TERM NEWSLETTER– PREP

Welcome to Term 4 2026

Welcome to Term 4. We have one term left of learning in 2026 and lots of exciting events coming up - be sure to add them to your calendar!

Teacher contacts

PM Mrs Carly McGowan cmcgo43@eq.edu.au
PP Mrs Peters apete298@eq.edu.au
PE Miss Mckenzie emcke213@eq.edu.au
PS Miss Simic nsimi13@eq.edu.au
Inclusion Teacher: Mrs Kasey Burns kdbur1@eq.edu.au

Key Dates

Public Holiday – 5th October
Prep Swimming starts (PE lesson) – Week 2 (12th October)
Day for Daniel (wear red) – 30th October
Remembrance Day – 11th November
Kindness Day (wear rainbow colours) – 13th November
Teddy Bears Picnic (with 2027 Preps) – 9th December
Step Up Day– 9th December
Last school day 2025 – 11th December

Specialist classes

	MUSIC (Mrs Nearhos)	LIBRARY (Mrs Lynch)	The Arts - Media (Ms Mckenzie)	Health / PE (Mrs Smith)
PM	Thursday	Friday	(Semester 1)	Tuesday / Monday
PS	Thursday	Tuesday	(Semester 1)	Tuesday / Monday
PP	(Semester 1)	Tuesday	Thursday	Tuesday / Monday
PE	(Semester 1)	Tuesday	Thursday	Tuesday / Monday

English – Exploring imaginative texts

Students engage with spoken, written, and multimodal texts featuring characters, clear events and beginnings and endings.

They read, view, and comprehend a variety of texts, including simple decodable texts aligned with phonic development, as well as authentic texts such as traditional oral stories, picture books, films, and various types of stories and poems.

Through these texts, students explore how characters and events are represented, and how language is used to describe them. They build their understanding of imaginative texts by examining text structures and language features, including how sentences work to create meaning and how print and images connect.

Students participate in both shared and independent writing to create short imaginative stories and retell familiar ones. They apply learned vocabulary, basic sentence punctuation, and phonic knowledge to spell words correctly.

Over the Semester students can demonstrate their learning when they read, view and comprehend an imaginative text, and create a short-written text to retell a familiar story.

Mathematics

Students further develop proficiency and positive dispositions towards mathematics and its practical use by:

- looking for and making connections between number names, numerals, and quantities; comparing quantities up to at least 20 using mathematical reasoning in active learning experiences
- exploring situations sparked by curiosity, using physical and virtual materials to represent, partition, and solve everyday problems
- building confidence and autonomy in making and justifying mathematical decisions based on quantification
- recognizing repetition in pattern sequences and creatively applying this understanding to construct repeating patterns across various contexts.

Science – Movement (experienced unit)

By the end of the Foundation year, students describe the properties and behaviours of familiar objects. They share and reflect on their observations and ask and respond to questions about these objects. In this unit, students engage in activities across five learning contexts: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Using their senses, they observe and explore the properties and movement of objects. Students learn that science involves exploring and observing through the senses. They participate in hands-on investigations and respond to questions about factors that influence movement. Throughout, they share and reflect on their observations and ideas, representing what they observe. Finally, students have opportunities to apply and explain their understanding of movement in familiar situations.

HASS – My special Places (experienced unit)

In this unit, students will explore the inquiry question: *What are places like and what makes them special?*

Learning opportunities support students to:

- Draw on personal experiences, including places where they live or other familiar locations
- Understand that a place has distinct features and boundaries that can be represented on maps or globes
- Recognize that what makes a place special depends on how people view or use it
- Observe and represent the location and features of places using pictorial maps and models
- Examine sources to identify ways people care for special places
- Describe special places and explain why they are important to people
- Reflect on their learning and suggest ways they could help care for a special place

ARTS – Prep P & Prep E (experienced unit)

During term four we continue to focus on belonging. Belonging to a class, a school and a community. Students will be introduced to the four different art subjects: Visual Art, Media Art, Dance and Drama. Experiences will happen through play, games and hands on activities.

Music - Prep M & Prep S (experienced unit)

This term in Prep, we are looking forward to building creativity, confidence and a sense of belonging through the Arts. Students will learn skills in movement and music, whilst enjoying experiences in other aspects of school life.

HPE

In this unit students identify health information that keeps them safe in water and road environments.

Through participation in active play and movement situations, students understand how to use health information to keep themselves healthy and safe. They practise personal and social skills to interact respectfully with others and follow rules that make play fair and inclusive. They identify the benefits of physical activity. Students will swim in their PE lessons in weeks 2-5.

Instructional Routines

In prep, students are introduced to short and explicit instructional routines. Instructional routines are structured, repeatable practices that guide classroom interactions, promote student independence, and support consistent learning outcomes. These routines provide predictability, helping students know what to do while allowing teachers to focus on instruction. Students in prep work through literacy routines every day, building their knowledge, understanding and confidence in reading and writing. This term the focus is on our student's quick response to terminology we use during these routine learning times.

You Can Do It!



This term, we are focusing on our Persistence Key! Persistence means continuing to have a go, even when something feels tricky or doesn't work the first time. It's about being brave enough to make mistakes, learning from them and trying a different strategy when we need to. We encourage our students to ask themselves: "What can I try next?" rather than giving up when things get challenging. Whether it's learning something new, solving a problem, building a friendship or mastering a new skill, persistence helps us grow and reminds us that we can do hard things!

2027

Planning for 2027 is well underway, and last term we issued a call out to families to advise us if they anticipated a change of enrolment for next year (Prep – Year 5 students).

If you have not already let us know, and your child will NOT be attending Sherwood SS in 2027, please send an email to Helen James at hjame88@eq.edu.au as soon as possible. Please include the following details:

- child's name
- expected finishing date (official last day of school is 11th December 2026)
- new school for 2027

School Contacts

Principal Lisa Masek | lmase3@eq.edu.au

Deputy Principal (P - 2) Stacey Thomasen | sthom677@eq.edu.auDeputy Principal (3 - 6) Janice Lenarduzzi | jlena1@eq.edu.au

HOD/C Emma Griffin | egrif40@eq.edu.au Head of Inclusion Tarnee Southwell | trsou0@eq.edu.au

admin@sherwoodss.eq.edu.au | (07) 3716 2111 |