

Prep at Bell PS

2025



Prep C Acknowledgement of Country



We acknowledge the traditional owners of this land, the Wurundjeri people of the Kulin Nation. We pay our respects to elders past and present. We love how much nature and life there is on our land. We will respect and protect our land. We will love and take care of the animals. We are thankful that we get to share this country with our friends.



Child Safe Standards

Bell Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Bell Primary School has zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability and children who are vulnerable.

Every person involved in Bell Primary School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

2025 Prep Team Email Contacts

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General Reminders

- Fruit snack needs to be brought to school in a container separate to your child's main lunch. Keeping fruit snacks in sealed separate containers ensures safety and prevents cross-contact with allergens.
- Where possible, if your child cannot tie their own shoelaces, please try and avoid sending them to school in shoes with laces
- If your child arrives at school any time after the 9am bell you will need to sign them in at the office
- Please remember to sign your child out at the office and collect an early departure card prior to collecting them from the classroom.

Important Dates

- Wednesday 19th March - Celebration of Learning @ 9:00-9:30 or 3:00-3:30
- Thursday 27th March - Family Maths Nights - Launch on stage behind the gym @ 4:00 -6:00
- Holiday Hat Parade - Friday 4th April
- Friday 4th April - Final Day of Term 1- Dismissal is at 2:30



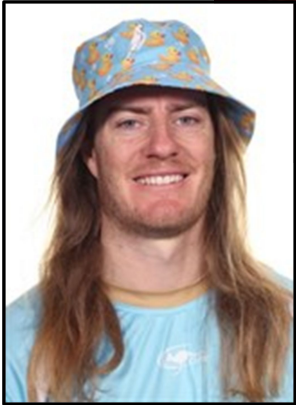
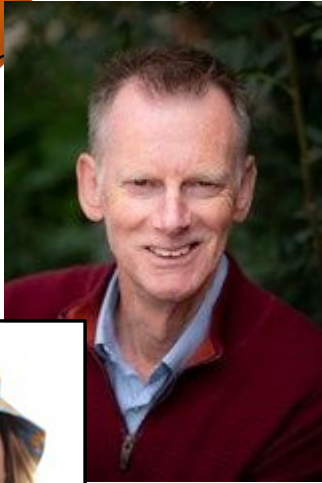
Specialists - Music



In Term 1 students will;

- explore the foundations of music such as beat, pitch and dynamics
- use their voices, movement and instruments to express ideas
- begin to respond to music through simple listening tasks
- learn the routines of the Music room

Specialists - PE



In Term 1 students will;

- be introduced to the rules and routines of a Physical Education class
- develop positive interactions with other students.
- participate in a Gymnastics Unit focused on
 - balancing
 - springing and landing
 - static holds

Specialists - Art

In Term 1 students will;

- experiment with line and shape
- learn about different styles of line and patterns
- apply line to create Yayoi Kusama inspired pumpkins drawings





Specialists - Italian



In Term 1 students will;

- become familiar with the Italian room and specific routines
- use simple greetings such as “hello” and “goodbye” through various activities and songs
- discover that Italian is another language that they can use to communicate



Specialists - STEAM



In Term 1 students will;

- explore how we use science in everyday life
- think like a scientist
- explore why and how different materials are used for different purposes
- consider perspectives from diverse cultures

Parent-Carer Learning Support

How you can support your child's learning:

Art	<ul style="list-style-type: none">● Practise drawing circles and ovals● Practice pattern drawing● Ask your child to reflect on their artwork and what they found easier and/or trickier.● Visit free Kusama for Kids at NGV
Italian	<ul style="list-style-type: none">● Discuss with your child that some countries speak different languages; in Italy people speak Italian, in Japan people speak Japanese etc.● Find songs such as Twinkle Twinkle Little Star and Old MacDonald's Farm on YouTube in different languages to listen to and hear the differences.
Music	<ul style="list-style-type: none">● Sing the song 'Heads, Shoulders, Knees and Toes' together at three different tempos (speeds) – slow, medium and fast.● Together, sing 'Twinkle Twinkle Little Star' in a high pitch voice, then a low pitch voice.● Find two different sounding pots or pans from your kitchen (one low pitch, one high pitch). Put one on your left side and one on your right. Use a wooden spoon to play the following rhythm – right, left, right right, left. Play this rhythm along to one of their favourite songs!

Parent-Carer Learning Support

How you can support your child's learning:

P.E.

By building on the gymnastic principles of balancing, springing and static holds. Below are some examples of activities for each principle.

Balancing : Walking along a line on the floor marked out with masking tape. (Make it harder by balancing a bean bag or rolled up socks on their head)

Springing: Practising springing and landing in the motorbike position - feet shoulder width apart and under hips; knees, hips and ankles bent on landing and hands held out in front of the body. Increase to jumping off a small height to practise controlling a landing.

Static holds: Walking around the clock. Set up a clock on the floor with numbers in a circle. Your child stands in the middle and gets down into a push up position. You say a number and they act like the hour hand on the clock having to keep their feet in the middle and walk on their hands to the right number.

STEAM

- Talk about how the different materials used to make their clothes feel; what fabrics are used for warm layers like jumpers and fleeces compared to clothing like rash vests and swimming caps?
- Ask your child to be very observant of the natural world when out and about - what seasonal changes can they identify in the natural world?

School Values

Throughout the year, Preps engage in a wide range of activities and discussions to explore and familiarise themselves with our school values:

- Collaboration
- Creativity
- Curiosity
- Resilience
- Respect

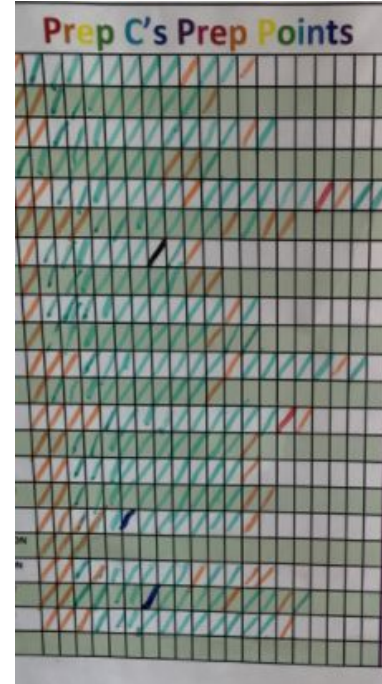
These values form the basis of our classroom and school expectations. They are consistent throughout the whole school.



School Wide Positive Behaviour Matrix

School Value	IN CLASSROOMS
RESPECT We foster a culture in which people feel safe to be themselves and are inclusive of others. We take care of our environment and enjoy the wonders it offers	<ul style="list-style-type: none"> Accept people for who they are. Being kind to everyone. Help others. Listen to what people have to say. Keep our classrooms tidy and take care of our resources. Keep our school clean and tidy.
RESILIENCE As learners we embrace challenge and don't give up. We can overcome obstacles and bounce back from difficult situations	<ul style="list-style-type: none"> If tasks are challenging, we don't give up. Trying to solve problems myself. If it is a big problem I will ask a grown up to help.
CREATIVITY We are open to novel ideas and explore new ways to solve problems.	<ul style="list-style-type: none"> Trying new things. Creating our own ideas. Working in teams to achieve goals.
CURIOSITY We are excited to explore new and challenging ideas.	<ul style="list-style-type: none"> We want to learn new ideas and challenge ourselves. We are curious and excited about changes that will happen at our school.
COLLABORATION We work together to share ideas and knowledge in order to achieve a common goal.	<ul style="list-style-type: none"> Working in teams to achieve learning goals. By communicating our thoughts within a team.

Prep Points



Berry Street Education Model

Morning circle: Encouraging healthy touch, acknowledgement to start the day

Brain breaks: Used to assist students engagement in work tasks.- break up work tasks

Ready to Learn Scale: 'Ready to learn' , 'OK to learn' and 'I'm not OK to learn'

Positive Primers: We use positive primers at the beginning of a day, or lesson to encourage the flow of positive emotions



Morning Circle



Positive Primer



Ready to Learn Scale

Social and Emotional Learning

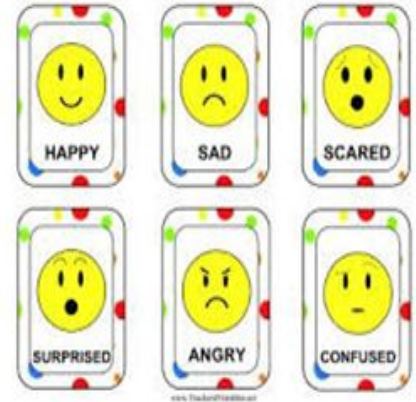
Weeks
3-10

Emotional Literacy



How can you support SEL at home?

- Reassure your child that it is normal to feel different emotions.
- Encourage deep breathing, counting to ten and taking a break to calm down.
- Read books to or with your child that express different emotions and situations.

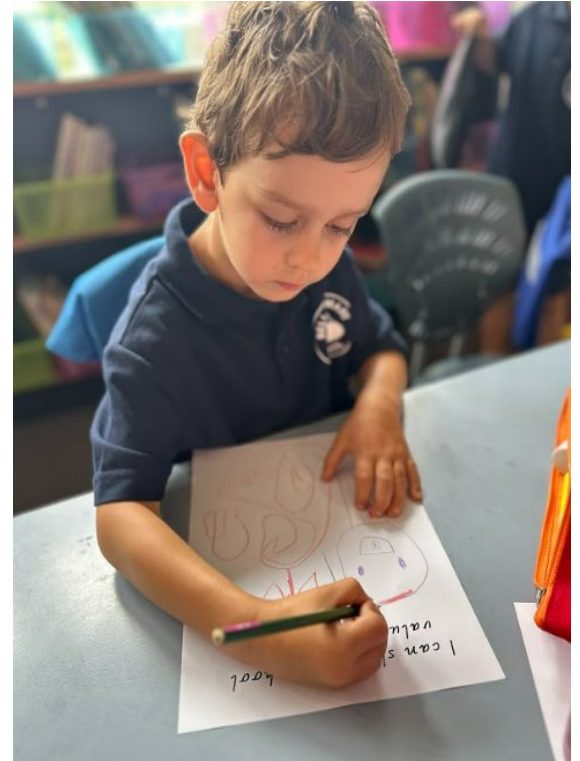


Writing in Term 1

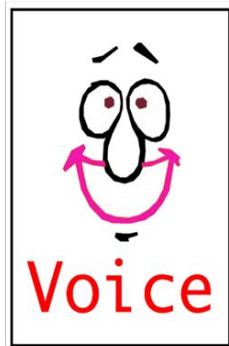
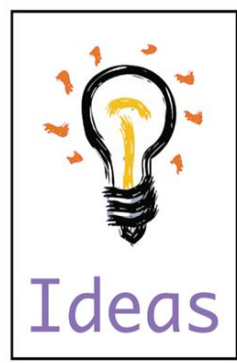
Weeks 1
- 10

Concepts of writing

- Explicit teaching of letters and sounds
- Letter formation and handwriting practise
- Showing ideas using pictures
- Copying words and sentences
- Correct pencil grip
- Spaces between words
- Identifying letters, words and sentences
- Using letters and sounds to write words



6+1 Traits of Writing

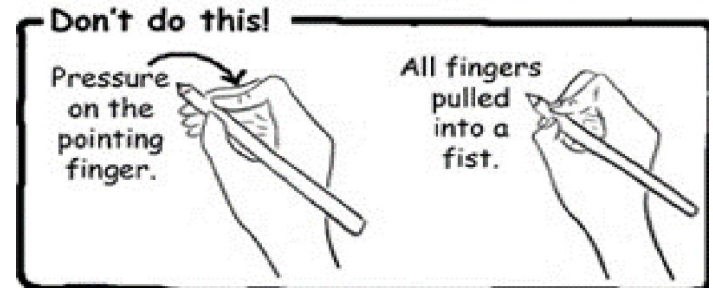
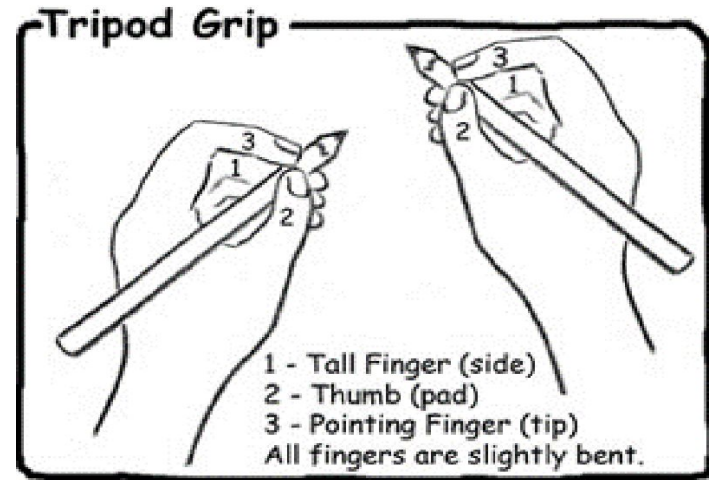


Pencil Grip

Establishing correct pencil grip is very important in the early years.

Children need to have regular practise and we need to ensure they are being corrected when they are holding a pencil incorrectly.

A child may revert back to their old grip when you are not there to watch. That's fine, as long as you continue to practise with them, reinforcing the correct way to hold a pencil which establishes the new, correct habit in their mind.



How can you support writing at home?

- Practise writing upper and lower case letters
- Encourage imaginative conversations and play
- Encourage making up stories about pictures (or describe illustrations using colour, shape, size etc).



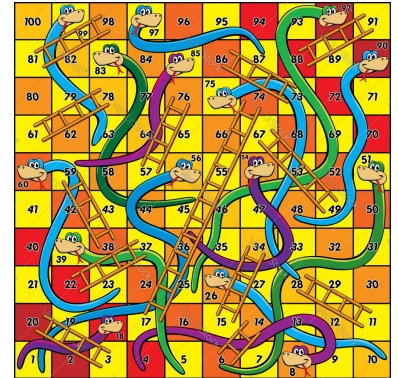
Maths in Term 1



Weeks 1 - 8	Counting and Number Recognition
Weeks 9 - 10	Pattern

How can you support Maths learning at home?

Counting and Number Recognition	<ul style="list-style-type: none">● Number formation (practise writing numbers)● Number collections - making / drawing / building● Board games - eg. snakes and ladders (focus on 1-1 correspondence, number sequences 0-20 and beyond etc)
Pattern	<ul style="list-style-type: none">● Encourage your child to create patterns using materials from around the house.● Work with your child to look for patterns in the environment when you go for walks or rides.



Inquiry in Term 1


Students are provided with opportunities to learn through self-direction and to have their needs and interests met through the curriculum. This approach to personalised learning promotes student voice and choice while linking new learning to the existing knowledge, experiences and interests of the student.

Through explicit teaching of our learning assets, we aspire to create independent, curious, confident inquirers who independently investigate questions, problems, issues and interests. Students are scaffolded and supported through the stages of *inquiry cycle*; **Tune In, Finding Out, Sorting Out, Going Further, Reflection and Action** in which we promote critical, logical, creative and reflective thinking and explore learning beyond the classroom to the 'real world'.

Weeks 1-10	What is important for us to know as Bell Primary School students?
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The Learning Assets


During Inquiry sessions that focus on the Learning Assets, Preps participate in planned, scaffolded play based investigations where they have an opportunity to work socially in a monitored environment to develop collaboration, communication, thinking and self managing skills. These activities give the Preps a chance to demonstrate their skills in relation to the Personal and Social capabilities curriculum.



WE ARE COLLABORATORS

As collaborators we

- Look after and share learning materials and play equipment
- Do our fair share when working with others
- Show others we are actively listening to them
- Learn and play with different people
- Respect the feelings and efforts of others
- Use respectful words and actions to solve problems



WE ARE SELF-MANAGERS

As self-managers we


- Stay focused on a task and get things done on time
- Take responsibility for our things and our environment
- Use our mistakes to help us learn
- Consider how our words and behaviour affects others
- Persist with our learning when it is challenging
- Have a go at working things out for ourselves



WE ARE RESEARCHERS

As researchers we

- Decide what we want to find out
- Ask questions to guide our research
- Come up with ideas for how to find answers to our questions
- Use a variety of resources for research
- Share new information that we have discovered



WE ARE THINKERS

As thinkers we

- Show and share our thoughts and ideas in different ways
- Make connections between ideas
- Are curious
- Consider other points of view
- Reflect on our feelings and learning
- Plan what we are going to do



WE ARE COMMUNICATORS

As communicators we

- Recognise that people express themselves using their faces and bodies as well as words
- Talk to others with a respectful tone and use appropriate words
- Listen to others without interrupting
- Ask questions to help us learn and understand
- Share our thinking and feelings
- Share our ideas in a variety of ways

How can you support Inquiry at home?



- Ask your child about the Learning Assets and school values
- At the end of each school day ask your child ‘How were you a collaborator today?’ ‘How were you a communicator today?’
- Talk to them about how you showed those skills in your day

Digitech

ICT at Bell Primary School:

- Digital wellbeing lessons and discussions.
- Ipad are only used for educational purposes
- No devices during Wet/Hot day timetables or for reward time.
- Internet filtering via school network (DET approved filters).
- Expectations & user agreements.
- Expectations around if something inappropriate pops up ie Students must bring it to the attention of the teacher who log it on Compass- it is then investigated by a member of the ICT team.
- Videos ie. YouTube- is blocked for students and can only be viewed with teacher supervision.



Reading in Term 1

Weeks 1 - 10	Jolly Phonics
Weeks 1-6	Solving Words
Weeks 7-10	Searching for and Using Information





at



Jolly Phonics Sets

SET 1	Ss Aa Tt Ii Pp Nn
SET 2	Cc Kk Ee Hh Rr Mm Dd
SET 3	Gg Oo Uu Ll Ff Bb
SET 4	Jj Zz Ww Vv Xx
SET 5	ai oa ie ee or
SET 6	ng oo oo ch sh
SET 7	th th qu ou oi
SET 8	ue er ar

You have 1 minute to make as many words as you can using the sounds

S A T I P N

<https://www.youtube.com/watch?v=CH50zuS8DD0>

Sit	Sap	An	Pit	Stint
Pan	Snap	Spin	Sip	
Tip	It	Nap	Tin	
Sat	Tap	An	Pant	
In	Pip	Pin	Tan	
Ant	At	Its	Spit	
Pat	Spin	Sin	Nip	
Snip	Nap	Spat	Span	

Jolly Phonics Glossary

Blend: To run together two or more letter sounds in order to form words or parts of words

Decodable Readers: Books with a vocabulary that incorporates only the letter sounds that have been taught up to a given point. The majority of the words in a decodable text can be read by blending together their letter sounds.

Digraph: Two letters representing a single speech sound or phoneme. For example, the digraph ai in the word rain is written with two letters, but makes one sound

Jolly Phonics Glossary

Letter Sounds: Refers to the sound made by letters or by letter combinations

Tricky Words: Frequently used words with an irregular spelling. Words that cannot be read simply by blending together the sounds that their letters most commonly make.

How does Jolly Phonics link to the Prep Curriculum?

- Students read short predictable texts with familiar vocabulary drawing on their concepts of print and knowledge of sounds and letters.
- They identify all the letters of the English alphabet in both upper and lower case form.
- Students can use the sounds represented by most letters.



Reading at Home

Jolly Phonics at Home Sounds Folder

JOLLY PHONICS SET 1 - SATIPN

Ss This is the letter S. It makes the sound /s/



THE SONG
The snake is on the grass. The snake is on the grass. /s/ /s/ The snake is on the grass.

ACTION
Repeat each sound 5 times in 10 seconds. Try to count, and stay focused.

Aa This is the letter A. It makes the sound /a/



THE SONG
/a/-/a/, ants on my arm. /a/-/a/ ants on my arm. /a/-/a/ ants on my arm, they're causing me alarm.

ACTION
Repeat each sound 5 times in 10 seconds. Try to count, and stay focused.

Tt This is the letter T. It makes the sound /t/

THE SONG
When I watch the tennis game, /t/-/t/-/t/ When I watch the tennis game my head goes back and forth.






ACTION
Repeat each sound 5 times in 10 seconds. Try to count, and stay focused.

JOLLY PHONICS SET 1 - SATIPN

li This is the letter l. It makes the sound /l/



THE SONG
Lucky the mouse is my pet. She spilled the ink and got wet. The ink is spread all over the desk /l/-/l/-/l/-/l/ Lucky's wet.

ACTION
Repeat each sound 5 times in 10 seconds. Try to count, and stay focused.

Pp This is the letter P. It makes the sound /p/



THE SONG
Puff out the candles on the pink pig cake. /p/-/p/-/p/ Puff out the candles on the pink pig cake. Puff. puff. puff!

ACTION
Repeat each sound 5 times in 10 seconds. Try to count, and stay focused.

Nn This is the letter N. It makes the sound /n/

THE SONG
Hear the aeroplane /n/. Hear the aeroplane /n/. Hear the aeroplane /n/. Making lots of noise.

ACTION
Repeat each sound 5 times in 10 seconds. Try to count, and stay focused.

The Songs



This QR code takes you to a copy of the Jolly Phonics songs to practise at home.

Words to Practise Reading, Writing and Making

TWO SOUNDS

it
at
an
in

THREE SOUNDS

pan
tip
sat
ant
pat
sap
tap
pip
nap
pin
its
pit
sip
tin
tan
nip

FOUR SOUNDS

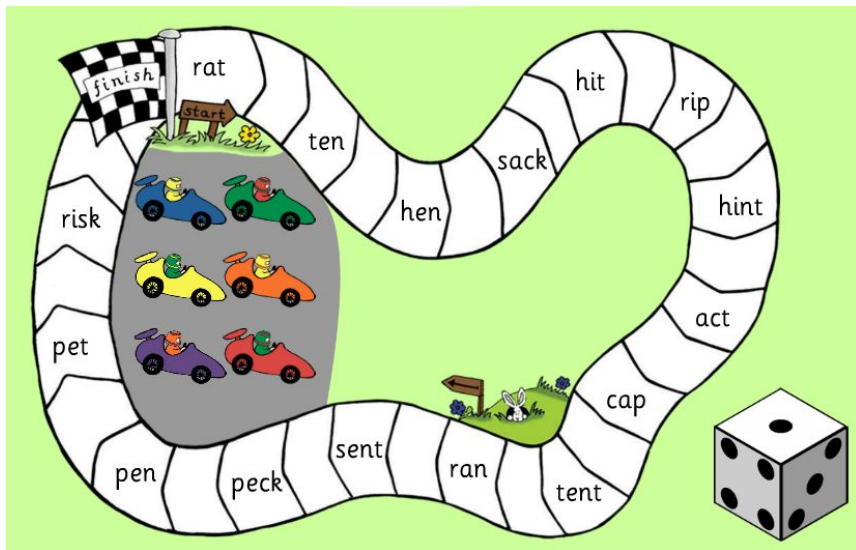
snip
spin
spat
pant
spit
span

FIVE SOUNDS

stint
pants
spins
spits
snips

Jolly Phonics at Home

Blending, making and reading decodable words



In the sound folders there are games to consolidate the learning of the letters/sounds.

These are games that the Preps will have played in class.

We will try and keep these games as simple as possible and make sure they require minimal and easily accessible equipment.

Decodable Readers



- Decodable readers are mostly made up of words that students can read using their knowledge of single letter sounds.
- We have some decodable books that will be sent home as home readers.
- Wushka is an online library of books. Your child will have their own login and have appropriately levelled books assigned to them by their teacher.
- Free decodable books can be found here:
<https://speldsa.org.au/pages/speld-sa-phonics-books-jp>













Tricky Words

Jolly Phonics Tricky Words

all	come	one	any	could	after
be	go	by	other	right	every
we	here	like	who	would	mother
are	my	have	because	does	also
do	no	live	want	saw	father
to	said	give	why	four	upon
me	so	only	before	should	always
the	some	old	were	goes	love
was	there	little	many	<u>their</u>	cover
she	they	down	<u>where</u>	made	of
he	you	what	more	two	eight
I	your	when	which	put	once

Jolly Phonics Tricky Words Activities

Dear parents and carers, this document contains some ideas to help learn and practise the Tricky Words at home. Please note that these games can be adapted and used for any Tricky Words colour set.

Rainbow Write Practise writing different Tricky Words using all the colours of the rainbow! 	'Yaboom' Write Tricky Words on different positions: inside, Write 'Yaboom' on some cardboard sticks. Peeps read the words that they select from the cup. If they draw a 'Yaboom' stick, they have to put all of their words back into the cup and start again. 	Magnetic Letters / Stamps Using magnetic alphabet letters / or alphabet stamps practice spelling different Tricky words. 	Memory Make two copies of Tricky Words. Peeps read and find the matching pairs by flipping two cards over at a time. 
Fly Swat Spread the Tricky Words out on a flat surface. Call out a word and peeps swat the correct word with a fly board or fly swatter. 	Sticky Note Match Write the Tricky Words on pieces of paper and stick on white notes. Peeps match the sticky notes to flash cards of Tricky Words. 	Missing Letters Write the Tricky Words on whiteboard. Rub off one letter at a time and students guess which letter is missing. 	Word Walk Write words and place them around the house and the peeps get the flash cards and the words as they pass them. 
Tricky Word Detective Choose 4 Tricky Words at a time and try to find these words in your home folder. 	Playdough Words Spell Tricky words using coloured chalk on dough. 	Chalk Words Spell Tricky words using coloured chalk on sidewalks. 	Car Park Words Using toy cars call out different Tricky words and peeps can 'park' the car on top of the correct word. 

- These words cannot be sounded out.
- Tricky words are made up of sounds that can be decoded and unfamiliar (or tricky) sound patterns.
- When practising reading these words at home, you can tell your child the word and then ask them to identify the tricky part.
- Practise reading and writing them in and out of order.
- Make tricky words practise fun!

Take home reading books



- Picture walk
- Pointing to words as you read
- Don't sounds out words that can't be decoded eg. was, the
- Students are allocated books based on data that is collected by the classroom teacher/s
- Students will move baskets when the data shows they are ready

Tricky Words

What are the 'Tricky Words'?

Tricky words are frequently used words that students are unable to read and write by listening to and blending single letter sounds and digraphs together. They are considered 'tricky' because the words use phonetic knowledge that the Preps have not learnt yet or because the spelling is irregular.

Examples of phonetic knowledge the Preps have not learnt	Examples of irregular spelling patterns
i_e as in like y in my	Said Was One Two

What are the 'Tricky Words'?

- Regardless of how 'tricky' a word may be some parts of it will always be regular. For example, in the word 'some', the s says /s/ and the m says /m/. By knowing the letter sounds and being able to relate the sounds to the letters, students find it easier to read and write tricky words
- Having a strong base knowledge of sounds before learning the 'Tricky Words' allows students to identify the 'tricky parts' of words themselves as they are able to look at it carefully and is the starting point for them to analyse words and helps to commit the spelling to memory

Can you find the 'tricky part' of the 'Tricky Words'?

Can you identify the tricky parts of these words?

all	come	one	any	could	after
be	go	by	other	right	every
we	here	like	who	would	mother
are	my	have	because	does	also
do	no	live	want	saw	father
to	said	give	why	four	upon
me	so	only	before	should	always
the	some	old	were	goes	love
was	there	little	many	their	cover
she	they	down	where	made	of
he	you	what	more	two	eight
I	your	when	which		once



Can you find the 'tricky part' of the 'Tricky Words'?

Can you identify the tricky parts of these words?

all	come	one	any	could	after
be	go	by	other	right	every
we	here	like	who	would	mother
are	my	have	because	does	also
do	no	live	want	saw	father
to	said	give	why	four	upon
me	so	only	before	should	always
the	some	old	were	goes	love
was	there	little	many	their	cover
she	they	down	where	made	of
he	you	what	more	two	eight
I	your	when	which		once

What is the order of the 'Tricky Words'?

all	come	one	any	could	after
be	go	by	other	right	every
we	here	like	who	would	mother
are	my	have	because	does	also
do	no	live	want	saw	father
to	said	give	why	four	upon
me	so	only	before	should	always
the	some	old	were	goes	love
was	there	little	many	their	cover
she	they	down	where	made	of
he	you	what	more	two	eight
I	your	when	which		once

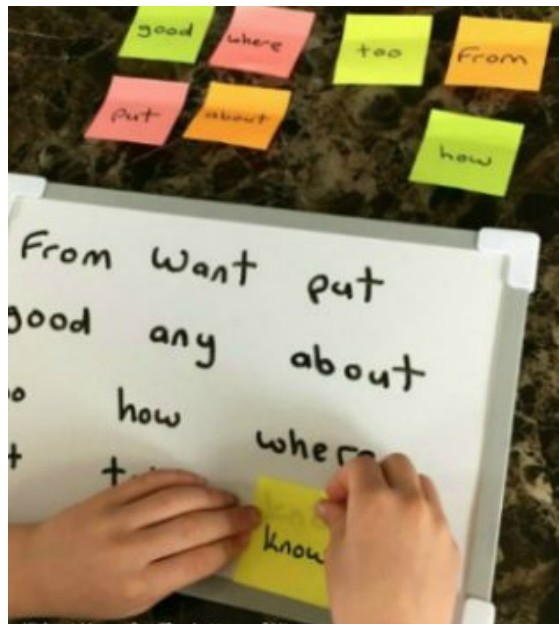
Learning to Read 'Tricky Words'

- In the classroom we aim to introduce no more than 3 new tricky words a week.
- The students look at them carefully and identify the 'tricky part'.
- It is important to regularly revise the 'tricky words' that have already been taught.
- In the classroom we do this each day through games and flashcards to compliment the explicit teaching during our Jolly Phonics lessons.
- **It is important to remember that students learn at different rates and our teaching is differentiated to support our students at their point of need**

'Tricky Words' at home

- Practise **every** night, repetition is vital (5-10 minute sessions)
- Practise reading them out of order
- Turn them into games!








Blue Words
Four in a Row

Editable Sight Words Bundle www.primaryactivityideas.com

all	we	the	she	me
to	me	be	he	we
he	I	was	are	the
be	she	are	was	all
are	was	I	do	me
she	be	to	all	do

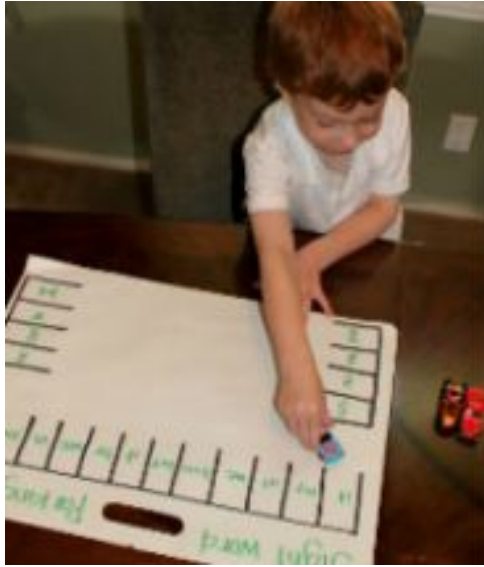
Instructions: Play with a partner. Each of you chooses different coloured counters (or markers). Take turns reading a word. If you get the word correct, cover the word. Whoever gets four in a row first is the winner!

Tricky Word Boo!
Put words in a bag. Students take turns pulling out the word and reading it and they keep that card. When they pull out the ghost, that ends the game and person with most cards wins.






boo!

so	some	there
my	no	said
come	go	here
they	you	your











little	what	down		have	one	like	only	
by		live	old	<i>Get the dragon to the fireworks show!</i>			by	
START 		when	Go forward 3 spots	give	what	have	one	
	by	little	FINISH 	little	down	have	give	
what	<i>Red Words</i>					only		
down	Go forward 3 spots	live	when	give	old	have	one	like

Instructions:
2-4 players.
Players take it in turns to roll a dice. They move their counter that many spaces. They say the word they land on, if they get it wrong they move back one space.



Roll a Red sight word

Instructions: Roll a 6 sided dice. Say the corresponding sight word in the next box above. Whatever sight word gets the top first is the winner!

by	little	what	down	live	when
					



Other Information

Bell PS Website- Parent/Carer Information

<https://www.bellps.vic.edu.au/page/219/2025-Parent/Carer-Information>