

St Joseph's Catholic Primary School

Kindergarten Curriculum Note

Term 3, 2022

Teachers

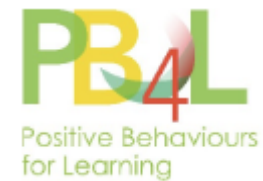
KJ - Miss Vanessa Loumanis

KM - Mrs Angela Despotovic

Learning Support Teacher (Monday - Wednesday) - Mrs Kim Liplyn

Specialist Teacher (Wednesday) Visual Arts- Mrs Zoe Van Akker

Dear Parents,
Welcome to Term 3! We hope you all had a restful break. Kindergarten have certainly settled back into school life seamlessly and are definitely ready to tackle new learning and build their repertoire of skills. We look forward to continuing this positive learning journey with them.



PB4L in the classroom is a behaviour management system used to communicate clear behaviour expectations based on our 3 school rules.

Be Respectful

- Look and listen to the speaker
- Follow instructions the first time
- Raise your hand and wait for your name before speaking
- Use your inside voice and friendly words
- Knock and wait to be invited into a room.

Be Responsible

- Stay on task at all times
- Complete learning jobs
- Use classroom resources with care
- Keep resources in their correct place
- Be prepared with learning materials.
- Use IT for classroom learning tasks

Be Safe

- Sanitise hands before eating and entering the classroom
- Respect other people's personal space
- Walk at all times
- Keep hands and feet to yourself
- Store bags in designated areas
- Chairs under tables and four on the floor
- Seek permission to leave the room

Curriculum Learning

Please find below an overview of the topics we will be covering this term, hoping this will enhance the student's learning through family discussion, reading and sharing.

Religious Education

Unit 1: Unit 1: K.5 God's Great Family

This unit begins with the story of Abraham and Sarah. It is a story of promise and trust and formative to our identity as the People of God. The second part of the unit introduces Jesus' family and tells two short stories of Jesus as a boy. This unit focuses on belonging both in the family and with all the people of God.



Unit 2: K.6 God Is With Us

This unit introduces the students to three figures in the Old Testament: Moses, David and Jonah. The stories told in this unit highlight the love and faithfulness of God. God is with the weak and vulnerable, and even raises them to important places. God's love and graciousness is for all people. It is universal.



Curriculum Learning

English

In the first year of school, students view, listen to and enjoy texts that entertain and inform, such as picture books or rhymes. They begin to learn to read and create texts.

This term students will:

- consolidate the 43 phonemes (short units of sound).
- segment and blend words containing 2 - 4 phonemes (short units of sounds).
- build their bank of known sight words
- consolidate sound-letter correspondence
- explore consonant digraphs and vowel teams
- enhance letter formation with a focus on consistent sizing of letters
- communicate with their teachers and peers in formal/informal situations
- continue to recognise rhyming words, syllables and sounds in words
- continue to read stories with one or more sentences, pictures and familiar vocabulary
- reflect on own ideas and learning
- further explore sentence construction and punctuation



Writing: The students will explore the language features and structure of recounts and will compose literary and factual recounts. The students will also be introduced to the language features and structure of information texts and construct information texts.

Mathematics

In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

This term students will:

- continue to connect numbers, their names and quantities up to 30
- continue to count numbers in sequences up to 30 and from 20
- continue to explore equal groups and sharing through problem solving
- use counting on and back to solve addition and subtraction stories
- recognise, copy, continue and create repeating patterns
- develop an awareness of the attribute of 'area'
- describe and compare the capacity of objects using everyday language
- sort, describe and name 3D objects
- describe and compare the 'mass' of objects using everyday language



Science & Technology

Weather and Me

In this unit students focus on daily and seasonal changes in the environment. They begin to look at how these changes affect what we wear and what we do. Students explore the idea of weather symbols and link these symbols to an expanding vocabulary of 'weather words'. As the unit progresses students investigate how other living things such as plants and animals respond to changes in the environment.



Living Things

This unit focuses on living things, their characteristics, needs, behaviours, and the environment in which they live. Students explore how plants and animals satisfy our needs by providing us with resources for the production of food and fibre. This unit introduces students to biological sciences and how food and fibre are used and essential to society and its needs.



Personal Development, Health and Physical Education

Personal Development

In this unit students explore how people grow and change over time. Body parts are explored and private body parts are identified. Feelings are explored and how feelings can tell us if something is not right. The 'No Go Tell' framework is explicitly taught to enable students to get help in unsafe situations.

PD/H - Cyber Safety

This term students will be using class ipads as a tool for learning. They will develop their understanding of the importance of using ipads and technology safely. Students will learn about *personal information* and the importance of only divulging their personal information to people they can trust. This unit emphasises the importance of listening to and acting upon one's uneasy feelings when assessing whether a person or situation is safe. Students will learn to always seek guidance from a trusted adult when using ipads or technology.

Physical Education

Students will be taught the fundamental movement skills of the static balance, the sprint run, the vertical jump and the catch. The unit provides opportunities for students to practise these skills in fun, varied and increasingly complex situations. The unit builds on student prior knowledge and experience with these fundamental movement skills.

PHYSICAL EDUCATION

Creative Arts

Visual Arts

The students will focus on artworks by indigenous artists to explore the feelings and unique artistic interpretations of their connection to the land. They will explore different methods of applying paint and learn about the stories associated with this art form. Kindergarten will also create artwork inspired by this year's Book Week theme 'Dreaming with Eyes Open', responding to the illustrative work by the books short listed in the Early Childhood and Picture book categories.



Music

This unit provides a sequence of learning opportunities for students to listen and respond to sounds around them in a variety of ways. Listening to environmental sounds allows students to discriminate between sounds that are familiar to them and gives them opportunities to work with musical materials in their organising-sound activities. The unit focuses on sounds around us, and the sounds that insects make, through listening and organising sound.



Just a reminder...



Morning Arrival

Students are expected to be at school before the first bell at 8:50am.

Absentee notes

If your child is absent for any reason, it is very important that parents inform the school via the Compass Parent Portal for whole day absences. This is a legal requirement.

Home Learning



Home reading for students begins this term. Students are expected to read Monday to Thursday using PM readers, paper decodables, class made booklets and books allocated in Bug Club. Daily reading is to be recorded in the student's My Reading Record Diary.

Habits of Mind



What are the Habits of Mind?

The Habits of Mind are a set of 16 thinking skills that intelligent thinkers use to solve problems in which the answer is unknown. Researched and developed by Arthur Costa & Bena Kallick, these thinking skills or habits are present in the best decision makers.

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. Art Costa

Here at St Joseph's we use the Habits of Mind to focus on how to respond under challenging conditions that demand reasoning, critical thinking, insightfulness, perseverance and creativity. Having information is important but knowing how to act on it is learning at a higher level.

The 16 Habits of Mind are:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you. Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



Every morning, students will have a fruit and/or vegetable break. This is to be a **small portion of cut up fruit/vegetables**. Fruits that are quite juicy should be avoided as they can leave your child and their table in a mess. Cut up fruit or vegetables must be stored in small labelled containers. **Whole pieces** of fruit are recommended for morning tea and **not** for 'munch and crunch' break. Drink bottles (**Water**) will also become part of the classroom environment so students can keep their brains well hydrated throughout the day.



**WASTE
FREE
WEDNESDAYS**

To reduce waste and develop positive habits and awareness of the environment students are asked to use reusable containers each Wednesday for all food items.



Kindergarten Events/Responsibilities



Monday	Tuesday	Wednesday	Thursday	Friday
		Sports Uniform		Library Borrowing Return Home Readers Sports Uniform

Additional Information

Kind Kid Ladder

The school rules are reinforced using the Kind Kid Ladder in the classroom.

In order to provide students with a positive learning/teaching environment, David Koutsoukis' *Six Kinds of Best* are used. Kindergarten believes in *The Six Kinds of Best* and endeavours to display these values within their daily words and actions.

The Six Kinds of Best are as follows:

1. I am kind to myself
2. I am kind to others
3. I am kind to the environment
4. I am the learning kind
5. I am the achieving kind
6. I am the community kind

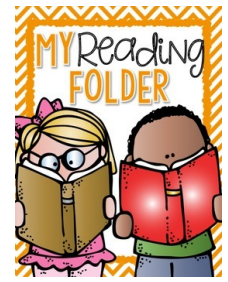


If the students are seen using *The Six Kinds of Best* or are being respectful, responsible or safe, they will be rewarded with verbal praise and their name will move up a band on the Kind Kid Ladder.

When a student gets to the top of the Kind Kid Ladder, they are rewarded with a 'Kind Kid' certificate. Once a student receives three of these certificates they select a prize from the class prize box.

Home Reading

Home reading will continue in Term 3. Students will bring home a variety of texts. These may include paper decodables, class made booklets or PM fiction and nonfiction books. E-books allocated on Bug Club may also be used as home reading books and recorded in your child's diary. Students are expected to read each night, Monday - Thursday. Parents are asked to record daily reading in the student's 'My Reading Record Diary'. Students return school readers every Friday to be exchanged for new books. Any paper decodables or paper class made booklets, do not need to be returned. These can be kept at home and re-read as often as each student or family would like.



Afternoon Parent Reading

Afternoon reading will continue this term on Monday, Tuesday and Thursday afternoons outside the Kindergarten classrooms.

Appointments

Teachers are more than happy to discuss your child's progress. However, these meetings must be arranged by making an appointment through the office. Trying to meet with your child's teacher when they are on lines, on duty or in class preparing for the day of learning is not always the best time. The teacher's duty of care is to all of the students at this time. Please make an appointment with the class teacher if you would like to meet with them.

Seating Arrangement

Student seating is fluid and changed regularly so that students can work with a range of other children to learn. This also supports the building of new friendships throughout the year.

Bookwork

The students in Kindergarten write in the NSW Foundation Handwriting font with a HB lead pencil. The school supplies all writing implements and most other resources for Kindergarten. Students **do not** need an individual pencil case.

Birthdays

Birthdays are special in Kindergarten and we celebrate them at school. **Please do not send in any individual treats to share with other students.** The birthday student will be presented with a birthday certificate and the class will acknowledge their special day with a song. We insist that birthday invitations are **not given out at school.** Invitations can be posted, emailed, or given to the student's parents.

Labelling

Please label your child's bags, clothing, hats, drink bottles and lunch containers with the student's name so personal property can easily be returned. It is a good idea to have a recognisable key ring attached to school bags so they can be easily recognised. Purchasing a spare hat is also recommended as sometimes hats do go home on the wrong head or end up in the wrong bag and the children get very distressed if they can not play. They usually make their way back to the rightful owner.

Lost Property

Lost items can be found in the classroom or at the office. If properly labelled they are returned directly to students.

Personal Toys

It is not recommended that students bring personal toys to school. These items can get lost and damaged and can also be a distraction in the classroom.

Food Request

Due to allergy and anaphylaxis, students are requested not to bring *nuts or shellfish* to school. Students are not to share food and they are encouraged to put any unwanted food back into their lunch box so that you can monitor what your child has or hasn't eaten. We encourage parents not to pack too much food, as students need time to eat and play.

Canteen

Parents can order online using [QuickClig](#). Sending your child with money for the canteen has the potential to become a distraction to their learning and can take away from valuable play time during recess and lunch. For this reason it is

recommended that canteen money be a treat and discourage students bringing daily money for the canteen.

Home Routines

If there are changes to the usual going home routine please put it in writing to the class teacher or email the school office.

Uniform

Full school uniform is to be worn at all times. Collar length hair or longer should be tied back and navy blue bands/ribbons can be worn. Nail polish is not to be worn at school. Only sleepers or studs may be worn as earrings.

Raincoats

It is a policy that during wet weather, the students use raincoats or ponchos, not umbrellas. The students should have a raincoat or poncho in their school bag.

Toileting Accidents

The students are given opportunities to go to the bathroom throughout the day but on occasions accidents happen. Parents are asked to put a spare pair of underwear and socks in their child's bag in order to change them should a small accident happen. If the student has a major toileting accident, parents will be called to bring in a spare uniform or to collect the student.

Whole School Assemblies

Each Friday afternoon we have a whole school assembly. Three individual awards are given per kindergarten class each week.

Assessment and Reporting

In Kindergarten, assessment is ongoing and drives our teaching and learning. Assessment is formal and informal. Formal reporting to parents takes place at the end of **Semester 1** (Term 2) in the form of **an oral report**. A formal written **end of year report** is sent home at the end of **Semester 2** (Term 4).

SeeSaw

A reminder that SeeSaw is a learning platform we use to share student's learning. We encourage you to contact any of the teachers by emailing the school office or via phone call. (See below)

Please remember should you have any further concerns or questions, please do not hesitate to contact us via the school office to make an appointment.

Email: info@sjbdow.catholic.edu.au

Phone: 42831111

Kind Regards,
Miss Loumanis, Mrs Despotovic and Mrs Liplyn

