

2025, Term 4 Kindergarten Overview KS, KT, KG.



Team:

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Specialist Teachers – Meghan Ryan and Felicity Williams

Teacher Librarian – Jenny Parkes

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

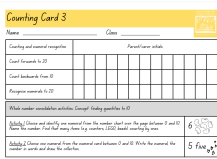
Regular Events:

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

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

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 Counting Card 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:

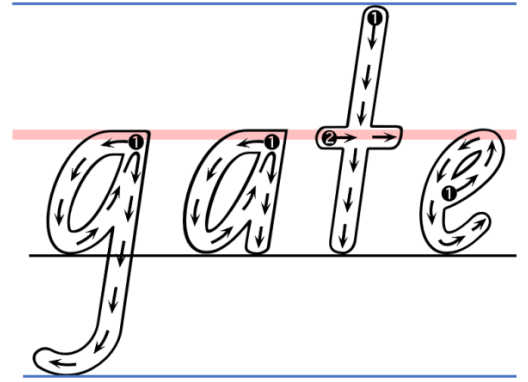
Please ensure that all of your child's equipment and clothing is **clearly labelled** with your child's name. This includes hats, bags, drink bottles, containers and lunch bags. We try to return all lost property to all students but this is not easy if items are not labelled.

What's on this term?

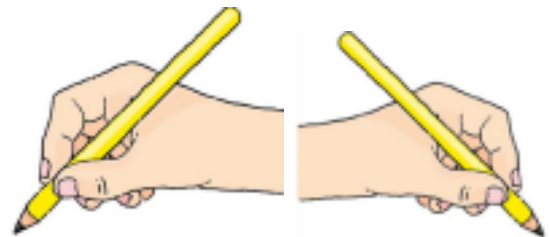
Please access the calendar of events through the school's app (SZapp) or our website. Permission notes are attached to the corresponding event and are emailed to parents.

Overview of Learning:

KLA	Term 4 Focus	How you can support your child
English	Students will: • read more challenging texts on a variety of topics (where the sentence structures begin to vary more). • continue to work on self-correcting when reading in order to become more independent readers (e.g. 'You said went here instead of when...did that make sense?'). • explore key differences between imaginative and informative texts and identify some of the purposes of simple texts and their intended audiences. • develop their ability to write short texts (e.g. a recount of an event or description of a character) based on familiar experiences and explain the purpose of their writing. They will be encouraged to use compound sentences by using and, because and but to join two ideas together (e.g. My favourite animal was the pig because it was very noisy). • continue to focus on using capital/upper-case and lower-case letters appropriately, leaving 'finger spaces' in between words and using full stops. • continue to develop using their letter and sound knowledge to make plausible attempts at unknown words and will continue to practise using digraphs, 2 letter spellings for sounds (e.g. th in thing). • develop a basic understanding of how the expectations for using spoken language differs according to audience and purpose (e.g. talking to friends on the playground, as opposed to giving a more formal presentation in class).	• Support your child to read their home reader everyday, focusing on pointing to the words as they read and using their knowledge of sight words and taught sounds to decode words. • Read for pleasure with your child every day and record their reading in the Reading Log provided. Ask them questions such as: ○ Do you think this book will be an informative text (telling us real things about the world) or an imaginative text (telling us a story)? (Use the cover to predict content) ○ What is happening in the story? (stop at different parts in the story to check comprehension) ○ What do you think might happen next? (making a prediction at different points in the story) ○ Why do you think the character did that? (making inferences) Or 'Where could we find information about _____?' (if a non-fiction text) ○ How would you feel if that happened to you? (empathising) or 'What would you like to know more about?' (if a non-fiction text) ○ How do we know when a sentence begins and ends? (Looking for capital letters and full stops, exclamation marks or question marks) • There are videos here to support both reading home readers and reading for pleasure with your child: https://canterbury-p.schools.nsw.gov.au/learning-from-home/videos/reading.html • Support your child to write their name using a capital letter. • Help your child learn their and sight words using booklet provided. • Regularly write a story/letter/card/recipe together using correct letter formation (see below).



- 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:

- continue to develop and refine their number sense to 30 and beyond. This includes understanding that a two digit number can be made up of different pairs of numbers (e.g. 13 and 7 make 20), and that the numeral 2 in 20 represents 2 lots of 10.
- develop their mathematical language and understanding further through lessons focused on addition, subtraction, data, area and using concrete materials in real world contexts.
- be encouraged to explain their thinking to deepen their understanding and develop more efficient strategies, by exploring and sharing ideas with others e.g. can you tell me/show me how you found the answer?

- 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 surface areas using informal measurement (e.g. how many hands is the kitchen benchtop?).
- Have fun collecting data together (e.g. you could find out what the family's favourite fruit is, keeping track with tally marks).
- Support your child to practise key skills everyday with their Counting Card (e.g. counting backwards from a given number to 20).

Geography	‘People and Places’ Students will: - investigate the importance of places they live in and belong to. - identify these places, discuss why places are special and also how people care for them, explaining why people need to take care of places. - investigate the country/places important to Aboriginal or Torres Strait Islander Peoples, and discuss why the site, Country or Place is important. - investigate how the location of places can be represented, the location of familiar and local places on maps, and describe the location of places.	- Help your child find where they live on a map. Discuss the features of maps such as titles and legends. - 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.”
Science and Technology	‘On the Move’ Students will: - observe the way a variety of familiar objects move. - explore the push and pull forces they can use to move objects in ways such as sliding, bouncing and spinning. Digital Technologies Students will: - explore how digital technologies are used in everyday life and how following steps can help people to achieve a goal. - apply this understanding to create a simple program for a ‘beebot’ (a robot bee). - explore how people safely use information systems to meet their information, communication and recreation needs.	When playing with toys talk about what force you are using to make them move or what parts are moving and why (e.g. are you pushing the pedals down on your bike, are you bouncing your ball by pushing with your hand?).
Personal Development Health and Physical Education (PDHPE)	PDH Students will: - explore road safety which includes pedestrian safety, passenger safety and safety on wheels. - develop their awareness of the concepts of safe and unsafe living under the sun. - be learning how to be sun safe and water smart. - develop concepts of safe and unsafe options when making simple decisions. - build an awareness of the concepts of cyber safety and will be learning how to make smart choices when using the internet. PE Students will: - use their interpersonal skills to effectively interact with others during games and activities - practise and demonstrate movement skills and sequences using different body parts e.g. kicking, dribbling	- Set an appropriate bedtime to ensure your child is getting enough sleep. - 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). - Practise throwing and catching, or skipping with a rope, with your child. - Utilise the NSW Government Active Kids voucher to cover registration, participation and membership costs for sport, fitness and active recreation activities. More information at the NSW Office of Sport. - Talk to your child about the importance of wearing a hat and other forms of protection (e.g. long sleeves, sun screen, umbrellas) when out in the sun. - Practise sun safety as a family to support your child’s appreciation of its importance. - When crossing the road reinforce the importance of crossing at a safe place (e.g. pedestrian crossing) and in a safe manner (e.g. with a trusted adult or an older sibling) - If you go swimming at the beach make sure

	• explore possible solutions to movement challenges through participation in a range of activities e.g. how can I make my throws more accurate?	your child knows to swim between the flags and within sight of a trusted adult at all times. • If you go swimming at the pool, encourage your child to only swim in the pool that's depth matches their swimming ability. • Cybersafety is very important and children are more at risk now than ever before of seeing or hearing things which are not age appropriate. There are many risks when allowing a child's unsupervised use of a device which has internet capability. Go to https://www.digitalcitizenship.nsw.edu.au/parents-articles for information on how to keep your child safe online. • Read the newsletter for PBL updates and to prompt discussions you can have with your child.
Creative Arts	In Visual Arts, students will continue to play and experiment with a range of mediums including drawing, collage and painting. They will explore line and shape through portraiture and create an observational self portrait study and artwork. 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. Students will learn the basic musical concepts of beat, rhythm, tempo and dynamics through a range of familiar and new music. They will create compositions using body percussion, words and percussion instruments.	• Encourage your child to draw by drawing with them. You might like to draw a portrait of each other, or sketch members of your family. Use different mediums like pens, markers and pencils. • Visit the AGNSW website to explore this year's and past Young Archies winners: https://www.artgallery.nsw.gov.au/prizes/young-archie/ Ask your child which artwork is their favourite and what makes it special to them. • Play a variety of music styles and discuss how it makes you both feel. • Play nursery rhymes and songs with actions, and move, sing and dance to the music with your child. • Make rhythmic sound patterns with ordinary household items (chopsticks, pots, bowls etc) • Listen to sounds around you (not just music) and identify if they are high or low pitched, loud or soft, and slow or fast. • Read stories together with a soundtrack in the background to enhance the mood of the book (e.g. upbeat contemporary music for a modern feel-good story).
Library	Students will read about and share experiences of family, school and local events that are celebrated or observed. Through craft activities they will identify and record a variety of holidays and special events observed in Australia and other countries, for example, birthdays, anniversaries and festivals and consider the significance of these dates. Celebrations we will read about and discuss include NAIDOC Week, Easter, Christmas, Lunar New Year and Ramadan.	• Have a discussion with your child about celebrations that are special to your family. Look through photos that help your child to remember and understand the significance of these family celebrations. • Have a look at the festivals and celebrations in your local area by going to your local council website, such as the Canterbury Bankstown Council website for Major Festivals and Events: https://www.cbccity.nsw.gov.au/whats/major-festivals-and-events • Borrow and return books regularly from the library. Remember that you can return books at pick up and drop off too! Involve your child in this process so that they learn how to return independently.

We look forward to a fantastic Term 4 of Kindergarten! Please do not hesitate to make contact if you have any questions or concerns.

Yours sincerely

Gerard Searle, Nadia Grimes & Chrisoula Tzodouris

CORRECT LETTER FORMATION FOR LOWER CASE LETTERS USING NSW FOUNDATION FONT



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*.