

# 2025, Term 3 Kindergarten Overview KS, KT, KG.



## Team:

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**Learning and Support Teacher** – Dora Koursaris

**Assistant Principal Curriculum and Instruction** – Karla Sevenoaks

**Specialist Teachers** – Meghan Ryan and Felicity Williams

**Teacher Librarian** – Jenny Parkes

**English as an Additional Language/Dialect (EAL/D) Teacher** - Bjorn Wallin


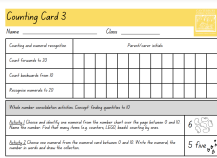

## Regular Events:

Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>Homework Check Day</b> - Please send in counting cards and Kids Who Read Succeed Reading Log.</p> <p><b>Return and swap home readers</b> using a labelled plastic folder.</p> <p><b>KT &amp; KS - Library Day</b> (Please return borrowed books. Students who return books can borrow)</p>	<p><b>KG - Library Day</b> (Please return borrowed books. Students who return books can borrow)</p>		<p><b>Merit and PBL assembly</b> Families can view via the school newsletter. Families will be invited to special assemblies. You will be notified of these.</p> <p><b>Physical Education</b> (wear uniform, joggers, sunscreen and a hat)</p>

## Homework:

Canterbury Public School homework policy acknowledges the importance of family life and active pursuits of children and encourages students to plan their time to complete the set tasks within the constraints of their after school commitments. Our homework policy can be found here: [https://canterburyps.schoolzineplus.com/\\_d/33724](https://canterburyps.schoolzineplus.com/_d/33724)

In Kindergarten, students are encouraged to:

Read their levelled home readers every night (see information on Kids Who Read Succeed). This is recorded in their yellow reading log book.	Complete the <b>Counting Card</b> every night and exchange completed cards for new cards with their teacher.	Support your child to memorise their high frequency words from the booklet provided. Once a list has been memorised, move onto the next. Students will be assessed twice a term as above.
		
Read the section of this Term Overview called 'How you can support your child' for guidance on additional activities designed to support students across all of our Key Learning Areas.		

**Lost Property:**

Please ensure that all of your child's equipment and clothing is **clearly labelled** with your child's name. This includes hats, bags, drink bottles, containers and lunch bags. We try to return all lost property to all students but this is not easy if items are not labelled.

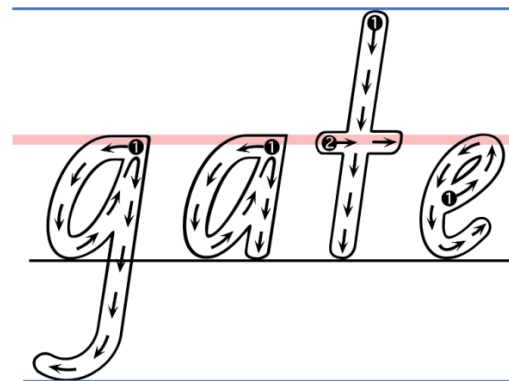
**What's on this term?**

Please access the calendar of events through the school's app (SZapp) or our website. Permission notes are attached to the corresponding event and are emailed to parents.

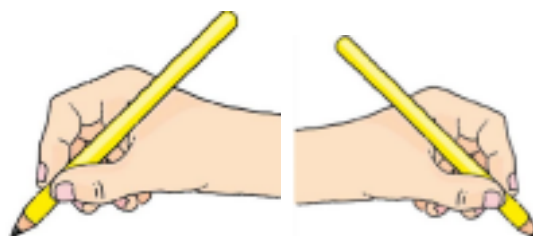
**Overview of Learning:**

KLA	Term 3 Focus	How you can support your child
<b>English</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>continue to develop their skills and knowledge to read short, predictable texts on a variety of topics.</li> <li>focus on building their fluency when reading and developing comprehension skills.</li> <li>continue to build skills to help them detect their errors when reading (e.g. Does what I am saying match the letters I can see?).</li> <li>view a variety of texts and explore different features that enhance enjoyment (e.g. illustrations, repetition).</li> <li>compose simple sentences through modelled, guided and independent writing sessions, using a shared experience or a familiar text as a stimulus.</li> <li>identify nouns, verbs and adjectives in their own writing.</li> <li>focus on elements such as writing from left to right, using correctly formed letters and leaving 'finger spaces' in between words.</li> <li>practise using simple punctuation (full stops and capital letters) and begin to edit their own work ('Read and Check').</li> <li>engage in class discussions and collaborative work to develop their communication and social interaction skills. This includes listening while others speak, using appropriate voice levels, articulation, body language, gestures and eye contact.</li> <li>engage in using technical vocabulary in familiar contexts related to everyday experiences, their personal interests and topics taught at school (e.g. weather, places).</li> <li>develop using their letter and sound knowledge to make plausible attempts at unknown words and will continue to practise 1 and 2 letter spellings for sounds (e.g. /ch/ as in chip).</li> <li>learn how to use new strategies to spell, such as breaking words made up of more than one syllable into smaller parts when attempting them (e.g. to-day, ath-le-tics).</li> <li>In writing lessons students will compose short informative texts about farms and farm animals. In the second half of the term students will experiment with writing a range of other non-fiction texts. Students</li> </ul>	<ul style="list-style-type: none"> <li>Work on your child's next steps as outlined in their recent report (issued at the end of Term 2). Speak to your child's teacher if you need any support with these.</li> <li>Listen to your child read their home reader every day. Allow them to read books daily across a week to develop their fluency and comprehension.</li> <li>Continue to read to your child every day. Ask them questions such as: <ul style="list-style-type: none"> <li>What do you think that word means? (vocabulary development)</li> <li>What do you think might happen next? (making predictions)</li> <li>Can you retell the story to me?</li> </ul> </li> <li>Support your child to say and begin to write simple sentences at home using their sight words and phonics knowledge. e.g. "I went to the movies to see the Lion King". Remember that your child's attempts at spelling unknown words may not always be accurate at this stage in their development, especially when words are complex. Encourage them to write down what they can hear and praise their attempts (e.g. 'went' might be recorded as 'wet').</li> <li>Support your child to practise the new sounds that they bring home from school to reinforce learning (e.g. 'ch' makes the /ch/ sound as in chip. 'Can you think of something else with 'ch' in it?').</li> <li>Support your child to practise reading and writing sight words using their sight words booklet to support your child's independent reading and writing (e.g. are, they).</li> </ul>

will also revisit narrative texts and descriptive writing.



- Monitor your child's pencil grip to make sure they are using a tripod grip as per the instructions below:



(right handed) (left handed)

1. Thumb and index finger pinch the pencil.
2. Middle finger supports the pencil.
3. Ring and pinky fingers are tucked into the palm of the hand.

## Mathematics

Students will:

- Work towards number sense to 30 (and beyond as appropriate). This includes ordering numbers and explaining how numbers relate to each other (e.g. 18 is 2 more than 16 and double 9). They will focus on sharing their thinking to deepen their understanding and develop more efficient strategies by exploring and sharing ideas with others.

Students will continue to learn about different areas of mathematics such as:

- **Whole Number** - counting by naming numbers in sequences, to and from 30 and beyond, moving from any starting point (e.g. count backwards from 17 to 9 with fluency).
- **3D Objects** - exploring, sorting and describing representations of three dimensional objects such as box and ball.

- Visit this site for more ideas on how to help your child at home:

Maths trains brains for Kindergarten:  
<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/mathematics/everyday-maths-hub>

- Encourage your child to identify and describe three dimensional objects in their environment e.g. soccer balls, tissues boxes, dice. Use everyday language like flat, curved, round. "This box has flat sides. This ball is round."
- Encourage your child to predict and describe the movement of objects, e.g. 'This will roll because it is round' and then test using a plank or an inclined surface.

	<ul style="list-style-type: none"> <li>● <b>Volume</b> - comparing volume by filling, packing and building.</li> <li>● <b>Time</b> - telling time on the hour on analogue and digital clocks.</li> <li>● <b>Addition and subtraction</b> - combining and separating groups of objects to model addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>● Support your child to practise key skills everyday with their Counting Card (e.g. counting backwards from a given number to 20).</li> </ul>
<b>Geography</b>	<p><b>‘People and Places’</b> Students will:</p> <ul style="list-style-type: none"> <li>● investigate the importance of places they live in and belong to.</li> <li>● identify these places, discuss why places are special and also how people care for them, explaining why people need to take care of places.</li> <li>● investigate the country/places important to Aboriginal or Torres Strait Islander Peoples, and discuss why the site, Country or Place is important.</li> <li>● investigate how the location of places can be represented, the location of familiar and local places on maps, and describe the location of places.</li> </ul>	<ul style="list-style-type: none"> <li>● Help your child find where they live on a map. Discuss the features of maps such as titles and legends.</li> <li>● Ask your child to think about how they look after a special place they know about. It could be an area in the bush you visit, or a place with special significance like a park or a museum. Talk about what it means to take care of somewhere so everyone can enjoy it e.g. “We take our rubbish with us after a bushwalk so the animals don’t eat anything that can hurt them.”</li> </ul>
<b>Science and Technology</b>	<p><b>‘What is it made of?’</b> Students will:</p> <ul style="list-style-type: none"> <li>● explore the material world and what objects are made of during this unit.</li> <li>● investigate environments at school, both inside and outside, and apply their knowledge to describe the features of objects they encounter.</li> <li>● be encouraged to observe, question and collect data to communicate their ideas on why certain materials are chosen for specific purposes.</li> <li>● design and build a sculpture using supplied materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk with your child about what things around the home are made of e.g. glass, wood, metal. Ask them why they think that material was chosen for that product.</li> <li>● Use recyclable materials to create sculptures and look at sculptures you encounter in real life e.g. at Sculptures by the Sea. Compare the materials the child has used and the sculptor has used. Why might the sculptor have chosen those materials? Ask your child what would happen to their sculpture if it was displayed by the sea?</li> <li>● Some children’s stories or movies have objects made from unlikely materials eg. the glass slipper in Cinderella, or the cart made from biscuits and lollies raced by Vanellope von Schweetz in Wreck-it Ralph. Discuss with your child what might go wrong with an object made from these materials.</li> </ul>
<b>Personal Development Health and Physical Education (PDHPE)</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>● take part in lessons which focus on developing positive strategies to support them with decision making, self-esteem, staying safe and social skills.</li> </ul> <p><b>PDH</b> Students will:</p> <ul style="list-style-type: none"> <li>● identify things that support a healthy lifestyle such as healthy food, exercise, brushing our teeth.</li> <li>● learn about health and safety and identifying medicines and how to store them.</li> <li>● identify adults who can give medicines.</li> </ul>	<ul style="list-style-type: none"> <li>● Model a positive attitude to setbacks to demonstrate resilience. Praise your child for effort rather than achievement to foster a sense that hard work and persistence are valued. Help students change terminology from “I can’t do this” to “I can’t do this YET”.</li> <li>● Read the newsletter for PBL updates and to prompt discussions you can have with your child.</li> <li>● Make sure you have placed any drug or poison dangerous to your children in a safe place and make sure they understand that medicine can only be administered by an adult.</li> <li>● Talk about ways we know we are sick and what</li> </ul>

	<ul style="list-style-type: none"> <li>examine what happens when they are sick, how to stay safe at home and the safety rules about taking medicines.</li> </ul> <p><b>PE</b> Students will:</p> <ul style="list-style-type: none"> <li>use their interpersonal skills to effectively interact with others during games and activities.</li> <li>practise and demonstrate movement skills and sequences using different body parts e.g. kicking, throwing.</li> <li>explore possible solutions to movement challenges through participation in a range of activities e.g. how can I make my throws more accurate?</li> <li>participate in minor games e.g. cooperation games, imagination games, simple ball games.</li> </ul>	<p>signals our body is giving us e.g. coughing, temperature.</p> <ul style="list-style-type: none"> <li>Set an appropriate bedtime to ensure your child is getting enough sleep.</li> <li>Encourage your child to take responsibility for their health by letting them prepare all or part of a healthy lunch box.</li> <li>Encourage safe personal hygiene (e.g. handwashing, nose blowing, coughing into their elbow).</li> <li>Organise opportunities for your child to engage in at least 20 minutes of physical activity every day to improve their gross motor skills (e.g. running, jumping and balancing) and fitness.</li> <li>Practise throwing and catching, or skipping with a rope.</li> <li>Make time every week to do some exercise together. Talk about what parts of the body you are using to exercise and what skills you need for an activity. For example, when kicking and throwing a ball talk about how you know whether you are improving (the ball goes where you want it to).</li> <li>Join an after school club that promotes physical activity (e.g. soccer, dancing or gymnastics).</li> </ul>
<b>Creative Arts</b>	<p>In Visual Arts, students will continue to play and experiment with a range of mediums including drawing, collage, sculpture and painting. They will explore soft materials like fabric, wool and thread through stitching and fabric collage, building their skills in texture, colour and pattern.</p> <p>In Music, students will interact with a variety of musical styles through singing, moving and playing a range of percussion instruments. They will respond to music through discussion, drawing and dance. They will learn the basic musical concepts of beat, rhythm, tempo and dynamics through known and new songs and music.</p>	<ul style="list-style-type: none"> <li>Encourage your child to practise fine motor skills by threading, folding or cutting at home.</li> <li>Talk about their artwork—ask what they made, how it felt, or what they liked best.</li> <li>Play a variety of different styles of music in the home and discuss how it makes you both feel.</li> <li>Play nursery rhymes and songs with actions, and move, sing and dance to it with your child.</li> <li>Make rhythmic sound patterns with ordinary household items (chopsticks, pots, bowls etc) and have your child copy you.</li> <li>Listen to sounds around you (not just music) and have your child identify if they are high or low pitched, loud or soft or slow or fast.</li> <li>Read stories to your children with a soundtrack in the background to enhance the mood of the book (eg Upbeat contemporary music for modern feel good story)</li> </ul>
<b>Library</b>	<p>Students will embrace the 'Book an Adventure' theme as they explore Children's Book Council of Australia (CBCA) 2025 shortlisted books. This unit focuses on enjoying a range of quality texts by Australian authors and engaging in creative craft activities related to the themes and characters in each book. As students read each of the shortlisted picture books, they will have the chance to share their thoughts about what they</p>	<ul style="list-style-type: none"> <li>Continue reading every day with your child. Share books and a love of reading with them. Model reading for pleasure often.</li> <li>Check out the shortlists for each category in the Children's Book Council of Australia (CBCA) Awards for 2025 at <a href="https://cbca.org.au/awards">https://cbca.org.au/awards</a></li> <li>Drop in to your local library and see if they have any activities or author visits coinciding with the</li> </ul>

	<p>like and enjoy most about the stories, developing their communication skills and fostering a love for reading. Through participation in craft activities inspired by the books, students will create artworks that reflect ideas around themes and characters they encounter, allowing them to express their creativity and personal connection with each of the texts.</p>	<p>CBCA Awards.  <a href="https://www.cbcity.nsw.gov.au/whats-on/childrens-book-week-2025">https://www.cbcity.nsw.gov.au/whats-on/childrens-book-week-2025</a></p> <ul style="list-style-type: none"> <li>• Borrow or reserve some of the shortlisted books from your local library to share at home. You can also check out books by our visiting author/illustrator, Sami Bayly.  <a href="https://www.samibayly.com">https://www.samibayly.com</a></li> <li>• Have a look at your local council website and see what they are doing to celebrate Book Week 2025. Examples include this competition run by Inner West Council:  <a href="https://www.innerwest.nsw.gov.au/explore/whats-on/annual-events/book-week">https://www.innerwest.nsw.gov.au/explore/whats-on/annual-events/book-week</a></li> <li>• Come along to support our book fair in the library during Book Week. All books purchased help raise funds for new books for the school.</li> <li>• Start planning costumes for Book Week! The parade at Canterbury is a fabulous, family friendly event. We look forward to welcoming all families to join us for this whole school event.</li> </ul>
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**Please see over the page for a guide to letter formation!**

We look forward to a fantastic Term 3 of Kindergarten! Please do not hesitate to make contact if you have any questions or concerns.

**Yours sincerely**

**Gerard Searle, Nadia Grimes & Chrisoula Tzodouris**



Using a short, sharp way for children to remember the action whilst writing is helpful. The mnemonic needs to be quick so that it is said in the time it takes to write a letter. For example, for the letter 'T' you might say, "Down and across". For more tips see the document sent home in first term: *Handwriting in the Early Years*.