



2022

Kindergarten

Learning Journey

Term 4

## Important Days and Information

### **Sport Day:**

Friday

Please ensure your child wears their sports uniform including a school approved hat.

Please refer to our fortnightly 'Glendore Groove' Newsletter for 'What's On' in Term 4.

Newsletters can be found in our 'school newsletters' section on the Glendore Public School Website:

<https://glendore-p.schools.nsw.gov.au/newsletter.html>

## English

### **Reading and Viewing/ Spelling/Grammar and Punctuation**

Students use the Jolly Phonics Program, working through a progression of sounds to learn to read, write and spell. Teachers use rich-literature texts to teach comprehension and grammar. All texts relate to Term 4 Geography 'People and Places' unit or Phonics Sound Focus.

<b><u>Read Aloud Texts</u></b>	<b><u>Jolly Phonics</u></b>
Whoever You Are, I'm Australian Too, Australia Illustrated, Welcome to Country, If I Was Prime Minister, The Elephant Pillow, Exploring Countries: China, New Year Surprise, How to Make Cherry Pie and See the USA, Travel Through America, Country Guides with Benjamin Blog: Japan, I Live in Tokyo, Paddington, The Drummer Boy, Elf on the Shelf, Christmas, National Geographic Website	Phase 2/3 Tricky Words Green and Blue Lists

### **Speaking and Listening**

Students will participate in class-based Speaking and Listening activities.

The focus this term is on:

-Using turn-taking, questioning and other behaviours to relate to class discussions.

-Using a comment or question to expand on an idea in a discussion

### **Writing and Representing**

Students participate in daily independent writing sessions using learnt sounds and tricky words. Students participate in daily writing warmups to develop strategies in independent writing. The Term 4 focus is Informative Text Writing.

### **Handwriting and Using Digital Technologies**

Students work through the Targeting Handwriting Kindergarten Program. Students participate in Computer Technology Lessons and are given the opportunity to publish some of their writing in Microsoft Word.

### **Thinking Imaginatively and Creatively/Expressing Themselves/Reflecting on Learning**

Critical and creative thinking skills are embedded across the English Units and within other areas of student learning.

## Mathematics

### **Fractions and Decimals**

Establish the concept of one-half

### **Multiplication and Division**

Investigate and model equal groups

### **Addition and Subtraction**

Count forwards and backwards to add and subtract, record using drawings, words and numerals

### **Length**

Describe and compare lengths of objects using everyday language

### **Whole Numbers**

Recognise that there are different coins in our monetary system

### **Volume and Capacity**

Describes and compares the volumes of objects using everyday language

### **Three-Dimensional Space**

Sort, describe and name familiar three-dimensional objects in the environment

### **Mass**

Describes and compared the mass of objects using everyday language

### **TEN**

Students will also be engaging in small group and partner addition and subtraction games and activities through the TEN Program. The program supports students in developing their use of a range of mental strategies including counting on from, counting back from, counting on and back, doubles, near doubles and bridging to ten.

Teachers will also be implementing **Number Talks**. Number talks are brief discussions (5–15 minutes) that focus on student solutions for a single, carefully chosen mental math computation problem. Students share their different mental math processes aloud while the teacher records their thinking visually on a chart or board. Teachers explain and guide students in their use of efficient strategies while students may question, critique, or build on the strategies that are shared.

*Fantastic resources to support students and families can be found in the link: [Everyday maths \(nsw.gov.au\)](http://Everyday.maths.nsw.gov.au)*

## Semester One - Science and Technology

### Make Your Move

This unit provides students with hands-on, shared experiences of things that move in the classroom, in the school grounds and outside school grounds. It captures students' interest to discuss what they think they already know about how objects, people and animals move and what factors affect movement. Students are supported to plan and conduct investigations on rolling, bouncing, sliding, and spinning and the different objects that move in these ways. Students conclude the learning by designing their dream playground that has a range of equipment that display a range of different movements.

### Computer Skills

In Early Stage One students learn about and participate in designing and producing in a structured series of activities. In Term Three and Four students are introduced to the whole school computer room and how to accurately and safely use the internet. Students access the use of ABC Reading Eggs and Mathseeds each day during either literacy or mathematics rotations.

## Geography

### People Live In Places

This unit of work focuses on students exploring the places they live in and belong to. Students will develop an understanding of what makes a place special and how this may differ for different people. Through investigation of a local geographical issue, students will examine why people need to take care for these places and how the location of places can be represented. Students will explore the places in which they live, but also investigate more distant places of similar size that are familiar to them or that they are curious about. Students will learn about significant Aboriginal places in Australia and traditionally how Aboriginal peoples have mapped, cared for and occupied these places.

## Creative Arts

**CAPA** is a multi-disciplinary Key Learning Area (KLA) consisting of 4 interdependent subject areas:

Early Stage One students will participate in stage based Creative and Performing Arts (CAPA) rotations covering content in relation to Dance, Drama, and Music.

### Dance

In this unit students will learn about and participate in lessons involving the Creative Arts areas of Dance and Music. Students will demonstrate control over their body movements and compose a simple dance.

### Drama

N/A Term 4.

### Music

In this unit students will learn about and participate in lessons involving the Creative Arts areas of Dance and Music. Students will explore concepts such as rhythm and beat and learn to appreciate a variety of musical compositions.

### Visual Arts

N/A Term 4

## Personal Development Health and Physical Education

## **Personal Development & Health**

### **Safe Living**

Safe Living is concerned with the protection of individuals through the promotion of safe environments and practices. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others safe from harm. Students describe ways to keep safe and explore choices relating to personal safety. Students describe strategies to stay safe on and near roads and when travelling to and from school. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.

### **Happier Schools**

Students will meet a number of engaging characters (dragster cars) who embody a wide range of attributes and behaviours. The students will be drawn into activities which will improve their literacy and language skills, while at the same time, they will be developing a deeper understanding of healthy relationships. Students learn the guidelines and language for working together co-operatively, and how to recognize and begin to self-regulate feelings constructively.

### **Physical Education**

#### **Modified Games**

Students will participate in sport game rotations. The games will incorporate a range of skills modified for Kindergarten aged students, including their Fundamental Movement Skills (FMS).

#### **Fundamental Movement Skills**

This unit practises the fundamental movement skills taught throughout Term One, Two and Three. It provides opportunities for students to use these skills in fun and varied games and activities. Students are provided with developmentally appropriate activities and equipment, visual demonstration of skills, instruction and feedback.

## **Assessment**

When planning and programming, teachers consider the four questions that comprise the teaching and learning cycle:

- Where are my students now?
- What do I want my students to learn?
- How will my students get there?
- How do I know when my students get there?

To achieve this, teachers use the five elements of effective assessment: setting learning intentions, success criteria, explicit descriptive feedback, peer and self-assessment and goal setting. Teachers will use a range of assessment tools, techniques and strategies to assess student understanding, skills and knowledge across all learning areas. Assessment strategies include Formative assessment, Summative assessment, use of observational checklists, anecdotal records and analysis of work samples.

## **Homework**

Homework will be sent home **Mondays** and returned to school on **Fridays**.

Homework will begin in Week 2

Tasks include:

- *Tricky Words*
- *Premier's Reading Challenge*
- *Home Reading*
- *Numeracy at Home Games*

Your child will have the opportunity to participate in a wide range of playground activities, extra-curricular programs and be involved in best practice teaching sessions as part of our aim to provide excellence in learning, teaching and leading at Glendore Public School.

Yours in Education,

Mrs Ingrid Bellamy  
ES1 Assistant Principal

Miss Jordan Bousfield  
KJ Classroom Teacher

Miss Samantha Mayo  
KP Classroom Teacher

Miss Catherine Cook  
KC Classroom Teacher

Miss Kathryn Dunbar  
KD Classroom Teacher

Mrs Siobhan Biltris  
KB Classroom Teacher

