



Kindergarten Newsletter

Term 3 Week 1

Dear Kindergarten Parents and Carers,

Welcome back to Term 3! We are looking forward to a busy term ahead!

Fruit Break

Can you please send your child with fresh cut fruit or veggies, in a separate container for fruit break at school each morning? We are now in the routine of enjoying fruit break during our morning sessions. They are important in maintaining a sustained focus throughout this morning learning session.

Sugary treats at school

In our encouragement of healthy foods and eating, can we ask parents to withhold sugary treats for your children. Birthday treats are still very welcome and are the exception, of course, which are enjoyed towards the end of the day.

100 days of school and NAIDOC performance

On Friday, July 21 our Kindergarten students will celebrate their 100 days at school. We have our special '100' day activities on this day at school. We participated as an audience in a NAIDOC week performance as an in-school activity on Wednesday 19 July.

Athletics Carnival

We have our school athletics carnival on Tuesday 25 July, with a back-up date of Tuesday 1 August if it is wet weather. Students will need to wear their sports shirt and runners to school.

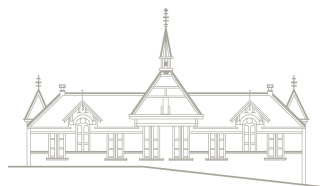
Book week

Book week is on Tuesday 22 August this year. Students will take part in a book week parade and parents will have the opportunity to purchase a book to donate to the school library. More information to come in the school newsletter.

22 August

School Photos

These will be held on Tuesday 29 August. Please send your child dressed well in their Winter school uniforms.



Stationery items at school

It is not necessary for Kindergarten students to bring stationery items to school. Students are provided with all stationery equipment in their first year at school.

Keep Reading

Please remember to share a book with your children each night. The more they read, the more they learn and the more efficiently they pick up the skills of reading and writing.

Kind regards,

Celeste Dunn
Catherine Geisser
Dani Weiner
Rebecca Cooley
Kindergarten Teachers

Alexis Martin
Assistant Principal

Early Stage 1 Term 3 Overview 2023

Term 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
Important Dates	NAIDOC week 100 Days of School	Athletics Carnival	Educational Week			Book Week	Photo Day		RUOK Day	
Phonics	ng	ph	wh	ai/ay	ee/ea	-y	igh/ie	-y	oa	revision
Rich Text	Wombat Stew		Clancy & Millie and the Very Fine House		No Never!		Banjo & Ruby Red		The Terrible Suitcase	
Mathematics	Collections of ten			Patterns		Forming Groups		Measurement		Revision

English

	Focus
Oral Language and Communication	<ul style="list-style-type: none"> Recognises how nonverbal language contributes to meaning in spoken communication. Uses connectives such as and, but and because when speaking
Vocabulary	<ul style="list-style-type: none"> Uses specific word choice to clarify meaning
Phonological Awareness	<ul style="list-style-type: none"> Blend aloud all phonemes when asked to delete, add or substitute and initial phoneme Substitute an initial phoneme and medial phoneme
Print Conventions	<ul style="list-style-type: none"> Distinguish between punctuation, letters, words and numerals in texts Recognise symbols, icons and personally significant words in everyday situations and in texts.
Phonic Knowledge	<ul style="list-style-type: none"> Decode words containing split digraphs and vowel digraphs Experiment with encoding high-frequency words containing split digraphs and vowel digraphs
Reading Fluency	<ul style="list-style-type: none"> Know that pace and expression vary when reading, according to the audience and purpose Regulate their voice to punctuation such as question marks and exclamation marks.
Reading Comprehension	<ul style="list-style-type: none"> Ask or pause to clarify the meaning of unknown words. Identify conjunctions (and, because, but, for, so) in a compound sentence, their meaning and purpose. Recount the relevant ideas from the text. Ask a question or make a statement to clarify meaning.

Creating written texts	<ul style="list-style-type: none"> • Create a text including at least 2 related ideas • Identify and use time connectives to sequence information and events • Experiment with writing compound sentences and recognise that each clause makes meaning by itself. • Explain the purpose of a verb, a noun and an adjective in own writing.
Spelling	<ul style="list-style-type: none"> • Experiment with vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words.
Handwriting	<ul style="list-style-type: none"> • Apply taught handwriting skills when creating texts • Form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction.

Mathematics

Fortnightly units of work	Focus
Unit 11 Collections of ten are really useful	<ul style="list-style-type: none"> • Representing whole numbers • Combining and separating quantities • Forming groups
Unit 12 Patterns have something that repeats over and over again	<ul style="list-style-type: none"> • Representing whole numbers • Forming groups
Unit 13 Making and using equal groups	<ul style="list-style-type: none"> • Geometric measure: Length • Two-dimensional spatial structure: Area • Three-dimensional spatial structure: Volume • Non-spatial measure: Time
Unit 14 What needs to be measured determines the unit of measure	<ul style="list-style-type: none"> • Geometric measure: Length • Two-dimensional spatial structure: Area • Three-dimensional spatial structure: Volume • Non-spatial measure: Time
Unit 15 A fraction can mean a half of a collection, half of an object or half of a measure	<ul style="list-style-type: none"> • Combining and separating quantities • Forming groups • Geometric measure: Length

Geography

Students will investigate the local places that are important to Aboriginal and Torres Strait Islander Peoples. They will continue to build upon their knowledge from last term's unit *Special Places* and will be introduced to maps and how they are used to find places. Students will identify and create maps of familiar and new places as well as explore simple vocabulary when using maps.

Science & Technology

On the Move

Students will investigate how push and pull forces can enable inanimate objects to move. During investigations, students will observe and gather evidence about rolling objects and explore the idea of fair testing.

Digital Technology

Students are introduced to the coding program Scratch Junior. They will learn to program their own interactive stories and games. In the process, they learn to solve problems, design projects, and express themselves creatively on the computer.

Creative Arts

Visual Arts

Students will experiment with their own art making, using a variety of media, techniques and tools to create different effects. Projects will reflect content covered during key learning areas (KLAs).

PDHPE

Personal Development and Health

As part of *You Can Do It!* students will learn about the meaning of confidence and persistence and explore what these behaviours look like. Furthermore, they will develop an understanding of how being persistent impacts positively on their learning. Child Protection concepts will be a focus of learning, with a key strategy of keeping safe.

Physical Education

Daily fitness and movement games will develop students' gross motor skills. Weekly **Got Game** sessions led by a qualified PE teacher will focus on gymnastics and whole-body coordination.