

# ES1 Newsletter

## WELCOME TO TERM 4

KINDERGARTEN IS ALMOST FINISHED, READY FOR YEAR 1!

### Welcome to Term 4 Kindergarten families!

We hope everyone had a restful break and we're sure you're all ready for a busy Term 4! This term we have our excursion to the Awabakal Environmental Education Centre in Dudley, a visit from JollyBops for the Hunter Water "Let's love Water" show, Life Education and our Kinder Presentation Day assembly.

Please deliver any notes and/or money to the office for any upcoming excursions.

Thank you parents and carers for an amazing year in Kindergarten! You've been incredible and you should be so proud of your children! We certainly are!

Ms Wenham, Miss Sillar, Miss Madeley & Mrs Strick



### Seesaw

We will continue to post photos and messages to Seesaw to give you an insight into what your child is doing at school and to let you know of anything coming up, so please check in often.

### Appointments

We are more than happy to chat in person or over the phone, just give the school a call and leave a message with the lovely ladies in the office and we will get back to you to organise a time. Between 8:30 am and 3:30 pm is a busy time for teachers, but we can organise a time out of these hours.

### Reading at Home

Your child's teacher will post decodable readers to Seesaw that your child can read at home. Reading is essential for developing literacy, vocabulary and a vivid imagination. As well as continuing home reading with the readers we provide from school, reading to your child can help your child's social and communication skills, help them to get to know sounds, language and words, while also hearing what a good reader sounds like. The readers your teacher will send home may be a few levels below what they are reading at school to allow children to consolidate the reading strategies they have learned at school, to build their fluency, and to increase their confidence in reading.

### Hats

Children will need to ensure that they have a hat to wear, should they wish to play on the field during Recess and Lunch sessions. This is in accordance with the NSW DOE Sun Safety Policy, and has been a rule in schools across NSW for some time now. Students can play under the COLA, or access alternate activities such as going to the library.





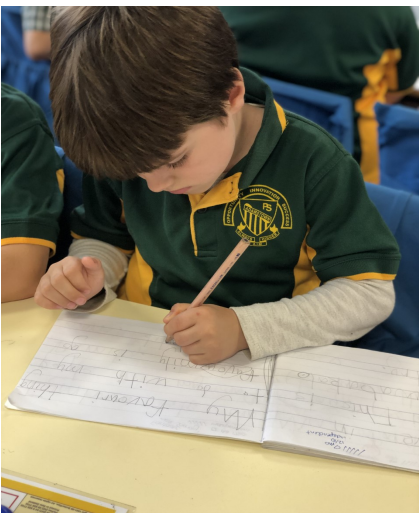
# TEACHING AND LEARNING

Below is the proposed outline of our teaching and learning programs for the term. These units embed NSW syllabus outcomes and are designed to cater for all learning needs.

## English

### Shared Reading and Writing

This term we are integrating our History focus of 'Personal and Family Histories' into our writing and shared reading. Teachers will share a range of rich, quality texts about families which will provide a foundation on which writing lessons will be based. These texts contain rich language, powerful images, can be read and enjoyed more than once, exposing layers each time, and enrich discussions. Writing is explicitly modeled by teachers throughout the week and children will be supported to independently attempt to write about a range of subjects relating to families.



When reading books as a whole class, teachers will continue to model and use strategies to build students comprehension and understanding of a text. This could include predicting what the text will be about or what could happen next, asking questions, making connections to other books previously read or prior experiences, and summarising what has happened in the text.

### Speaking and Listening

Students will develop their speaking and listening skills in the classroom through a variety of activities. This could include reading their writing to the class or other teachers around the school, participating in Think Pair Share (students think about their response and share their thinking with a talk partner), activities in reading groups, and in their Number Talk sessions. Please avoid sending in 'show and tell' items, as the focus is on developing speaking skills such as using appropriate use of volume, pace and making eye contact with the audience.

### Reading

In addition to teachers reading a variety of rich, quality texts to students. Students will also read decodable texts in class, which are texts that have words that can be sounded out using taught sounds and known sight words.



## Mathematics

This term, we will continue to explore Number Talks, which build fluency, mental strategies and incorporates lots of discussions where students can hear their peers' strategies and perhaps change their strategy to a more efficient one. We will also be learning about time and data.



### Whole Number

- Count forwards to 30 from a given number;
- Count backwards from a given number in the range 0 to 20;
- Compare, order, read and represent numbers to at least 20;
- Read and use the ordinal names to at least 'tenth';
- Subitise small collections of objects;
- Use the term 'is the same as' to express equality of groups;
- Use the language of money.



### Data

- Arrange objects in rows or columns according to characteristics to form a data display.
- Interpret information presented in a display of objects to answer questions, eg 'How many children in our class have red pencil cases?'



### Addition and Subtraction

- Combine two or more groups of objects to model addition;
- Take part of a group away to model subtraction;
- Compare two groups to determine 'how many more';
- Record addition and subtraction informally.

### Time

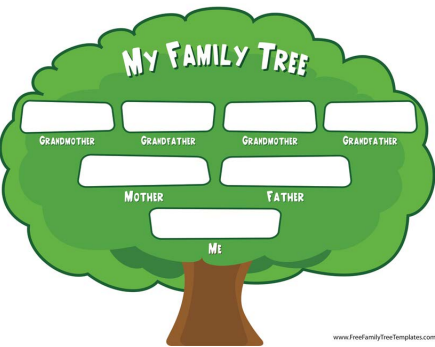
- Read analog and digital clocks to the hour using the term 'o'clock'
- Describe the position of the hands on an analog clock when reading hour time



ADAMSTOWN PUBLIC SCHOOL

History

During History lessons, students will continue to investigate ‘Personal and Family Histories’. These lessons are integrated into our literacy lessons and provide opportunities for students to explore aspects of their own history and that of their family. We encourage students have discussions at home and get to

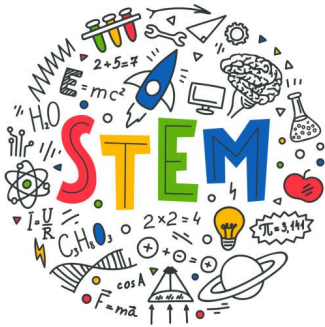


know the relationships between family members, where members of their families were born and to look through photos or special/ sentimental objects from their homes. You are welcome to take photos of treasured family objects and provide photos of family members through Seesaw for your child to discuss and share with the class.

Science

During Term 4, Kindergarten will begin to explore the ‘Material World’. In this Science unit, students will identify that objects are made of observable properties. They will conduct simple investigations by observing, questioning, sorting and collecting data and communicating their ideas using graphic organisers such as tables.

Kindergarten students will be challenged to apply their knowledge by engaging in a STEM sculpture task, where they will have to select materials based on their observable and physical properties to create their desired outcome.



PD/H/PE



Students will participate in Child Protection lessons during Term 4. Through this unit, students will identify different parts of the body, including those which are private. Students will understand that everyone has a right to be safe and those rights include saying yes or no to touch, including affection. Students will recognise that their body is their own. Students will develop their understanding of appropriate touch and explore how to respond to inappropriate touch. They will recognise reactions and body signals to safe and unsafe situations. Students will develop their help seeking and interpersonal skills, specifically they will express ways to show respect to others, practise ways of seeking help for example using No-Go Tell and practising interpersonal skills to be an effective group member.

Library

Weekly Library sessions for Kindergarten will be:  
• **Thursdays for KM, KC and K/1S**  
• **Fridays for KW**  
Students are encouraged to use these sessions to borrow books. Children can also change their library book through the week when the library opens at second half of lunch on Mondays, Tuesdays, Thursdays and Fridays.



CAPA

This term students will participate in guided dance lessons and have the opportunity to choreograph and perform their own dances in small groups and individually. Students will develop shared knowledge, skills, values and attitudes in performing and composing dance.



Fruit Break

Students are encouraged to bring either a piece of fruit or some vegetables to eat during the morning session. Children are always able to bring a bottle of water into the classroom, to ensure that they remain adequately hydrated.

Don't forget to pack Crunch&Sip® every day...

Crunch&Sip® is a set time for your child to eat vegetables or fruit and drink water in the classroom.

WATER

+

VEGIES

or

FRUIT

Crunch&Sip®

healthway

Cancer Council

www.crunchandsip.com.au