Day on the final day of term, Friday April 8<sup>th</sup>. Children are to come dressed in bright and colourful clothes, we can't wait!

## Grandparents and Special Friends Day

On Friday April 1<sup>st</sup>, Preps will be looking forward to sharing their morning with their Grandparents or Special Friend. A notice has been sent home with more information. It will run from 9.15am-10.40am. Children have been asked to pack an extra snacks to share with their family member.

# Year 1 Learning@EEPS

## Edendale Farm

What a fun day we all had at Edendale Farm learning about minibeasts. It started with a walk in the sun along the rail trail to the Farm. There, students completed 4 activities including water bugs, bees, worms and composting, and the Lifecycle and Habitat of the Eltham Copper Butterfly.

Students conducted a count of water bugs in the farm's billabong to determine the water quality. They held worms and examined them closely for their external features. Then learnt about how burying food in land fill creates more methane gas than cows. They were shown how worms eat and break down food to create rich compost for our gardens and is a fantastic environmental alternative to putting food scraps in your garbage.

Students also learnt about the different types of bees in a hive and their important roles. They discovered that all worker bees are female and the drone bees are male. They roleplayed bees collecting nectar, taking it back to the hive to feed the queen (their classroom teacher) and fanning the honey with their wings to dry it. Students impressed farm staff with their knowledge about the Eltham Copper Butterfly. They learnt about its lifecycle and habitat, and the important symbiotic relationship it has with the Notoncus Ant.



## LITERACY

Our new focus will be narrative writing. Students will learn about the structure of a narrative and how it contains a beginning, middle (problem) and an ending.

They will first create a plan of their ideas and then create interesting characters and settings. Then will also learn to use WOW words to make their writing more interesting to the reader.

In reading, students are learning how to make connections with the text they are reading. Making connections is a critical reading strategy that helps students make meaning and have a deeper understanding of what they are reading. When you make a connection to the text you connect what you are reading to your personal experiences or knowledge.

**What you can do at home?** When reading, ask your child to make a connection with something in the story that happened in their life or with their knowledge of the topic.

## NUMERACY

In numeracy, students are continuing to learn how to use a number line. They have been finding the missing numbers on a number line and exploring how they do not always have to start at 0.

Next week students will be investigating number patterns and will use number lines as well as hundred charts to skip count.

Now that students know all about 2D shapes, they will be turning their focus to naming 3D objects and their properties. E.g. a cube has 6 faces, 12 edges and 8 vertices.

**What can you do at home?** Ask your child to find a 3D object around the house and have them name it and state its properties.

## REMINDERS

- A friendly reminder to please bring hats to school.
- Continue to read every night and practise magic words.
- **School Photos 31/3**



# Year 2 Learning @ EEPS

## Literacy

In Reading this week we continued to focus on Facts vs Opinions. When reading with your child at home, see if you can support them to find facts or opinions in their book and ask them to justify why.

**Finn 2K**- "A fact is something that is true and can be proved."

**Jessica 2K**- "An opinion is something that you think and feel."

In Writing this week, the year 2s are focusing on what to include when giving instructions, such as using action verbs, making sure the steps are in order and giving enough details. Students have also been exploring how to use adverbial phrases in procedural texts to up level their writing.

**Ollie 2K**- "A procedural text follows a set of steps or directions."

We continue to be amazed by the calibre of the Chatterboxing presentations, how respectfully students listen to each other's presentations and how students give feedback constructively, in a supportive manner. If your child has not done a presentation, it is strongly encouraged that they complete one by the end of the term.

## Numeracy

This week, we are finishing off our unit on place value. Students explored a variety of ways to create the same number using hands on materials and partitioning a three-digit number whilst playing place value snakes and ladders.

Last week, students named and ordered the months of the year and identified the features of the different seasons in a year. This week, we will be learning about using a calendar to identify the date and determine the number of days in a month.

**Ruihan 2K**- "This week I learnt how to position numbers on a number line."

**Jaxon 2K**- "I learnt how to partition three-digit numbers during snakes and ladders."



## Topic Investigation

The Year 2s had a fantastic day at Edendale Farm where they learnt all about Minibeasts in our local environment. They participated in several engaging activities including:

- using magnifying glasses to identify the different types of minibeasts that live in the water
- exploring the life cycle of the Eltham Copper Butterfly and participating in a dress up parade
- holding worms and discovering why they are so important to our environment, including how we can use them for composting at home
- role playing the jobs of worker bees and discussing the importance of pollination to the environment



This week, we are learning about how we can protect the environment to conserve minibeasts' habitats and create a triorama on a minibeast of the students' choice.

## CORE

In CORE, the Year 2s are learning about the importance of empathy and inclusion. We focused on how people may feel when they are excluded and identified why it is important to be empathetic.

At home you can ask your child: How do you feel when you are with your friends? How can you help others to feel better? What would you do if you saw someone alone in the playground?

**Isabelle 2K**- "Empathy means being kind and feeling other people's emotions."

**Henry 2K**- "If I saw someone alone in the playground, I would ask them to come play to try and cheer them up."

Thank you to all of our wonderful parent/carer helpers who attended the excursion with us!

# YEAR 3

## LEARNING @ EEPS

### Inventors Assemble

We have been working hard to brainstorm some problems or areas of need within our community. Then we have been thinking of inventions or innovations on current inventions that we could create to solve those problems.

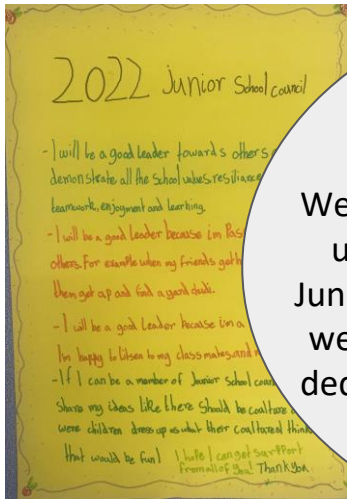
Students are now beginning to plan their invention/innovation and are getting ready for the design and build phase of our unit.

Thinking caps are on and problem solving is the name of the game!

We can't wait to see all of the creations ready made to make our lives easier!

### Junior School Council

Well done to all the Grade 3s who stood up and prepared a speech to run for Junior School Council representative. We were very impressed with the time and dedication that went into all the posters and the speeches! Amazing job!



### Literacy

It's story time! We are now moving into our new writing unit: narrative writing.

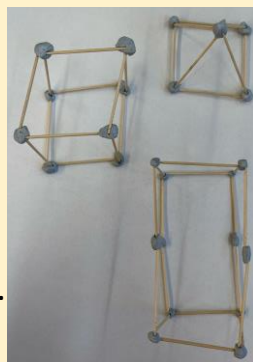
Throughout the rest of term, we will be developing our understanding of narratives, and what makes a good story. We'll be exploring plot, characters, settings and developing all our ideas in our writer's notebook.

*At home: As you read books or watch TV, ask your child to identify the elements of the plot. Can they spot the introduction, the problem, and the ending?*



### Maths

So far this term we have been consolidating our knowledge of place value, especially naming and renaming numbers up to 5-digits. We are now ready to apply this knowledge and start learning about addition and subtraction. You might like to play some subtraction games at home with cards or dice!



### Reminders

It is important for all students to practice reading aloud regularly to an adult. This not only helps with reading fluency but also improves confidence for speech giving and sharing during class discussions. Take home books are an appropriate level for practising aloud, please help your child remember their folder to change their books regularly.

# Learning@EEPS - Year 4

## Literacy

Last week in Reading we broadened our knowledge of books that we might be interested in. We have done this by categorising texts based on genres, analysing popular genres, and researching texts and authors in those not so popular genres.

*"Genres that were popular in our classroom were comedy, realistic fiction and graphic novels. A genre that was not so popular was mystery." -Elke, 4A*

Reminder: Please encourage your child to read every night. It is critical to their success in Reading and other learning areas.

In Writing, we are working through the Writer's Workshop and are now up to publishing our narratives. We can't wait to continue publishing on devices this week and then begin illustrating!

## Numeracy

In our unit on Mapping, we have been exploring many concepts linked to direction and location. Last week, we used compasses to follow the clues and navigate our way around the school in search of hidden treasure. This week we look forward to applying our knowledge of scale, legends and grid references to create our own map to direct a partner to find Blackbeard's Bounty! Arrrr!

You might like to discuss the following terminology at home:

- Scale
- Grid reference
- Key/legend



## Topic

In our unit 'Inventors Assemble', we have been working through our Invention Reflection Journal. Last week we designed the invention that we will be creating and created a list of materials we will need. This week we will begin building our inventions and innovations!

## Magic In The Clouds

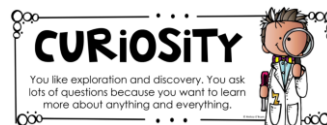
By Lucy Nettleton

A glitterful cloud shimmered in the last of the sunlight. In a blinding flash, it came alive.

"Lola!" cried her mother. "Lola! Get up this instant or you will be late for the first day of *third* grade!" Lola was a beautiful girl with chocolate - brown hair that tumbled over her shoulders. She was kind and lived in a red-stone apartment *and* was always late. "Where have you *been*?" asked Abigail. (the mother) "Errrrr.....sleeping?" replied Lola braiding her hair into a loose plait. While Abigail fed the cat, Lola ate her breakfast staring longingly out the window.

## EEPS Core

We have analysed what personal strengths we have, as well as admirable strengths in others. Next week we will further explore how we apply these strengths throughout our lives.



## Reminders:

- Please remember to send in a physical copy or email a digit copy of a photo showing your child demonstrating a personal strength such as the ones above.
- Please remind your child to bring in any materials they require to build their prototype this week also.

*See the email sent by the Year 4 teachers last week for further details.*

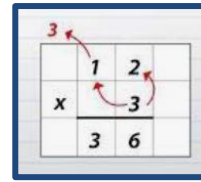


# Learning @ EEPS - Year 5

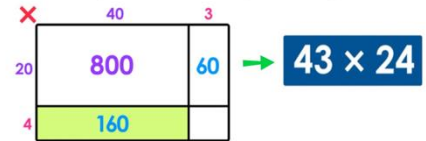
## MATHS

In maths, we are focusing on 'multiplicative thinking'. Multiplicative thinking refers to the ability to work flexibly with the concepts of multiplication and division to solve problems. We will begin by exploring a range of strategies to solve multiplication problems including mental strategies such as partitioning, the area model and the vertical algorithm.

**At home:** You can continue to support your child by encouraging them to practise their multiplication facts and the related division facts. Ask your child to teach you how to play 'Multiplication War' or 'Beat the Calculator' to practise at home. Click [HERE](#) to practise times tables facts online.



## AREA MODEL MULTIPLICATION



## ENGLISH

Over week 8 and 9, Year 5 students will be writing a speech called "Presenting Me to You." They will present this speech to their classmates in Week 10 as part of our EEPS Public Speaking Program.

In reading, Students have been putting their emotional literacy vocabulary to good use in reading. They have been exploring character emotions and making inferences. To develop this further, they will be investigating what influences a character's identity.

**At home:** Give your a child a random topic and see how long they can speak about the topic without stopping or getting stuck. Practise public speaking skills such as pace, pause, eye contact and vocal variety.

## BUDDIES

After much anticipation and excitement, the Year 5 students and teachers were thrilled to begin the Prep Buddy program. Buddies and Preppies met for the first time and got to know each other during lunch eating time.

*"I am looking forward to Wednesday every day now. My buddy is a twin and was very talkative."* Max

*"When I met my buddy we got along straight away and I played an invisible game with him where I pretended he wasn't there. My buddy loved pretending to be a ghost and trying to scare me."* Chester.

*"I learnt that my buddy's favourite fruit was apple and that he likes soccer."* Flynn.



## Term 1 - Homework

Homework is set on Friday and due back the following Friday. Please tick each column when you have completed the activity.

- TASKS:**
1. **Reading** - read for twenty minutes at least four times a week. Record it in your reading log.
  2. **Mathletics** - complete 20-30 minutes of set Mathletics tasks.
  3. **Typing** - complete 10 minutes of typing practise. You can type up a story or use
  4. **Chess** - Weekly chess homework sheet - due on the day of the weekly chess lesson.



Week Number	Reading	Mathletics	Chess	Teacher Signature
8				
9				
10				

## TERM 1 HOMEWORK

In week 8, we are beginning formal homework. Homework will be set on a Friday and due back the following Friday. Each week students will complete:

1. **Reading** - read for twenty minutes at least four times a week and record this in a reading log (on paper or on Google Classroom)
2. **Mathletics** - complete 20-30 minutes of set Mathletics tasks
3. **Typing** - complete 10 minutes practising typing skills
4. **Weekly chess homework sheet** - due on the day of the weekly chess lesson

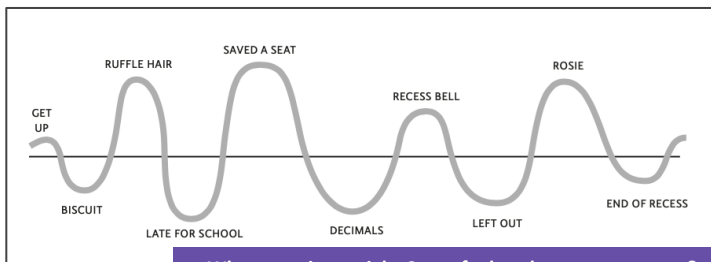
# Learning @ EEPS - Year 6

## YEAR 6 SPORT

This week, the Year 6 students are looking forward to having the opportunity to participate in the EEPS Cross Country on Friday 1<sup>st</sup> April.

We will continue our Year 6 Sport sessions in the following week, along with our preparations for Inter School Sport.

### A Day In The Life Of Casey Events That Cause A Roller Coaster of Emotions



What emotions might Casey feel as these events occur?

## EEPS CORE

As part of EEPS Core, the Year 6 students have explored The Resilience Project lesson on Emotions Vary in Depth and Length.

This week, students will be delving deeper into emotions through some Respectful Relationships lessons. They will work on recognising that emotions can vary in intensity from mild to strong and that situations and events can be triggers that may lead to more intense emotions. Students will also explore the types of events and experiences that might trigger different emotions at different levels of intensity.

**The Resilience Project GEM chat this week... Discuss what emotions you have seen in the last week? How did you recognise these emotions? What clues did you see?**

## LITERACY

In reading, students have been working on making inferences from the text with a focus on characters and empathy to the situations they may find themselves in within the story. This week, we are continuing to look at analysing characters and what makes up their identity. Through these activities we will be making links to our Term 1 Unit, This is Us.

In writing, we have finished our Term 1 Narrative piece and are moving on to speech writing. Our focus for our speech this term will be on what makes up my identity. Students will undertake mini workshops as they work through the introduction, body and conclusion of their speech.

**At home: Your child might like to share their published narrative with you, they will have access to this on Google Classroom.**

### Aunt Lucy's Lure

The bait was long gone. All that was left now was the lure. The lure that Lucy had received for her birthday.

**DING!** Someone had rung the doorbell. Lucy raced to answer the door as she dragged herself out of bed. She had no idea of who would be at her door at 6:50 in the morning.

**HAPPY BIRTHDAY AUNT LUCY!** Emily, Lucy's favourite 7 year old niece was the only one who had remembered Lucy's birthday.

After the pair had greeted, Lucy invited Emily inside, Emily asked Lucy to close her eyes as soon as they had sat down on the couch. Lucy closed them warily. **4, 3, 2, 1, OPEN!** Emily pulled as she handed Lucy a gift that would cause a very eventful day for the pair.

30 minutes later...

The pair cast their rods and... **CHIRP!** Lucy reeled her rod in and they both started to laugh as they realized that the fish had eaten the bait and swam away. The bait was long gone. All that was left now was the lure. The **green** lure. The **green** lure that Lucy had received for her birthday. "Take 2!" Emily cried as the red was cast in again. All was silent until... "WHAT!" Lucy said in **blue**. "WHY IS HAPPENING?" From the bait is taken and now teeth marks have appeared!" Emily and Lucy stared at the dripping lure. There were deep teeth marks in its fin.

### The Backrooms The Wallpapers

What? What? What was my dream? It was wind. It's cold, dark, but I feel safe. Though someone, or it feels like, someone or something is watching me. My apartment is empty? That's what it feels like. Just me. I get up, out of bed and go for a walk. I can't help but feel I'm being watched... How... By Who... I see a man and my body... starts to move towards it. This must be a dream. NO, I feel it... STOP PLEASE!

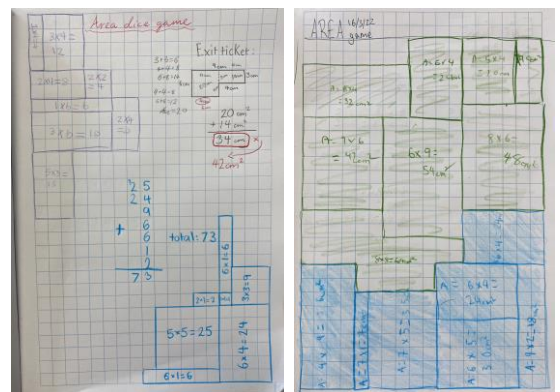
Where am I? How did I get here? It's SOOOOO bright, the room looks odd. Yellow wallpaper, yellow lights and a door? No it's like, it says can't? Why? The door is down on... I wonder if anyone is here?

Wait. What's that noise? It sounds like scripping. Wh... what is that? It's watching me around the corner. It looks so blank. Tall, skinny, completely black, scary and watching ME? What is it? I pinch myself thinking it might just make a difference and I'll wake up in my bed all safe, but no I don't.

I have to stop here now. NO CHOICE. I feel dizzy and fall over and it goes black...

I wake up... This time the the thing is GONE! It could be anywhere! I pick myself up from the rough floor. It's weird, I feel like I've been here before, but I couldn't have been here. I pick myself off the rough floor. It's carpet but it's still really rough. I wonder around yelling out for people, "HELLO! HELLO! ANYONE HERE?" There's no answer. The area is so big, there's twists and turns everywhere. I'm getting thirsty, really thirsty. Now I realize how big the building is, it might go on forever, I keep on getting lost! Everything looks so different.

I wandered around some more and found a phone? It was on a table and it started ringing. I pick up the phone and... RING! A loud ring comes from the phone. Someone must be calling. I cautiously walk towards the phone. It's a trap! Will that thing get me? I can't stop thinking about the endless possibilities. I pick up the phone and a jolly of voice starts yelling "Hello subject 22 class 4!" Class 4? I'm not class 4... wait! MY NAME! WHAT IS IT! "You're probably wondering what your name is and how you got here!" He's right, I am.



## NUMERACY

In maths, students have continued to work on using units of measurement to find perimeter and area. They have explored these concepts through hands on tasks, games and skillsheets.

This week, students will strengthen their understanding of factors and multiples. They will use this information to help identify the Highest Common Factor (HCF) and Lowest Common Multiple (LCM) of number sets. Students will also revise multiplication strategies to help them solve multi-digit by one-digit and multi-digit by two-digit problems.

**At home: Your child might like access set Mathletics tasks to revise multiplication and area concepts we have covered at school during the week.**