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# Southern Cross Early Childhood School

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Welcome to Term 4 of Kindergarten in 2019 at Southern Cross Early Childhood School. This term our Kindergarten teachers are Sarah Barry, Karen Novak and Sophie Jarvis. The team leader will continue to be Emma Davidson. At different times throughout the week Jackie Neill will be teaching the children dance and drama while the classroom teachers develop programs and reflect on children's learning.

**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. Please wait outside the classrooms in the mornings. 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 Nicole at 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 outside for your child.** 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 for Kabbadang (Karen), Thursday for Dyrura (Sarah) and Friday for 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.

### **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** and **sunscreen** if your child is unable to use the standard sunscreen provided by the school. Please apply sunscreen to your child before they come to school. If children do not have hats they will be directed to play in the shade outside the Kindergarten classrooms.
- labelled **drink bottle** filled with water
- **spare clothes** in case of accidents or messes
- **library bag** (on your child's library day)
- **reading at home** folder

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.

As part of our geography and science learning this semester, we will be attending an excursion to either the National Arboretum or the National Botanic Gardens later in the term. We are still finalising these arrangements and will send out more information closer to the date.

## Term 4 Overview

English	<p><b>Reading</b></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 comprehension strategies such as self-questioning and inferring. In weekly literacy groups children will continue to develop a range of decoding strategies, including chunking, reading on, and re-reading.</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><b>Writing</b></p> <p>Fine motor activities will continue to be incorporated into Investigation Time and literacy times to help build the necessary muscle control for writing. Children will be 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. Children will be encouraged and supported to create simple recounts of shared experiences and events.</p>
Mathematics	<p><b>Number</b></p> <p>The number focus for the term is recognising, modelling and working with numbers to 20 and beyond. Children will continue to focus on applying their number knowledge to solve simple addition and subtraction problems.</p> <p><b>Measurement and Geometry</b></p> <p>Our measurement focus for this term will be on time, particularly comparing the duration of familiar events and connecting days of the week to regular events.</p> <p>In geometry, children will sort, describe and name three dimensional objects within their environment.</p>
Science	<p><b>Biological Sciences</b></p> <p>Children will continue to investigate the needs of living things, including food, water and shelter for people and animals.</p> <p><b>Physical Sciences</b></p> <p>Children will engage in explorations about the way objects move and how movement is influenced by a variety of factors, including size and shape.</p>
Humanities and Social Science	<p><b>Geography</b></p> <p>Children will continue to explore the places they live in and belong to, and how they can look after special places. Children will explore the location and features of familiar places through representations on maps and be involved in creating their own simple maps.</p>
Health & Physical	<p><b>Switching On</b></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,</p>

<p>Education</p>	<p>galloping and skipping. Included in this program will be the Learn to Ride Centre and the Balance Challenge Circuit.</p> <p><b>Social and Emotional Learning (SEL)</b> Children will continue to learn about actions that promote health, safety and wellbeing.</p> <p><b>Mindfulness</b> 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>The Arts</p>	<p><b>Dance</b> 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><b>Drama</b> 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><b>Music</b> Children will be singing and playing percussion instruments. They will continue to practise a variety of chants, songs and rhymes and experiment with musical notation.</p> <p><b>Media Art</b> Children will create and present a media artwork that communicates ideas and stories to an audience.</p>
<p>Technology</p>	<p><b>Technologies</b> Children will continue to 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 using communication technologies. Children will recognise and explore digital systems for a purpose such as iPads, interactive whiteboards and laptops.</p>