



KINDERGARTEN INFORMATION

"LEARNING IS A LIFELONG VENTURE THAT HAPPENS EACH MOMENT OF EACH DAY IN MANY WAYS" ROBERT BRAULT.

OUR TEAM

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KEY LEARNING AREAS

A brief overview of the content to be covered in English, Mathematics and Knoxigations will be provided at the beginning of each new Knoxigations unit. In addition to this, the weekly Knoxonian article will also be useful sources of information.

MATHEMATICS

Mathematics in Kindergarten focuses on developing students' mathematical understanding, fluency, communication, reasoning and problem-solving through their study of Number and Algebra,

Measurement and Geometry, and Statistics and Probability. These capabilities enable students to respond to familiar and unfamiliar situations, using strategies to make decisions and solve problems relevant to their further education and everyday lives.

Students will ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas. They use everyday language, concrete materials and informal recordings to demonstrate understanding and link mathematical ideas.

We promote a personalised learning approach in the instruction of Mathematics. The grouping of students will therefore be fluid and based on a pre-determined starting point for each different concept. It is common for there to be much movement across the Maths classes.

This starting point is established using a range of data, including the MAP Growth Assessment Tool. Within these groupings, students will have the opportunity to learn in an environment that best suits their needs and strengths.

Matific: Username and login details will be provided soon. We will be using this tool at home and at school.

MAPS: Testing will occur week six of each term Week 8 Term 1, Week 6 for 2,3,4 . For further information about how MAPS works please contact your class teacher, Liam Flanagan or Sue Floro.

ENGLISH

The core focus of the English syllabus is making meaning through language. In Kindergarten, students will develop their proficiency in communicating through speaking, reading, writing, viewing and representing.

In English, students learn to read, write, speak, view and represent language. They learn about the English language and literature through working with a wide range of spoken, visual, multimedia and digital texts. Students learn how language varies according to context, and how to communicate with a range of audiences for different purposes. They learn to read for information and pleasure. Students gain a sound grasp of language structures, punctuation, spelling and grammar. They also learn to think in ways that are imaginative, creative and critical.

Home Reading: Information regarding the reading at home and school program will be sent home next week. It is important that this information is read carefully and shared with all caregivers who may be reading with your son. Please keep in mind, reading at home should be at a level appropriate for your son!

Reading Eggs: Username and login details will be provided soon. We will be using this tool at home and at school to support individual development.

Knoxigations Inquiry Discussion: Student presentations will be presented in a 2 week rotation. This will focus on a Knoxigations Inquiry Question. These discussions can be rich and insightful for your son. It will provide them with a deeper understanding about their personal connection to the unit of inquiry. You can find the presentation topics on the Inquiry Grid provided at the parent information evening. This should be fun! Not stressful.

2020 PREMIER'S READING CHALLENGE

We encourage all boys in Years K-6 to participate in the 2020 Premier's Reading Challenge. More information will be available on the Knox Portal in late March.

KNOXIGATIONS

Knoxigations integrates all the elements of the NSW Curriculum. Students will engage in Kath Murdoch's Inquiry Process to discover information about the world around them. Throughout the year each student will explore five domains:

Stories of the World and its People (Term 1 Week 1 – Term 1 Week 7)

Students travel through time to uncover the stories of people, past and present - personal histories; journeys undertaken and their impact; rich histories and traditions of cultures and civilisations; connecting the past to the present; inquiring into the interconnectedness of the people of the world; examining multiple expressions of creativity and applying these to new contexts.

Kindergarten Big Idea: *Families are the Same and Different*

Focus of Inquiry: *Understanding myself and where I come from; people and families have similarities and differences*

Concepts: *Families, similarities, differences*

Interconnected Systems (Term 1 Week 8 – Term 2 Week 5)

Students investigate the systems of the world – the interconnection of man-made and biological systems; organisational systems that enable societies to operate effectively; classification systems; systems of the living world; systems at home and on a global scale. They innovate creatively to devise solutions for these problems on a local, national and global scale.

Kindergarten Big Idea: *People work together in communities*

Focus of Inquiry: *An investigation into ways people work together in communities to satisfy needs; the different roles that people play; systems for helping people*

Concepts: *Connection*

Tinkering Towards Tomorrow (Term 2 Week 6 – Term 3 Week 4)

Students acquire knowledge and use this to construct new paradigms for innovative approaches to problems in our world. Using an interdisciplinary STEAM approach, students follow an iterative design process, using both digital and technical skills.

Kindergarten Big Idea: *Forces impact the world around us*

Focus of Inquiry: *An investigation into a variety of forces, such as push and pull, and gravity, and where these are applied in our daily lives; natural forces such as wind and how this is used by humans*

Concepts: *Forces, energy, sound.*

Sustainable Solutions (Term 3 Week 5 – Term 4 Week 2)

Students investigate their role in a sustainable future – a study of the complex issues we face, with a creative focus on solutions and an awareness of our rights and responsibilities as people of the earth.

Kindergarten Big Idea: *Shelters meet the needs of living things in different environments*

Focus of Inquiry: *An investigation into the climates in Australia and around the world, and the needs of people living in these areas; investigating the design of shelters and materials used; designing sustainable shelters that satisfy these needs.*

Concept: *Form and function*

Global Changemakers (Term 4 Week 3 – Term 4 Week 8)

Students recognise the power they possess to lead change in the world by exploring future outcomes of their actions; investigating authentic scenarios where small changes at a local level create big impacts at a global level; acting with empathy and appreciating diversity and tolerance; creatively predicting the future by studying patterns of the past.

Year One Big Idea: *Christmas connects communities*

Focus of Inquiry: *An investigation into community events, practices and celebrations that encourage community spirit and engagement; the design of and preparation for the K-2 Christmas Concert*

Concepts: *Connection*

CELEBRATIONS OF LEARNING

In Kindergarten, we welcome you to join us in celebrating your sons learning. Please check the school Prep calendar for further details. These will also be mentioned in Knoxonian articles in the few weeks prior. We are hopeful of these being held on site, however these may be presented virtually if we are unable to have parents be present on the campus.

HOME LEARNING

Home learning is based on a fortnightly 'grid' system. The theory behind this grid system is based around Dr Ian Lillico's philosophy which can be accessed at <http://www.boysforward.com.au/>. Dr Lillico believes that homework must be meaningful. He also stresses that many families in the modern age lead very hectic and busy lives, and that we need to acknowledge the broad range of activities students do out of school which promote healthy lifestyles and family relationships eg. karate lessons, reading to a parent.

The purpose of Home Learning Grid is to:

- instil a positive approach and attitude to Home Learning.
- encourage 'real life' application of Home Learning through the involvement of family and every day events.
- ensure that students are provided with consistent Home Learning.
- assist student learning and the establishment of good Home Learning patterns from early primary school.

- provide opportunities for students to develop organisational and time management skills, self-discipline, personal responsibility for learning as well as skills in using resources accessible outside the School.
- increase parent awareness and opportunities for participation in their son's education.

Tasks to be completed weekly:

- Home Readers (changed on Mondays and Thursdays). Students will bring these home once they have the skills necessary to read independently.
- Fortnightly inquiry questions (Speaking and Listening Task)
- Matific (set by Mathematics Teachers)

All other tasks listed under the headings English, Mathematics, Mindfulness and PDHPE are optional. These can be documented in a variety of ways such writing, drawing, photos or hands on activities. Some experiences will not be able to be documented.

WHAT DOES YOUR SON NEED?

Please ensure that all items are labelled with your son's first and last name in black permanent marker or a sticker label.

Play hat - stays at school

Art smock - stays at school

Spare undies and socks - stays in front pocket of bag

Fruit container – each day the boys will have a fruit break. Please place fruit or vegetables in a small, separate container to their lunchbox.

Water bottle - no glass. Please make sure your child can fill up their bottle independently.

Lunchbox - Please make sure your child can open his lunchbox independently. We are encouraging Nude Food (no wrappings).

Varsity cap - to be worn to and from school each day, except sport days.

Blazer – to be worn to and from school each day, except sports days.

Plastic Reading Folder - To be supplied and brought in daily with home readers and sight words. Home readers will be changed on Mondays and Thursdays. Sight words will be assessed once a week.

INDEPENDENCE, RESILIENCE AND COLLABORATION

- Organising belongings and school work
- Encouraged to solve problems
- Opportunities to make decisions

Allow your son to:

- Carry his bag to and from school
- Pack his bag before school
- Unpack his bag independently
- Come to the classroom himself each morning
- Give teachers notes and messages independently

Belongings: Please ensure all belongings (including drink bottles, lunchbox lids, all clothing, shoes, hats etc) are clearly labelled with your child's name and class. We encourage the children to take responsibility for their own belongings. There are several lost property areas just inside the doors of the K-2 building, so you can check there for lost items. Please also could we make a request to label the

outside of school bags with individualised key-rings or ribbons etc to help your child identify their own bag.

The Parent/Teacher relationship is incredibly important in the beginning of your son's schooling life. We actively encourage open communication and are very eager for you to be a part of your son's learning journey. Please know that we will always be in contact if we have any concerns in regard to your son's learning. Alternatively, if you ever have any queries or would like an update on your son's progress please do be in touch with your son's teacher.

Many thanks,
The 2021 Kindergarten Team