ANZAC PARK PUBLIC SCHOOL

Key Skills

Kindergarten

ENGLISH

Speaking & Listening

- [ ] communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.

Reading & Viewing

- [ ] demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.

Writing & Representing

- [ ] produces most lower case and upper case letters.
- [ ] demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling.

MATHEMATICS

Number & Algebra

- [ ] counts to 30, and orders, reads and represents numbers in the range 0 to 20.
- [ ] combines, separates and compares collections of objects, describes using everyday language, and records using informal methods.

Measurement & Geometry

- [ ] sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks.

HISTORY

Change & Continuity

- [ ] communicates stories of their own family heritage and the heritage of others.

ANZAC PARK PUBLIC SCHOOL
ASPIRE INNOVATE ACHIEVE

ENGLISH

Key Skills

READING & VIEWING

Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.

DEFINITION

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.
A big part of developing early reading skills is building an understanding of letter sounds and blends, which allows students to decode unknown words. Drawing on images within texts, making predictions and recalling personal experiences further assists them in understanding unknown words and phrases. Readers who have strong comprehension skills are able to draw conclusions about what they read based on their experiences, and their ability to make predictions. Thus comprehension involves combining reading with thinking and reasoning.

HOW WE TEACH THIS AT SCHOOL

Decoding and comprehension skills are embedded into daily literacy lessons where students are exposed to a range of texts (multimodal, print-based, images, animations, video, audio, newspapers/magazines, fiction and non-fiction). Teachers identify and discuss vocabulary from rich texts with students and provide time for students to talk to each other about the texts they have read and listened to. In Term 1, Kindergarten are explicitly taught letter sounds and blends, as well as common sight words to assist with decoding and fluency.

HOW YOU CAN HELP AT HOME

The more time your child spends reading (with you or by themselves), the more practise they are getting with building their beginning decoding and comprehension skills.
Tips:
-Read with or to your child for 10 minutes each day. This can be a home reader, library book or any story that is of interest.
-Before beginning reading, take time to look through the story, making predictions about, and explaining any tricky words.
-If your child becomes stuck on a word refer to the picture and prompt them with; "What sound does that word begin with? What would make sense? What would sound right?"
-Talk to your child about the stories you read and help them make connections with their own experiences, how he or she felt or with similar ideas he or she has read in another book.
- Help your child monitor his or her understanding. Teach them to continually ask themselves whether they understand what they are reading. If they make an error wait until they have finished the sentence then repeat it back using the prompts; "Did that sound right? Did that make sense?".

RESOURCES

Into the Book - https://reading.ecb.org/
ABCYA - http://www.abcya.com/
PBS Kids - https://pbskids.org/
Reading Eggs - https://readingeggs.com.au/
English Glossary - https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/learning-resources/english/english-a-to-z

ANZAC PARK PUBLIC SCHOOL
ASPIRE INNOVATE ACHIEVE

ENGLISH

Key Skills

WRITING & REPRESENTING

Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling.

DEFINITION

Spelling is the process or activity of writing or naming the letters of a word. For students to develop spelling skills and implement strategies, they need to be taught appropriate strategies to accurately spell familiar and unfamiliar words when composing simple sentences about familiar topics. Students need to learn how to use their understanding of letter sounds and blends to spell unknown words. Building a bank of common words further assists students in composing simple sentences.

HOW WE TEACH THIS AT SCHOOL

Students need to be taught spelling in an explicit, systematic, functional and contextual way. Students are explicitly taught the four forms of spelling knowledge including:

Phonological knowledge - an understanding of phonemic awareness (being able to hear the sounds in words and manipulate them) and alphabetic awareness (knowledge of letter sound correspondence).

Visual knowledge - understanding the way words and letter combinations look.

Morphemic knowledge - understanding the meaning of words and how spellings differ when they change form.

Etymological knowledge - understanding the origin of words.

During Term 1, Kindergarten will focus on developing their phonological understanding of common sound and letter blends. They will use this knowledge when spelling unknown words.

HOW YOU CAN HELP AT HOME

Encourage your child to first try spelling unknown words themselves, and then praise the parts of the word that are correct and suggest what else is needed.

-Prompt with; "What sound can you hear at the beginning of the word?" followed by the middle and end sounds.

-Breaking words down into syllables or 'chunks' and sounding out each part will further support them in spelling and decoding unknown words.

-Helping your child to familiarise themselves with common phonemes and graphemes through games and play will further assist them in developing beginning writing and reading strategies. Games such as "I Spy" can be a fun way to help children develop their knowledge of sounds.

-Familiarising your child with common sight words that are difficult to spell using phonological knowledge can further assist them when they are constructing simple sentences or reading repetitive stories.

RESOURCES

Sound Waves - https://www.fireflyeducation.com.au/soundwaves

ABCYA - http://www.abcya.com/alphabet_matching_game.htm

Home writing station- Create a writing station for your child at home with special paper, pens and paint. Encourage them to use their phonological knowledge to create a dinner menu, diaries, travel brochures, game instructions or postcards.

ANZAC PARK PUBLIC SCHOOL

ASPIRE INNOVATE ACHIEVE

MATHEMATICS

Key Skills

NUMBER & ALGEBRA

Counts to 30, and orders, reads and represents numbers in the range 0 to 20.

DEFINITION

Counting is an important component of number and the early learning of operations. There is a distinction between counting by rote and counting with understanding. Regularly counting forwards and backwards from a given number will familiarise students with the sequence. Counting with understanding involves counting with one-to-one correspondence, recognising that the last number name represents the total number in the collection, and developing a sense of the size of numbers, their order and their relationships. Representing numbers in a variety of ways is essential for developing number sense.

HOW WE TEACH THIS AT SCHOOL

In Kindergarten students practise counting forwards to 30 from a given number and backwards from a given number in the range 0 to 20. They engage in number games to identify the number before and after a given number, describing the number before as 'one less than' and the number after as 'one more than'. Students develop their understanding of numerals by reading numbers to 20, including zero, and represent these using objects (such as fingers), pictures, words and numerals. They compare and order numbers and groups of objects and make correspondences between collections, e.g. 'I have four counters, you have seven counters. So you have more counters than me'. Furthermore, students recognise the number of objects or dots in a pattern of objects or dots instantly e.g. dice patterns.

HOW YOU CAN HELP AT HOME

Practising counting sequences in a variety of everyday tasks is a great way to support your child in developing their beginning numeracy skills. Some examples include:

-Counting steps while walking to/ from school.

-Counting the number of pegs while taking the washing off the line or the number of items in the trolley while at the supermarket.

-Playing 'Number Guess Who'- "Lock a number" in your head while the other person guesses using 'more than __, less than __' questions.

-Put objects into groups to count and compare how many are in each group (e.g. toys, forks and spoons or shoes).

-Practise writing numbers to 10/20/30 in coloured chalk on the pavement or in the sand at the beach, followed by jumping on the numerals in order while counting.

-Mixing up numeral cards to 10/20/30 then asking your child to put them in the correct order.

RESOURCES

Maths Games (counting) - https://www.mathgames.com/kindergarten
ABCYA - http://www.abcya.com/
Fun Brain - https://www.funbrain.com/pre-k-and-k-playground
Splash Math- https://www.splashmath.com/

ANZAC PARK PUBLIC SCHOOL
ASPIRE INNOVATE ACHIEVE

MATHEMATICS

Key Skills

NUMBER & ALGEBRA

Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods

DEFINITION

Addition and subtraction should move from counting and combining perceptual objects, to using numbers as replacements for completed counts with mental strategies. In Kindergarten, addition and subtraction problems relate to real-life experiences that involve the manipulation of objects. Modelling, drawing and writing mathematical problems are also regularly practised. Addition and subtraction are taught in conjunction with each other as the foundation for conceptual understanding of their inverse relationship.

HOW WE TEACH THIS AT SCHOOL

In Kindergarten students practise combining two or more groups of objects. They model subtraction by separating and taking away part of a group of objects. They use concrete materials or fingers to solve simple addition and subtraction problems and compare two groups of objects to determine 'how many more'. Students learn to use visual representations of numbers to assist with addition and subtraction, e.g. ten frames. They create and recognise combinations for numbers to at least 10, e.g. 'How many more make 10?'. Furthermore they practise recording addition and subtraction informally using drawings, words and numerals.

HOW YOU CAN HELP AT HOME

Practising addition and subtraction at home should be fun and relate to real situations. Some examples include:
-Make a tower of objects (e.g. Lego, blocks, cans). Break the tower into two parts. Tell how many are in each part and then how many there are altogether.
-Use toys or stuffed animals to act out a story problem e.g. There are 3 teddy bears at the park. Then 1 went home. How many are still at the park?
-Use flash cards, playing cards or dice to solve basic addition and subtraction problems where dots or items are visible.
-Create and solve story problems about familiar places e.g. There are 3 kids at the beach. Then 2 more kids come to the beach. How many kids are at the beach?
-Put objects into groups to count and compare how many are in each group then add the groups together.
-Join dominoes together and add the total number of dots when end to end.

RESOURCES

Education.com - https://www.education.com/games/kindergarten/addition/
ABCYA- http://www.abcya.com/addition.htm
Maths Games- https://www.mathgames.com/kindergarten
Kids Maths Games - http://www.kidsmathgamesonline.com/addition.html
Splash Maths - https://www.splashmath.com/

ANZAC PARK PUBLIC SCHOOL
ASPIRE INNOVATE ACHIEVE

HISTORY

Key Skills

CHANGE & CONTINUITY

Communicates stories of their own family heritage and the heritage of others.

DEFINITION

This term in our inquiry unit, Kindergarten will explore the concept 'Change & Continuity'. Continuity refers to like patterns throughout the course of history, or the way that two events or themes are similar. Change refers to the way things develop over the course of history in a new or unique way. Change and continuity occur simultaneously, linking forward and backward in time.

HOW WE TEACH THIS AT SCHOOL

A central feature of our historical inquiry programs is the use and evaluation of primary and secondary sources as a foundation for developing content knowledge, skills, literacies, values and attitudes that are critical to academic learning and understanding**.** Students are immersed in experiences that are active, imaginative, critical and reflective. Kindergarten students will explore this through investigating who the people in their family are, where they were born and raised, and how they are related to each other. They will share and experience how the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums.

HOW YOU CAN HELP AT HOME

Sharing stories with your child about your family will be essential in supporting their understanding of change and continuity in relation to their personal history.
Some talking topics for home may include:
-Talk to your child about people in your immediate family and the relationships between family members.
-Discussing where members of your families were born and locate countries of origin on maps or by using Google Earth.
-Share items from the past including photographs or a treasured object, to recount stories about your family.
-Discuss the importance of the chosen treasured object or photograph and why it has continued to be special to your family.
-Talk about celebrations or events that are important to your family and the stories behind these traditions.
-Share differences between when you were a child and now; using the language of 'past and present'.
-Create a family tree with your child using photographs and drawings as visuals.

RESOURCES

Learning Lift Off - https://www.learningliftoff.com/family-heritage/
Kids Discover - https://www.kidsdiscover.com/parentresources/family-heritage-for-kids/

ANZAC PARK PUBLIC SCHOOL
ASPIRE INNOVATE ACHIEVE