Dear Parents and Carers,

Welcome to Kindergarten! We have very exciting and busy term planned. Below is some information about the focus of our learning this term in class:

**RELIGION**
Every day after lunch our school has our daily prayer and Christian Meditation. The children are learning how to sit still and close their eyes for meditation and also learning our prayer routine.

**Unit 1: Welcome.** In this unit we establish simple prayer routines with a focus on the Sign of the Cross. Key symbols and religious objects in the school and parish environment are explored. The unit introduces sacred space, a prayer place and the importance of time to pray. Through the use of the Christ candle, children are introduced to the image of Jesus, as the light of the world. The foundational image of Jesus as the Good Shepherd is also presented through the story of the Good Shepherd.

**Unit 2: Lent and Holy Week.** In this unit we present the stories of 'The Washing of the Feet' and 'The Last Supper'. Through these stories, and in keeping with the season of Lent and Holy Week, the students are introduced to Jesus as the one who loves us, who seeks out the lost, who humbly serves others and who provides nourishment. This unit is the foundation for later exploration of the Lenten season and the Last Supper.

**Unit 3: Lent and Holy Week.** This unit focuses on two Easter stories. The first tells of the women at the tomb (Lk 24:1-6) and the second of Jesus’ appearance to his disciples on the shore of Lake Tiberias (Jn 21:1-14). Students will hear about and respond to the Easter message of the Resurrection: Jesus is alive.

**ENGLISH**
Our English unit this term is based around stories. We are immersing children in a range of stories and encouraging them to form opinions on these stories. Later on in the term, students will be performing their own retells of a familiar story. We will be reading stories with the children, retelling stories, showing them stories online, reading books with no pictures, listening to music that tells a story and looking at picture books that have no words. Students will understand that the purpose of a story is to entertain and their own personal retells will reflect this understanding.

**Speaking and Listening:** Speaking and Listening is evident throughout all learning areas. Our inside/outside circle (news) will take place every Monday and we encourage the children to bring in something to share with their peers. A list of with our weekly focus will go home after Week 4 when we have sent home the brown “Me Bags”.

**Phonics:** This 20-30 minute session happens daily in kindergarten. We will be teaching your child a new sound most days and teaching them to blend for reading and segment for spelling. We will also be teaching them to read high frequency words that are not decodable, such as ‘the’ and ‘no’ by recognising them by sight.
**Reading:** We will continue to send home guided readers with your child each week. In class, modelled, guided and independent reading will take place on a daily basis. Children will very shortly be placed in their guided reading groups when we have finalised our assessments.

**Writing:**
Modelled, guided and independent writing takes place on a daily basis during our English block and across many other learning areas. Initially we will be encouraging students to ‘have a go’ with their writing, ensuring capitals and lower-case letters are in the correct place in their names, writing captions or labels to explain their pictures, and concentrating on correct pencil grip and letter formation in our handwriting lessons.

**History & Geography**
This year our new History and Geography Syllabus are introduced. For the first two terms we will be focusing on History and in Terms 3 & 4 we will focus on Geography.

**Unit: Personal and Family Histories:** *Personal and Family Histories* provides students with the opportunity to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present. We parents, grandparents or friend to tell us stories from other cultures so if you help please let us know.

**SCIENCE and TECHNOLOGY**

**Unit: Weather in my World:** The children are taught Science every Tuesday morning with Mr Ryan. This term they are learning about the weather.

**MATHEMATICS**

**Number** – Students learn the number strand using numeral identification, ordinal numbers, money, forward/backward number sequences, addition, subtraction, multiplication, division, patterns, algebra and fractions.

**Measurement:** Students will be learning about;

- **Position** - Describe position and movement. Give and follow simple directions to position an object or themselves. Follow directions to a point or place, including in mazes and games. Direct simple computer-controlled toys and equipment to follow a path. Describe the position of an object in relation to themselves using everyday language, such as 'between', 'next to', 'behind' or 'inside'. Describe the position of an object in relation to another object using everyday language, such as 'between', 'next to', 'behind' or 'inside'. Describe the positions of objects in relation to themselves using the terms 'left' and 'right'. Use the terms 'left' and 'right' when referring to familiar tasks. Participate in movement games involving turning and direction.

- **2D shapes** – Sort, describe and name familiar two-dimensional shapes in the environment. Identify, represent and name circles, triangles, squares and rectangles presented in different orientations.

- **3D shapes** - Sort, describe and name familiar three-dimensional objects in the environment. Describe the features of familiar three-dimensional objects, such as local landmarks including Aboriginal landmarks, using everyday language. Describe the difference between three-dimensional objects and two-dimensional shapes using everyday language. Sort three-dimensional objects and explain the attributes used to sort them. Recognise how a group of objects has been sorted. Recognise and use informal names for three-dimensional objects.

- **Time** - Compare and order the duration of events using the everyday language of time. Use terms such as 'daytime', 'night-time', 'yesterday', 'today', 'tomorrow', 'before', 'after', 'next', 'morning' and 'afternoon'. Sequence events in time. Compare the duration of two events using everyday language. Describe events that take 'a long time' and events that take 'a short time'.
PDHPE

Personal Development/Health unit - This term’s unit is titled ‘Me and my Mates’

Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as ‘no, go, tell’ that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. 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.

PE with Mrs Jett: This term the children will explore fundamental movement skills through cooperative games. Our focus will also be on warming up and cooling down along with the importance of stretching. Discussions following our physical education sessions will emphasise the importance of physical activity for maintaining healthy bodies and minds.

CREATIVE ARTS

Visual Art with Mrs Bree Zakaras

This term in Visual Arts students will create simple, abstract pictures and other kinds of artworks inspired by different artists. They will experiment with a range of media in selected forms. Students will begin to learn about how artists make artworks and they will have the opportunity to communicate their ideas about these artworks.

A reminder that our school is a nut-free school. Please ensure that your child does not bring any nuts or nut spreads to school in their lunches. We are also striving for a rubbish free playground so encourage your child to put any rubbish back in their lunchboxes, or even better, aim for a ‘nude’ lunchbox, with all food items free from wrappers.

Please do not hesitate to contact us should you have any questions or concerns about any aspect of your child’s schooling this term. We would also love to hear from you if you feel you have any knowledge or expertise in any of these subject areas that you feel you would like to share.

We always welcome helpers in our classroom, so if you are able to help in any way please let us know.

Warm Regards

Courtney Hunnibell, Laurel Newton & Jemiel Jett