



CURRICULUM

We are on the road to Pre-Primary and this term will be a lot of work, fun, and preparation for the commencement of formal schooling next year! The children have grown so much this year and we are so proud of them!

The theme this term is '**Dinosaurs**'. Through this theme we will look at the different types of dinosaurs that existed, including 'herbivores' and 'carnivores'. The students will be able to ask questions about dinosaurs and then find out the answers through books, videos and exploration. We will learn about what the environment might have looked like all of those millions of years ago and discover 'fossils' through our play environment.

Literacy Blocks:

We will continue using the Letters and Sounds programme Phase 1 for planning which is all based on developing children's ability to hear, distinguish and identify sounds. During our mat sessions the children will be engaging in singing, talking, stories and playing games that help to develop these skills.

Understanding Sounds: We will be focusing on letter sounds (phoneme-grapheme correspondence) otherwise known as Phonics. Each day the children will learn a new sound (phoneme), its symbol (grapheme) and a hand action to help the kinaesthetic learners. We will continue to revise rhyming, syllables, and alliteration, although this term we will be moving onto oral phoneme blending and then segmenting using CVC (consonant-vowel-consonant) words, children need to be able to hear the beginning, middle and final sounds in words (segmenting) as well as put sounds together (blending) orally, without any letters (graphemes) before they even begin to learn to read and write.

Writing: The children will continue refining their handwriting as they write their name each morning when they come to school with white board markers on their name card. Many of the children are now able to write their names without a need for a name label. This term, the students who are ready will be supported to begin writing the sounds that they hear in words. This could be in their 'Sounds Book' or even during play writing.

Reading: We will read to the children each day and many of the children have been role play reading on their own during quiet time. On Wednesdays, Marnee will focus on a story or non-fiction text each week and build her curriculum around that. This term, the students who are ready will be supported to begin 'reading' CVC words.

Mathematics:

Mathematics is always taught through exploration with materials, games and problem solving during play. We will focus on learning the five principles of early counting, numbers 0-10 and also 11-20, which includes grouping, numerals, matching, ordering and sorting, we will learn about measurement (capacity, length) and focus on more complex patterning (ABB, ABC). We will of course continue revising shapes and colours.

Science:

The whole terms unit of work on 'Dinosaurs' will be very science based and give the children lots of opportunity to make hypothesis's, ask questions, explore and experiment and discover. As always, the children will investigate and discover the world around them through play and we will make from scratch, set up and use sensory and manipulative materials such as, oobleck, play-dough, finger paint, frozen paints, slime, water play, sand play and much more.

Homework Requirements:

We will continue to send home show and tell bags with two different children each Kindy session and would love for children to bring something in to share with the class.

Classroom Management:

We like to use positive reinforcement as a way to help to motivate our students and keep them on task. We tend to stay away from materialistic 'rewards' for positive behaviour as this tends to leave the children expecting a reward for behaving as expected. In Kindy we use encouragement and praise to acknowledge a student that is displaying the school's values of Care, Respect, Trying and being Responsible (CRTR).

For the times where children find it difficult to manage their behaviour and emotions in a positive way, we use 'Restorative Practice' to help the child to 'Restore' or fix their behaviour i.e. if they said a hurtful thing to another child they are helped to think of ways to make that child feel better and act upon it.

Teacher Contact Details:

Kathryn Richards, Marnee Pearse and Melissa Read
Gingin Kindergarten: 95755317