
Southern Cross Early Childhood School



Welcome to Term 3 of Kindergarten in 2019 at Southern Cross Early Childhood School.

This term our Kindergarten teachers are Sophie Jarvis, Karen Novak and Sarah Barry. As Lyndall has returned from her leave, Emma Davidson will return to being the kindergarten team leader and Hayley Gray will return to teaching her 1/2 class.

Please remember that the teaching day starts at 9am. It is important to get to school on time to ensure your child has a smooth transition into their day. All staff are outside at 8:55am for the Morning Muster where you can have a quick chat with your child's teacher before school starts. If you require a longer chat, please make an appointment by email or phone the reception. If your child arrives at school later than 9:15am they must be signed in at reception. You are welcome to drop your child in their classroom before seeing Nicole at reception. If you are taking your child during school hours, please ensure you visit the reception to sign out. In the afternoons please remember to wait for your child outside. It can be distracting for children to see families in the corridors when we are finishing our daily reflections. Thank you for your cooperation with this so far.

The Kindergarten library days are Monday Kabbadang (Karen) and Thursday for Dyurra (Sarah) and Winyu (Sophie). **Please note that the Winyu Library day has changed.** Children are encouraged to borrow books of their choosing to share with you at home. Please remember to pack their library bag each week.

It is wonderful to see so many families accessing our 'Reading at Home' program. If you are interested in taking part, please see the front office for a book bag and booklet. You or your child can change their books as often as you like. There are quality literature options in the boxes near the library or 'home reader books' in the kindergarten corridor. If you require a new record sheet please see Nicole at reception.

Please ensure your child has these things every day -

- **healthy meals and snacks**, including a **piece of fruit, dairy snack, vegetables or other protein** for munch and crunch
- a sun safe, **broad brimmed hat** - children will be required to wear a sun hat again from the beginning of August. Beanies can be worn on cold days, but they are not suitable sun protection
- labelled **drink bottle** filled with water
- a **warm jumper** or coat
- **spare clothes** in case of accidents or messes

We do our best to help the children to take care of their own belongings. Please help us to do this by **labelling all items** that come to school.

Please **ensure all toys from home stay at home.** When toys come to school they are at risk of being lost or broken, and often lead to conflict and distraction from learning. Talk to your teacher to retrieve any home toys that may have accidentally come to school. Teachers are not responsible for toys that come in from home.

Term 3 Overview

English	<p>Reading</p> <p>Children will continue to be immersed in reading in the classrooms through group stories, listening to retells from peers, exploring books independently, listening to recorded stories and participating in weekly library time. There will be a strong focus on consolidating our learning of the common sounds of the English language using relevant and interesting children’s stories and activities. Children will be working on hearing and producing rhyming words, retelling familiar stories and learning about basic sentence structure through modelled and shared reading. During a variety of reading experiences the children will be explicitly taught decoding strategies including sounding out, chunking and reading on. In weekly literacy groups children will continue to explore and practise comprehension strategies such as predicting, visualising and making connections (from text to self, text to world and text to text).</p> <p>Children are encouraged to continue using the Reading At Home program. If your child does not yet have their blue reading bag, please see Nicole at reception.</p> <p>Writing</p> <p>Fine motor activities will continue to be incorporated into daily programs, helping to build the necessary control for writing. Children will participate in regular handwriting experiences to develop correct letter formation, as well as pencil grasp and posture. Children are encouraged to independently use modelled and environmental print to assist writing in all areas of the curriculum. They will continue to learn about sentence structure through modelled and shared writing, focusing on the conventions of spacing, punctuation and letter case. Through participation in interactive writing, children will be encouraged to develop their understanding of writing as a means to convey thoughts and ideas. The children will be exposed to a variety of text types such as narrative, recount and procedure, and given opportunities to experiment with these types of writing.</p> <p>Children will engage in spelling experiences through their literacy learning and across all curriculum areas.</p>
Mathematics	<p>Number</p> <p>The number focus for the term is recognising, modelling and working with numbers to 20. They will also be working on early addition strategies.</p> <p>Measurement and Geometry</p> <p>Children will explore capacity, length, mass, days of the week and position. Children will have the opportunity to engage in authentic mathematical experiences everyday.</p>
Science	<p>Biological Sciences</p> <p>Children will explore and investigate the needs of living things, including food, water and shelter for people and animals.</p>
Humanities and Social Science	<p>Geography</p> <p>Children will explore the places they live, observing and describing their features, and their importance to them. They will investigate their own special places, how they feel about them, what makes them special, and how they can care for them. Children will explore place in relation to the local Aboriginal country (the Ngunnawal Land), researching, analysing and reflecting upon their understandings.</p>
Health & Physical Education	<p>Switching On</p> <p>We are programming for the fundamental movement skills with a strong focus on fine motor skills, upper body strength and the skills of rolling, bouncing, throwing, catching, galloping and skipping. Included in this program will be the Learn to Ride Centre and the Balance Challenge Circuit.</p>

	<p>Social and Emotional Learning (SEL) <i>Mindfulness</i> – This year all children across the school will be undertaking mindfulness exercises each day. Mindfulness can help children develop concentration and self-awareness. It can also help children to calm themselves.</p> <p>Children will be learning more about sharing and turn-taking, making and keeping friends, helping and listening to each other and exploring problem-solving, including how to make positive choices.</p>
The Arts	<p>Visual Arts Children will create artworks in specialist art sessions and during investigations, using a range of media and techniques, including drawing, painting and printing.</p> <p>Dance The children will perform a range of fundamental movements to music as part of dance sequences, and use movement to communicate personal, social, emotional and physical experiences. They will respond to dances from a range of cultures, including Aboriginal and Torres Strait Islander cultures, and consider where and why people dance.</p> <p>Drama In Term 3 and 4 we will explore using movement, gesture, voice and space to share stories and ideas as a Maker, Performer, and Audience. Children will have opportunities to develop role and situation initially through games such as charades and progressing through group games towards mini scenarios and story acting.</p> <p>Music Children will be singing and experimenting with percussion instruments and practising a variety of chants, songs and rhymes.</p> <p>Media Art Children will create and present a media artwork that communicates an idea or story to an audience.</p>
Technology	<p>Technologies Children will explore how people safely use common information systems to meet communication and recreation needs. They will create and organise ideas and information and share these with known people in a safe online environment. Children will recognise and explore digital systems for a purpose such as iPads, interactive whiteboards and Beebots.</p>