

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

Teddy bears picnic

The Preps have been so busy already, and it's only week 6. On Friday the 25th of February we went to the park for a Teddy Bear's Picnic. First, our teddies helped us go through an obstacle course and then we played on the playground with our teddies. We also measured our teddies and then sat and ate the teddy bear biscuits we had decorated at school. Finally, we read the story 'We're going on a bear hunt' and went for our own bear hunt through the park to find.... A BEAR!

Buddies

The Preps are so excited to meet their Year 5 buddies tomorrow! Each Prep will have their very own Year 5 buddy who they will get to connect with and share lots of fun learning experiences with throughout the entire year. Tomorrow they will get to find out who their buddy is and eat lunch together.



Fine Motor Skills

The students have been engaged in a variety of fine motor activities, which help to build hand muscle strength and co-ordination. Activities include playdough, drawing and tracing, using tweezers and scissors, as well as using a hole punch and stapler.



Maths

In Maths this week we are focussing on counting accurately, making sure we count one object at a time in our collection. We will practise these skills by playing a variety of dice games, including snakes and ladders.

Next week we will look at 2D shapes and go on a shape walk to see how many shapes we can find.

My favourite activity this week was...

I really liked playing Builders & Bulldozers in Sport this week.
Emmanuelle

It was fun at the Computer Lab learning about the computer. *Kathryn*

Literacy

This week our handwriting will focus on our names. We will concentrate on using an upper case letter at the start of our name and then lower case letters for the rest.



THRASS Phoneme (sound) of the week:

This week: /p/ as in panda.

Next week: /f/ as in fish.

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

Curriculum Day

Friday 11th March

Year 1 Learning@EEPS

Welcome to Week 6. We are already over half way into Term 1, with each week bringing new and exciting learning opportunities for students to explore.

Students are particularly enjoying our minibeasts topic this term and are learning and sharing lots of interesting and fascinating facts about minibeasts.

LITERACY

The writing focus continues to be on recounts, where we are using a mind map to help us sort our ideas for writing. Students have also been introduced to the structure of a recount and have been practising writing a recount that includes a title, orientation, sequence of events and an ending.

In reading, students are learning how to find the main idea in a text. Students have been looking carefully at the title, sub-headings, pictures and key words to help them find the main idea.

What you can do at home? When reading, ask your child to explain what they think the main idea is and what clues from the text that helped them to find the main idea.

NUMERACY

In numeracy, students are continuing to explore place value and all the differing ways numbers can be represented.

Students are also looking at shapes, with a focus on 2D shapes and their attributes.

What can you do at home? Ask your child to explain the rules of Mastermind and play with your child.

TOPIC

In topic, students have been looking at the life-cycle of different minibeasts and also how some minibeasts depend on each other for survival. Students have learnt about the life cycle of the Eltham Copper Butterfly and how this butterfly depends on the Notoncus Ant for survival.

Coming Up:
Tuesday 15th March
Excursion to Edendale Farm to explore the world of minibeasts.

STUDENT HIGHLIGHTS

"I learnt that it is easier to count big numbers in groups of 10's." - Chloe

"I learnt that worms have bristles to help them move."
- Oscar

"Using a mind map helps me with all my ideas for writing." - Chloe

REMINDERS

- A friendly reminder to please bring hats to school.
- Continue to read every night and practise magic words.

- **Edendale farm excursion 15/3**

- Lunch time clubs will be running every lunch time and all classes have a timetable on their classroom door.



Exploring minibeasts in the EEPS garden

Year 2 Learning @ EEPS

Literacy

In Reading this week, we will continue to focus on Main Idea: what the text is mostly about. We will also begin looking at differentiating between facts and opinions. When reading with your child at home, see if you can support them to find facts or opinions in their book.

In Writing this week, the Year 2s will focus on up-levelling using powerful verbs. For example: *I walked upstairs to my room.* We can up-level this verb to: *I crept/stomped/shuffled upstairs to my room.* Next week we will be learning about the structure and purpose of Procedural Texts. They will discuss examples of where they use procedures and instructions in everyday life such as when following recipes, playing games and creating Lego.

Check out some of our powerful verbs in these sentences:

Isla 2AH- I devoured this muffin.

Claudia 2AH- I observed a peacock.

Neil 2AH- We returned home.

Taylor 2AH- I yelled out for help.

Kingston 2AH- I stormed up the stairs

Ember 2AH- I tasted some ice cream.

Isaac 2AH- I ran down the hall.



Topic Investigation

This week we are heading to Edendale Farm to learn all about Minibeasts in our local environment, in particular the Eltham Copper Butterfly (ECB). We will participate in a number of activities such as: observing bees, role playing the life cycle of the ECB, examining minibeasts in the water and even looking at how worms are used with composting.

At our school, we are very lucky to have many Sweet Bursaria plants around us where the ECB is often found. We will learn about the ECBs relationship with the Notoncus ants and the life cycle of this golden coloured butterfly.

Did you know?

- Scientific name is *Paralucia Pyrodiscus Lucida* which means 'Shining fire circle'
- Can only be found in Eltham, Castlemaine, Greensborough and Bendigo.

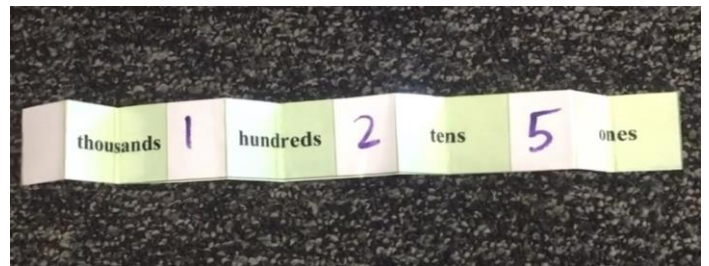
Numeracy

In Numeracy, the Year 2s have been learning how to recognise, model, rename, expand and order numbers to 1000. For example: 645 can be renamed as 6 hundreds, 4 tens and 5 ones. It can be expanded as $600+40+5$. We will be using number lines to help identify where numbers are placed. The language we will be focusing on is more or less than.

This week, we will continue learning about location and the vocabulary we use when describing location. Following our trip to Edendale Farm, we will be mapping our adventures and sites we saw while there.

Anne 2AH- This week I have learnt that 300 is the same as 30 tens as well as 300 ones.

Angus 2AH- I learnt how to expand numbers in different ways.



CORE

In CORE, the Year 2s are learning about the importance of listening to others as well as the significance of playing fairly in the yard. We focused on whole body listening and brainstormed what it means to be a good listener.

We have learnt about compliments and how to respond when receiving a compliment. We have also started PATHS Student of the Day. This allows each student to receive a compliment from 3 of their peers and also think of a compliment for themselves (which isn't always easy).

Your child will come home with their compliments. There is a section for the family to also add a compliment.

Celine 2AH- I enjoyed being PATHS Student of the Day because I heard nice things about myself from others.

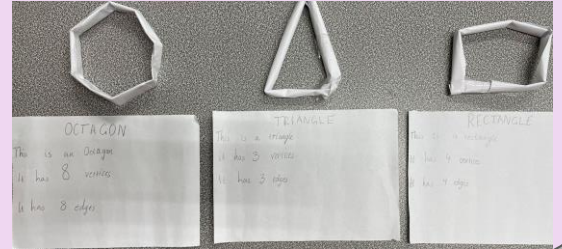
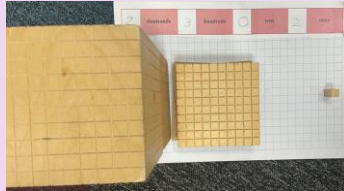
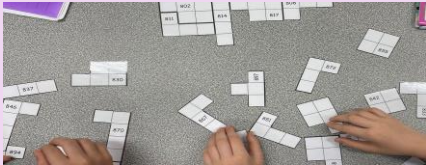
Owen 2AH- I like this because you might learn something new about yourself when students give you compliments.

YEAR 3

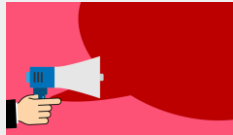
LEARNING @ EEPS

Numeracy

During place value lessons, the Year 3 students have been learning how to expand and rename a range of numbers. Students have also been getting creative with 2D and 3D shapes. Each Year 3 classroom has become an art museum of shapes with plaques made that have been developed to show students' understandings of the edges and vertices of particular shapes. *At home: Ask your child how many edges and vertices a square has!*



Voices of Year 3



I am enjoying writing because even though I usually prefer narratives, I still like writing persuasives because I am using new words and I can sometimes actually persuade someone to agree with me- Zoe 30

In maths, I really liked playing 'Scoot' to rename numbers. It was fun to work out how to do it because at the start I was a bit confused with renaming the tens but then I got it - Kitty 30

The Resilience Project

So many students have been asking when they can discover the next happy trick associated with the Resilience Project. "Dis" has become an often heard exclamation in our Year 3 learning community!

Each student has a gratitude journal to reflect and write about things that have gone well for them. Focusing on positives is a healthy habit for us all to do.

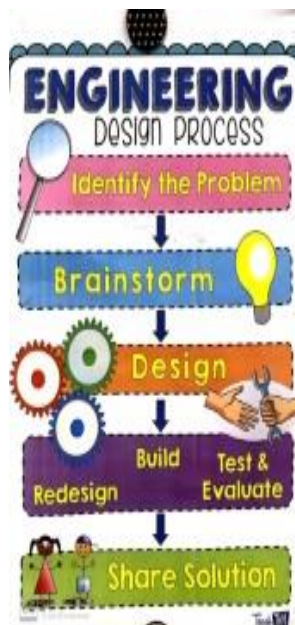
At home: Ask your child to tell you what the 3 happy tricks are or to share with you something that went well for them during their day.

Literacy

Did you know that good readers are active readers who think and ask questions before, during and after reading?

The Year 3s have been practising asking and answering questions when reading. This helps to activate thinking, use prior knowledge and make connections with what we read and learn.

At home: As your child is reading to you, ask them to explain what the main idea of the text is and how they know this.



Inventors Assemble

Year 3 students have been investigating a range of inventions and how they have been innovated throughout the years. Students have begun to brainstorm ideas for their own innovations. Some ideas have been: connector pencils, a wheelchair with a cup holder and a reading lamp. Planning their design and materials is next. Let's see how innovative the students can be!

Learning@EEPS - Year 4

Literacy

As we continue to explore each of the key reading comprehension strategies, our most recent focus has been predicting. When making predictions, learners envision what will come next in the text, based on text clues as well as prior knowledge. Predicting encourages learners to actively think ahead and ask questions. It also allows learners to understand the text better, make connections to what they are reading, and interact with the text.

Numeracy

Rounding up and Rounding down... which way to go? The learners have been focusing on rounding 2,3,4 and 5 digit numbers to the nearest ten, hundred and thousand. They have been using lots of visual aids and learnt that the key to rounding successfully is knowing the midpoint.

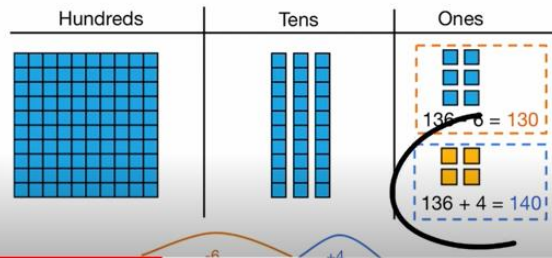
I predict that Tina's parents didn't actually win the lottery.

This is because Tina's parents didn't talk about it at dinner and they had the same old dinner. When something big happens in families, like winning the lottery, they would celebrate and go out for dinner. *Ingrid B*

	ROUND DOWN				ROUND UP						
	0	10	20	30	40	50	60	70	80	90	100
100	110	120	130	140	150	160	170	180	190	200	
200	210	220	230	240	250	260	270	280	290	300	
300	310	320	330	340	350	360	370	380	390	400	
400	410	420	430	440	450	460	470	480	490	500	
500	510	520	530	540	550	560	570	580	590	600	
600	610	620	630	640	650	660	670	680	690	700	
700	710	720	730	740	750	760	770	780	790	800	
800	810	820	830	840	850	860	870	880	890	900	
900	910	920	930	940	950	960	970	980	990	1,000	

Rounding to the Nearest Ten or Hundred Using Place Value

Round 136 to the nearest 10.



Inventors,



EEPS Core

Learners were asked to reflect on their own identity. This involved thinking about interests, hobbies and things they do from day to day that bring them joy. The learners then shared their identity wheels with classmates, identifying similarities and differences in what makes them unique!

Topic

In anticipation of their own invention or innovation, this week the Year 4s learnt how to use computational thinking when solving problems.

To begin their invention, their first step was to brainstorm a problem that they would like to solve. They then wrote a procedure on how to construct their design.

The classroom is about to get messy!



I put music on my wheel under 'relaxation'. Music relaxes me because I am from a musical family - *Armin 4HK*

Learning @ EEPS - Year 5

EEPS CORE

Last week saw us diving into the benefits of gratitude and exploring all the wonderful things we have to be grateful for.

"I'm grateful for being me." - Ella 5C

"I'm grateful for my family because they are so kind to me and given me so many things." - Aurelia 5C

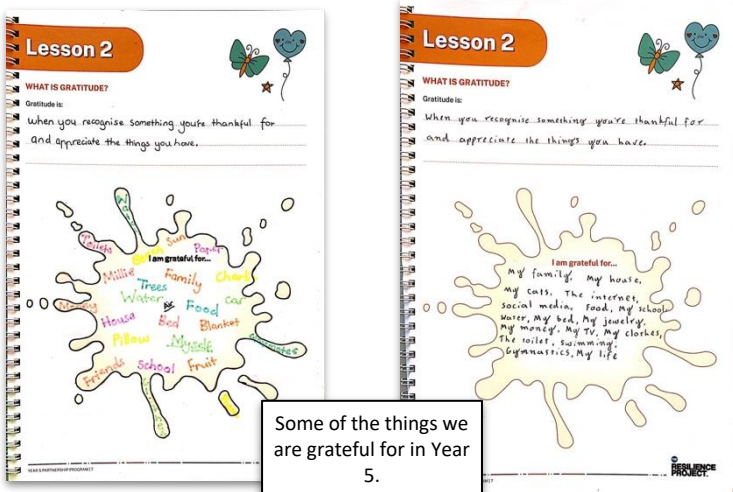
The Resilience Project continues this week with a focus on empathy. We will be investigating how our peers show empathy and writing a news report. We will also be exploring and describing empathetic behaviours.



MATHS

In mathematics, we are continuing with subtraction and finding strategies that work for us. We will also be finalising our exploration of length and perimeter. Students will solve open ended questions and calculate the perimeter of shapes with missing sides.

At home: Create an outline of your house and measure the perimeter. Take it further by drawing a floor plan and calculating the perimeter of each room.



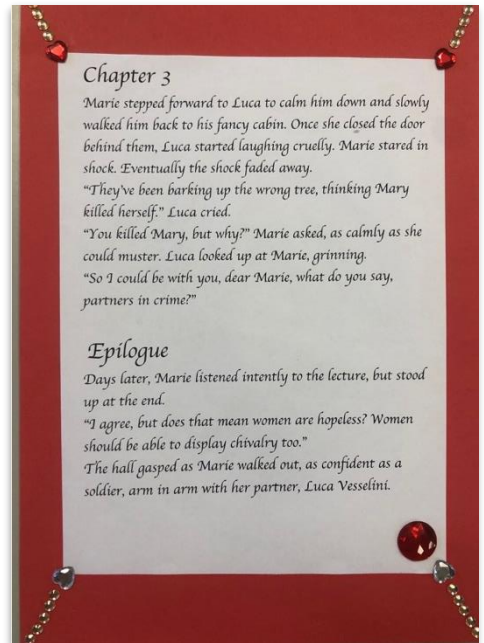
Some of the things we are grateful for in Year 5.

ENGLISH

In writing, we are continuing on with our narratives with a focus on the writing trait of Sentence Fluency. We are analysing how simple sentences can be used for effect and implementing them into our own narratives.

This week in reading we will be using our schema and clues from the text to infer character's emotions. This will help us to better understand the characters in our good fit books.

At home: Sit down and read with your child for 15 minutes one night. Discuss what they have read with you and talk about how the characters might be feeling in the novel.



YEAR 5 HOUSE SPORTS

The Year 5 student have begun participating in House Sports. Students have been placed in a house team and will play in a round robin competition to familiarise themselves with the rules of each sport. We will also focus on the attributes needed to be a good sport. This will prepare them for Interschool Sports next year. Each Friday, students should wear their coloured house top and make sure they have appropriate footwear to participate.



Learning @ EEPS - Year 6



EEPS CORE

As part of EEPS Core, the Year 6 students have explored personal space, boundaries and have identified a range of problems they can solve independently, with peers or with an adult. They understand that seeking help can take courage, and that as they get older, whilst it is important to develop more independence, it is equally important that they know when they need to ask for help from others.

This week they will identify people who they can turn to when they need help. They will also identify the people who already contribute to, support and help them as well as reflect on times when they have provided help to others.

At home: Ask your child why it is important and necessary to sometimes seek help and who they can go to for support when needed.

YEAR 6 SPORT

This term, our Year 6 students have commenced sport rotations. In teams, they are currently working their way through our Year 6 EEPS competition by participating in netball, korfbal, soccer and AFL. These sports have been selected as they will be part of the Interschool Sport program in Term 2. Each week, students who demonstrate our school values during sport will be selected for a sports award.

LITERACY

In reading, we have looked at the difference between thin and thick questions and the importance of asking questions and diving deeper whilst we read. To help students better understand the reference to Sorry Day in our class novel Bindi, we have explored its importance and significance by reading the picture book titled 'Sorry Day' by Coral Vass and Dub Leffler.

In writing, students have continued to work through the writer's workshop process to write their narrative. We have explored character development, building our own fictional worlds, and the importance of a complication that has a plausible resolution. This week, students will focus on developing an engaging ending for their narrative and then begin the revise and edit phase of the writing process.

At home: Ask your child how they are going to revise and edit their narrative before publishing.



NUMERACY

In maths, students have used their multiplicative thinking and problem solving skills to complete the Scaffolding Numeracy In The Middle Years assessment. The information gathered from this will help determine which students will be eligible for the Maths Olympiad Competition team this year.

This week, students will complete a challenging maths task where they will need to think flexibly and use their knowledge of addition and subtraction to problem solve. We will also combine maths with digital technologies and utilise the Spheros to help us solve a range of perimeter problems.

At home: Ask your child to explain how they were able to use the Sphero equipment to help calculate the perimeter of a range of different shapes.

