



## Kindergarten Overview and Newsletter Term 4

Dear Kindergarten Parents and Carers,

Welcome back to Term 4! We have an action-packed last term of Kindergarten planned for your children. Some dates to keep in mind for Term 4 are as follows below. More information will be available closer to the time for these events.

**Grandparents Day** will be held at school on Tuesday 31 October. We look forward to engaging with the grandparents you invite to attend on this day. Kindergarten will be performing a special item.

### School Reports

These will go home on Thursday 14 December. If you wish to discuss these reports, please contact the school to arrange an interview once you have received your child's school report.

### Recognition Day

Will be held on Monday 11 December. This is where we recognise student achievements at school as a special end of year presentation.

### Picnic Day

Picnic Day will be held on Wednesday 13 December. We will be travelling to Parsley Bay as a school this year for our end of year picnic.

Kind regards,

Rebecca Cooley

Dani Weiner

Celeste Dunn

Catherine Giesser

Kindergarten Teachers

Jorga Willmott

Relieving Assistant Principal

Term 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
<b>Important Dates</b>				Grandparents day 31/10						Recognition day 11/12  Picnic day 13/12
<b>Phonics</b>	Revision	ar	or/aw/ ore	ir/ur/er	air	oo	ow/ou	oi/oy	oo	Revision
<b>Rich Text</b>	All I want for Christmas is Rain		It's a Miroocool!		Koala Lou		Imagine		Same, but little bit different	
<b>Mathematics</b>	Fractions		Whole number		Measurement		Data		2D shapes, 3D objects, Volume and Capacity	

## English

	Focus
<b>Oral Language and Communication</b>	<ul style="list-style-type: none"> <li>listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings</li> <li>use a combination of sentences to elaborate and connect ideas</li> <li>recall details of events or stories using who, what, when, where, why and how</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>use vocabulary that is personal</li> <li>understands words that have different meanings in different contexts</li> <li>Experiment with and create word play problems</li> </ul>
<b>Phonological Awareness</b>	<ul style="list-style-type: none"> <li>identify, blend, segment and manipulate phonological units in spoken words as a strategy for reading and creating texts</li> </ul>
<b>Print Conventions</b>	<ul style="list-style-type: none"> <li>Track left to right and use return sweep</li> <li>Recognise symbols, icons and personally significant words in everyday situations and in texts.</li> </ul>
<b>Phonic Knowledge</b>	<ul style="list-style-type: none"> <li>Decodes words containing split digraphs and vowel digraphs</li> <li>Experiment with encoding high-frequency words containing split digraphs and vowel digraphs</li> </ul>
<b>Reading Fluency</b>	<ul style="list-style-type: none"> <li>know that fluent reading involves recognising and reading words accurately and automatically</li> <li>know that pace and expression vary when reading, according to the audience and purpose</li> </ul>
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>understand how adjectives describe a noun and verbs identify actions in a sentence</li> <li>use background knowledge when identifying connections between a text, own life, other texts and/or the world</li> <li>use information or events from different parts of the text to form an opinion</li> </ul>
<b>Creating written texts</b>	<ul style="list-style-type: none"> <li>create written texts that describe, give an opinion, recount an event, convey a story</li> <li>experiment with writing compound sentences and recognise that each clause makes meaning by itself</li> <li>use capital letters when writing proper nouns</li> <li>edit their texts after receiving feedback</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Segment multisyllabic words into syllables and phonemes as a strategy for spelling</li> <li>Spell high-frequency compound words and homophones comprising of taught graphemes</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Apply taught handwriting skills when creating texts</li> <li>Form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction.</li> </ul>
<b>Understanding and responding to literature</b>	<ul style="list-style-type: none"> <li>identify aspects of their world represented in texts</li> <li>create imaginative and/or informative texts relating to their own experience, the world and/or other texts</li> </ul>



## Mathematics

	<b>Focus</b>
<b>Unit 15</b> -A fraction can mean a half of a collection, half of an object or half of a measure	<ul style="list-style-type: none"><li>● Combining and separating quantities</li><li>● Forming groups</li><li>● Geometric measure: Length</li></ul>
<b>Unit 16</b> - Different situations where addition, subtraction, multiplication and division can be used	<ul style="list-style-type: none"><li>● Representing whole numbers</li><li>● Combining and separating quantities</li><li>● Forming groups</li></ul>
<b>Unit 17</b> - What needs to be measured determines the unit of measurement	<ul style="list-style-type: none"><li>● Representing whole numbers</li><li>● Geometric measure: length</li><li>● Non-geometric measure: mass</li></ul>
<b>Unit 18</b> - Data is collected to solve problems	<ul style="list-style-type: none"><li>● Representing whole numbers</li><li>● Data</li><li>● Non-spatial measure: time</li></ul>
<b>Unit 19</b> - Objects can be sorted and classified in different ways	<ul style="list-style-type: none"><li>● Representing whole numbers</li><li>● Two-dimensional spatial structure</li><li>● Three-dimensional spatial structure</li></ul>

## History

### **Celebrations**

Students investigate the concept of a celebration. They will investigate different events celebrated by their family and communities. Students develop an understanding that events and celebrations are made up of a number of elements to create a celebration.

## Science & Technology

### **Materials**

This unit focuses on developing students' ability to identify that objects are made of observable properties. They will conduct simple investigations, observing, questioning, sorting and collecting data and communicating their ideas using graphic organisers such as tables.

### **Digital Technology (including coding)**

Students are introduced to the 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 resilience and explore what this behaviour looks like. As part of PDHPE students will learn about the safe use of medicines.

### **Physical Education**

Daily fitness and movement games will develop students' gross motor skills.

### **Mindfulness**

Through the whole school-based program Smiling Minds, students will learn a range of strategies on how to practice mindfulness.