Kindergarten Information Night
Kindergarten Team

KV - Octopuses
Teacher: Miss Kaitlin van den Engel

KP - Crabs
Teacher: Miss Holly Pelengaris

Classroom support, parent engagement and Seesaw
Teacher: Miss Tessa Dorman
Routine

Food and drink bottles:
Brain boost (10am)
Recess (10:45)
Lunch (12.50)
Water only

Hats: Kept in tote trays

Please label all personal items
## A day in Kindergarten

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>9am – 9.10</td>
<td>Roll/admin/circle time check in</td>
<td>English Letters/sounds</td>
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<td>English Letters/sounds</td>
<td>English Letters/sounds Assembly Even weeks</td>
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<tr>
<td>9.10 – 9.45</td>
<td>English Letters/sounds</td>
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<td>English Letters/sounds Assembly Even weeks</td>
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<tr>
<td>9.45 – 9.50</td>
<td>Brain Break</td>
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<tr>
<td>9.50 – 10.40</td>
<td>English Rotations</td>
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<tr>
<td>10.45 – 11.15</td>
<td>Recess</td>
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<tr>
<td>11.15 – 12.15</td>
<td>Japanese &amp; Art</td>
<td>Maths</td>
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<td>Maths</td>
<td>Library &amp; Maths</td>
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<tr>
<td>12.15 – 12.40</td>
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<td></td>
<td>Library &amp; Maths</td>
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<tr>
<td>12.30-12.50</td>
<td>Lunch eating</td>
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<tr>
<td>12.50 – 1.30</td>
<td>Lunch play</td>
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<tr>
<td>1.30 – 2.15</td>
<td>Inquiry</td>
<td>Inquiry</td>
<td>ICT</td>
<td>Inquiry</td>
<td>Passions and Pursuits</td>
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## Specialist teaching times

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<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>KP:</strong> Japanese &amp; Art</td>
<td><strong>KP:</strong> Digital Technologies</td>
<td>Library borrowing day</td>
</tr>
<tr>
<td><strong>KV:</strong> Art &amp; Digital Technologies</td>
<td><strong>KV:</strong> Japanese</td>
<td>Passions and Pursuits (From week 4)</td>
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</tbody>
</table>
Learning Groups

Ability
Students working on groups based on their current level of understanding and what their individual learning focus is.

Class group
Working with their classroom teacher in their roll groups

Peer tutoring
Students working in mixed ability groups to assist each other in their learning
Response to Intervention (R.T.I)

Teachers work with selected students in the classroom to support and extend learning.

Tessa provides support for the kindergarten unit.
English

• Reading, writing, listening, speaking, creating and viewing

• Fine motor skills are a daily focus

• Learn about rhythms and sound patterns

• Recognise that texts are made up of words and begin to introduce letter sounds through exposure to a variety of texts.

• Begin to create short texts using familiar words and read CVC words.
Mathematics

Term 1: Number focus

- Sorting and classifying using different criteria
- Numbers to 10 and beyond, with an emphasis on place value
- Addition concepts and strategies
- Creating pictographs and interpreting data
Inquiry - Friendships

- How we develop friendships
- How friendships affect us
- How friendships are sustained

Who am I? What are my strengths? What is unique about me? (week 1)

What is a good friend? What makes us happy? (weeks 2-3)

Who are my friends? What are their strengths? (4-5)

Who is a good learning buddy/playground buddy? (7-8)
Digital Technologies

Students take part in digital technology sessions weekly.

On a day to day basis we use:

iPads with specified apps and programs, interactive boards to connect to online activities, Google apps and Seesaw to articulate and share learning.
Seesaw

Allows teachers to safely share student learning through individual online journals.

Promotes positive discussion at home.

Easy to access on mobile devices and computer browsers.

Creates a strong community around learning between school and home.

1. Download “Seesaw Parent Access” in the Apple App Store or Google Play Store - OR - Go to https://app.seesaw.me using Firefox or Chrome and choose "I'm a Parent".

2. Choose "Create Parent Account" and scan the QR Code with Seesaw’s built in QR Code Scanner.

3. Finish creating your account to view your child's journal.
Positive Behaviours for Learning (PBL)

**ALL SETTINGS**

**GROWTH MINDSET**
- We do our best
- We participate
- We are all learners

**RESPECT**
- We speak and act respectfully
- We care for property and the environment
- We care for the people in our school
- We respect personal space

**ORGANISATION**
- We are prepared
- We set goals
- We are focused

**WELLBEING**
- We move safely
- We are in the right place at the right time
- We are welcoming and inclusive
- We keep hands and feet to ourselves

**epraise**

Great Work = Points
Third Party Permission Forms

1 form to cover permissions for:

• Seesaw
• ePraise
• Scratch
• Oxford Literacy Assessment
• ACER (PAT testing)

Permissions need to be signed for the school child’s name and/or photos on our systems.
Family Reading

• Starts week 4
• Family reading boxes outside classrooms in shared spaces
• Recording book sent home to track reading and book favourites
• Important to foster a love of reading!
Home Learning

• Home learning grid sent home each fortnight
• Complete what you can to start a routine
• Home learning activities complement what we are learning in class
## Homework Grid
### Weeks 4-6
Due back to teachers on Thursday February 16th 2017

<table>
<thead>
<tr>
<th>Family Reading</th>
<th>Spelling</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Read your family reading book with your family every night. Keep a record of your family reading.</td>
<td>Kinder - write three words that have the sounds we have learnt so far - s, a, t, p</td>
<td>Write or draw a letter to your teacher introducing yourself to them. Write about your family, the things that you like to do at home and what you are excited about school this year.</td>
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<th>Physical Activity</th>
<th>Relaxation</th>
<th>Mathematics</th>
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<tr>
<td>Get active at least 3 times in the next fortnight. Any type of physical activity such as individual/team sport, walking, riding, swimming.</td>
<td>Put on your favourite song at the moment and listen to the lyrics. Write about what the song is about and how it makes your feel when you listen.</td>
<td>Kinder - Create a poster for numbers to 10. Think of different ways you can show each number.</td>
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<th>Creative</th>
<th>Cooking</th>
<th>Kindness</th>
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<td>Create a picture of your family; you may choose to paint, draw, model or do a collage.</td>
<td>Cook something for a meal or part of a meal. Keep a record of the recipe and ingredients. Take a photo and collate reviews of your culinary skills.</td>
<td>Do at least 1 act of random kindness for a member of your family eg. putting away the dishes or saying kind words to someone/ Record how this made you feel and how the other person felt.</td>
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Communication

Term overview - week 1

• Learning Journeys when relevant

• 3 way goal setting meetings - week 6

• Written report - end of term 2

• Student led conferences - term 3

• Written report - end of term 4
Communication

Notes sent home on Thursdays

School newsletter (emailed to parents)

School App  

Seesaw

Noticeboard at the front of the school

Coffee and chat
Friday 8:45-9:15 assembly Fridays
Questions?

Feel free to speak to us tonight if you have any questions.

Alternatively you can:

• Call and make an appointment
  02 6142 0404

• Send your classroom teacher an email:
  (name.surname)@ed.act.edu.au

• Come into speak with us
  (after school is best)