



Kindergarten

TERM 2 OVERVIEW



Communication tools

Below are the list of Amaroo School communication tools to keep up to date with everything happening at Amaroo school

- **Newsletter** - fortnightly
- **Parent portal** - The Education Directorate website's Parent Portal page provides detailed instructions about [how to register for Parent Portal](#) including identification documents.
- **Flexischools** - P&C communication and events, lunch orders
- **Email** - your child's classroom teacher
- **Phone** - 6142 1266

Friendly reminders

Hats - Please ensure your child has a sun safe hat to bring to school. These can be ordered through the Flexischools app and be delivered to your child's class.

Sickness - As we move into cold and flu season please refrain from sending your child/ren in when unwell or showing symptoms..

Toys from home - At Amaroo School we are learners, help your child to focus on learning by reminding them to leave toys, trading cards, and other valuable possessions at home.

Uniform - Please ensure your child is dressed in school uniform each day, our school colours are red and navy. This extends all year.

Social and Emotional learning

Amaroo School is focused on enhancing the positive and restorative culture within the school. We have spent time as a teaching staff implementing intentional classroom practices focused on emotional safety and fostering strong connections between peers and between teachers and students. Throughout the year we will continue to strength our work within the community through collaborating with external organisations introduce programs addressing emotional health, wellbeing, and safety, while professional learning opportunities further equip staff with restorative practices and relational culture strategies.

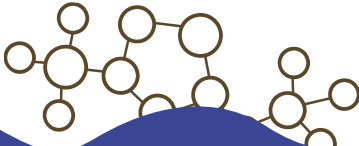
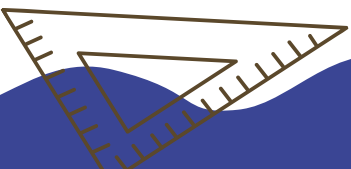
We continue our "Protective Behaviours" program this term. The two main themes of this program are "We all have the right to feel safe all of the time" and "Nothing is so awful that we can't talk about it". At the conclusion of Protective Behaviours our Social Emotional Learning program will focus on disability and inclusion via the "Everyone, Everyday" program.

REFLECTIVE QUESTIONS FOR CHILDREN AT HOME

What made you feel happiest today, and why?

Can you tell me about a time today when you felt proud of yourself? What did you do that made you feel that way?

Was there anything that made you feel worried or scared? How did you handle those feelings?



English

Writing This term students will be continuing to review and build fluency with Letters & Sounds. Students will work on applying these known sounds to their writing and connecting writing to images they have drawn. Students will be developing their writing stamina and explicit handwriting skills. Beginning Week 3, each Friday morning your child's writing book will be placed in a basket outside their Kindy classroom. You are invited to look through your child's book and see the progress they are making throughout the term. Please ensure you return the books to the basket when you have finished as they will be required during the day.

Reading Students will further develop strategies for reading. We will have a weekly rich text, called Book for the Week which aims to engage students in building vocabulary, comprehension and retell skills as well as enhancing their love of reading. Alongside this we will be listening for rhyme and sharing our own thoughts and feelings of stories we read and listen to. Please ensure Home Readers and sight word books are brought in daily.

Mathematics

Number This term students are continuing to focus on making connections between number names, their numerals and sequencing them. We are also learning to recognise different representations of numbers for example on dominoes, dice and our fingers. Students will also be introduced to the concept of 'Friends of 10'. These are the combinations of numbers that make 10. This is the foundation for students to learn addition.

Measurement -Students will also be introduced to measurement concepts of mass, capacity and length. This will be done through hands-on activities in the classroom to test which objects are heavy, light, long, short, full, empty and how this is dependent on the objects they are compared to. Each morning, classroom teachers discuss the day and the date with students to build their everyday knowledge on the days of the week. Students will be learning songs to help them identify the sequence of days and connect events to each day.

Inquiry

How do living things survive?

Students are starting the term by continuing with our *Staying Alive* inquiry unit. We will be diving deeper into learning about habitats and animals through building habitat books, creating dioramas, and most excitingly, going on our excursion to the National Zoo and Aquarium. Students are going to get a better understanding on how living things survive, and we will continue to focus on sustainability and developing an intercultural understanding of the topic. To celebrate the end of our "living things" Inquiry unit, students will be making their own habitat diorama. Empty shoe boxes, or similar sized boxes are ideal for these. Please give your box to the classroom teacher by the end of Week 4. If you happen to have extra shoe boxes, please feel free to send them in!

How do objects move?

Students will be exploring physical sciences and technologies. We will be starting by exploring the ways different things can move, and recording our wonderings about the topic. Students will then investigate the ways different objects and animals move, how our bodies move, and why things might move a certain way (and why not). Classes will investigate different movements through hands-on experiments that students will get to experience. Students will be challenged to make their own things that move in different ways such as windmills, swings, slides, and even paper planes.