O’Connor Cooperative School
Term 2 Learning Overview
Kindergarten
Rose Patrick and Sharron Wynn

-Kindergarten routines-

Fruit – Please sign up on the Kindergarten fruit roster if you are able to volunteer to cut the children’s fruit. Your help is greatly appreciated 😊

Late arrivals - If your child arrives at school after 9.00am it is required that they be signed in at the front office.

Library - Kindergarten children will continue to visit the Co-op library every Friday to select books for home borrowing. Children are welcome to borrow up to four books at a time. Books need to travel to and from home in a library bag.

Home reading – I encourage you to continue filling in your Co-op Reading Log with your child. In term one it was great to see what the children were reading at home, this provided opportunity for teachers to celebrate the children’s success. I will continue to collect home reading logs every Friday. Last term all Kindergarten children should have received a blue home reading bag. This bag may be used when borrowing home reading books from the classroom library. The children may change these books over at any point during the week.

Parent helpers – All volunteers are required to sign in on the Kindergarten Volunteers book. Regular parent volunteers need to be registered for a Working with Vulnerable People card. The school can provide the relevant forms for you to complete and take to an ACT shopfront.

-Investigations-

Investigations will continue to run as a core part of the Kindergarten program, where children engage in open ended play experiences that support the development of social, emotional, fine motor, creative and cognitive skills. The children’s interests in areas such as science, geography and the arts are used to guide the experiences offered. English and mathematics skills are also drawn upon during this time. We aim to focus on social skills, problem solving, creative thinking, negotiation, accountability and self-regulation. Over the course of the term each child will have several opportunities to take on the role of reporter and focus child.

-English-

Reading - A weekly focus text is selected for shared viewing and reading. The text is used to explicitly teach print, grammar and reading concepts, as well as provide a meaningful a context for writing. High frequency words and letter sounds are introduced through the use of the focus text and used during reading and writing sessions.

Small group reading will take place on a daily basis. During this time the teacher works to target the specific needs of each child. At this early stage, areas of focus include; letter and sound knowledge, high frequency word recognition, reading the pictures and maintaining one to one correspondence between words printed on the page and spoken word.

Writing - Children are provided opportunities to write for a range of purposes across the curriculum. The children’s writing will be related to their own experiences and interests. Writing will be integrated with the teaching of science, history and geography. Handwriting skills will be taught explicitly on a weekly basis. During this time we will focus on letters explored in weekly focus texts and work to achieve accurate formation.

Oral language - is a focus throughout the Kindergarten program. Children are supported to share ideas during classroom discussions, reflections of learning and within cooperative learning groups. Focus skills include turn taking, using active listening behaviours and speaking clearly using appropriate annunciation, volume and pace.

-Humanities and Social Sciences-

This term Kindergarten will investigate the places they live and belong. The children will think about places that are special to them, what their features are and how they can be cared for. They will learn about the importance of place for Indigenous people and visit a local site of significance. This unit of work will be integrated throughout the Kindergarten program.
Mathematics sessions are structured to incorporate explicit teaching and give opportunities to implement new learning. During lessons, the children work independently as well as in small groups, using a range of different materials in order to build an understanding of a range of concepts. Children will be encouraged to make connections through their learning and reflect on their work. This term we will focus on the following:

### Number and Algebra
- Recognise, name and model numbers 0-10
- Counting forwards and backwards
- Subitise small collections of objects
- Sort and classify familiar objects
- Copy, continue and create patterns

### Measurement and Geometry
- Name and order days of the week
- Connect days of the week to familiar events and actions
- Sort and describe familiar 2D and 3D shapes
- Measure the length of everyday objects using direct and indirect comparison

### Statistics and Probability
- Ask and respond to yes/no questions
- Collect and represent data using simple displays

### Science
This term we will be looking at the weather, and the way in which it changes. We will look at the influences the weather has on our activities, work and even on what we wear! The children will make observations about the weather over time, and predict what might happen with severe weather patterns such as droughts and floods. We will be looking at weather forecasts and what they mean, and the symbols used for particular weather for example clouds across a sun for a cloudy day etc. We will explore the different seasons and the weather changes that occur with these and the students will also explore the importance of accurate weather predictions and how they are important to our daily lives.

### Information Communication Technologies (ICT)
Children engage in learning through the use of iPads to find out, record and present findings. Open ended apps such as PicCollage, Book creator and iMovie provide tools for learning across all curriculum areas. Children will use the interactive plasma to engage with online learning experiences.

### Health and Physical Education
**P.E Sessions** - Development of fundamental movement skills is achieved through whole class and small group games and activities. Children will be encouraged to play fairly, accept game consequences, cooperate and persist with challenging experiences. This term we will focus on activities to support development of catching and throwing.

**Social and Emotional Learning** – Five key areas will be covered in the Kindergarten program: self-awareness, self-management, social awareness, relationship skills and social decision making. These are promoted through role-play, circle time, literature and explicit teaching.

### The Arts
**Visual Arts** – This term the children will explore a variety of techniques and materials as they work towards creating a piece to share their learning about special places.

**Music** – This term Kindergarten with work with Grace from the Instrumental Music Program. We will explore beat and rhythm through games and the use of percussion instruments.

**Community Singing** – Community singing will continue to run in Redgum from 2:30pm on Friday afternoons. During this time Susan West from the Music Engagement Program will join us to share in singing and learning new songs.

### Reading at home
I encourage the children read daily at home. Reading with someone, reading to someone and being read to are important to children’s reading development. It is beneficial for children to talk about what they read, ask questions, clarify meaning and make links to other texts and experiences.