



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING

SUCCESS



2023

Kindergarten

Learning Journey

Term 3

Important Days and Information

Sport Day:

Wednesday

PE Days:

Thursday

Please ensure your child wears their sports uniform including Glendore Fledglings shirt and a school approved hat.

Please refer to our fortnightly 'Glendore Grapevine' Newsletter for 'What's On' in Term Three.

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

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

Kindergarten Special Events - Term 3

Kinder 100 Days of School – Friday July 28th Our theme is *100 Days Brighter* – Come dressed in your brightest coloured clothes!

Henny Penny Hatching – Weeks 3 & 4 (31st July – 11th August)

Dress Like a Farmer Day – Wednesday 9th August

Oakvale Farm Excursion – Wednesday 20th September

English

English Units

Early Stage 1 English units are structured around 2 'components' that support cumulative, explicit and systematic teaching

- *Component A* (foundational literacy skills) 60 minutes daily
- *Component B* (conceptual understandings of subject English) 45 minutes daily

In Component A: Students will participate in lessons that cover, Phonic Knowledge, Reading Fluency, Reading Comprehension, Spelling and Handwriting. Students will also undertake daily guided reading using decodable texts and a wider range of rich quality texts. Students use the Jolly Phonics Program, working through a progression of sounds to learn to decode (read) and encode (spell and write).

Students will be explicitly taught how to use knowledge of letter-sound correspondence, tricky (irregular) words and regular spelling patterns to accurately spell known words.

Focus Sounds - Term Three:

y spells /ee/	Short vowels	ck	Double letters	Long vowels and magic e	ay, oy	ea	y, igh
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In Component B: Students will participate in 'Conceptual Units' that cover, Oral Language and Communication (Public Speaking), Vocabulary, Reading Comprehension, Creating Written Texts and Understanding and Responding to Literature. This term our Conceptual units will focus on farms and farm animals.

Unit 11: Introduction to farms

Students are learning to identify the audience and purpose of the text. Students will use information, including titles and illustrations to discuss texts read in class.

Unit 12: Chickens and Cows

Students are learning to identify the sequence of events in a narrative and use descriptive language in their writing. Students will give responses to who, what, when, where and why in a familiar text.

Unit 13: Sheep and Horses

Students are learning to understand, describe, and write about character traits and actions.

Unit 14: – Pigs and Goats

Students are learning how authors use illustrations to enhance meaning in texts.

Unit 15: Alpaca, Fruit and Veg

Students are learning to express likes and dislikes about texts and identify favourite stories and characters of in familiar texts.

Mathematics

Mathematics Units

Students will undertake 5 two-week units that reflect the 'big ideas' of mathematics in the early years of school. All units highlight and reinforce the role of working mathematically and student reasoning and they include rich mathematical tasks and resources. Teacher will be differentiating activities to teach to each student's point of need.

Unit 11: Collections of ten are really useful

Students are provided opportunities to:

- Represent numbers in a variety of ways
- Reason about the way numbers can be combined and separated
- Use positional language both in a physical world context and in more abstract contexts
- Compare the weight of different materials by hefting
- Understand time in everyday contexts and tell time on analog and digital clocks
- Explain their thinking so it makes sense to others

Unit 12: Patterns have something that repeats over and over and over

Students are provided opportunities to:

- Copy, continue and create patterns in a variety of forms
- Identify part-whole relationships in numbers up to 10
- Use visual representation to assist in combining and separating quantities

Unit 13: Making and using equal groups

Students are provided opportunities to:

- Recognise equal and unequal groups
- Share collections by forming equal groups

Unit 14: What needs to be measured determines the unit of measure

Students are provided opportunities to:

- Measure length by direct and indirect comparison
- Identify and compare area and mass
- Compare internal volume by filling and packing

Unit 15: A fraction (like one half) can mean half of a collection, half of an object or half of a measure

Students are provided opportunities to:

- Recognise 2 equal parts as halves of a collection, a measure, a share or an object
- Find and describe the halfway point in a length
- Develop a shared understanding of symbols to efficiently communicate ideas.

Number Talks: Teachers will 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 \(nsw.gov.au\)](https://www.everydaymaths.nsw.gov.au)

Semester One - Science and Technology

Paddock to Plate

In this unit, students will explore the outcomes and content of the topic 'Living World'. Students have the opportunity to investigate living things while studying farm animals. This unit focuses on the characteristics, behaviours and the environments of living things. Students explore how plants and animals satisfy our needs by providing us with the resources for the production of food and fibre.

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:
This term students will focus on 'Music', Dance and 'Drama'.

Drama

In Drama, students will explore concepts of space, tone and volume and understand the importance of engaging the audience.

Music

In Music, students will explore concepts such as rhythm and beat and learn to appreciate a variety of musical compositions.

Dance

In Dance, students will demonstrate control over their body movements and compose a simple dance.

Students will also be completing a number of visual art projects that will be displayed during our GPS Art Show in Week 9

Personal Development Health and Physical Education

Personal Development & Health

How can I ensure my wellbeing as I grow and change?

In this unit, students will be taught how to make simple decisions in relation to their own health and safety. They describe safe and unsafe situations, identify people who can help and describe actions (such as 'no, go, tell') that might be taken in unsafe situations. With self-control, students' express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.

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

Grade Sport

The aim of this program is to promote a healthy, active lifestyle while developing a range of fundamental movement skills and game skills in a supportive, safe and cooperative environment.

Fundamental Movement Skills – kick, dodge, bounce

This unit explicitly teaches the fundamental movement skills of side kicking, dodging and bouncing. It provides opportunities for students to practice 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:

- *Home practice pages – students will practice, reading and spelling words using known sounds*
- *Decoding passages – students will read a short passage and then draw a picture of the events in the passage*
- *Home Reading – students will read a short decodable text at their level of reading*
- *Numeracy At Home Games (currently changed fortnightly due to lack of parent volunteers)*

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 Sarah Borg
KB Classroom Teacher

Miss Catherine Cook
KC Classroom Teacher

Miss Kathryn Dunbar
KD Classroom Teacher

Mrs Rebecca Lane
KL Classroom Teacher

Miss Samantha Mayo
KM Classroom Teacher