

Leonay Public School

Kindergarten Newsletter Term 3, 2025

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| Dear Parents and Caregivers, Welcome back to a new school term! We hope you all had a wonderful break and are as excited as we are for the opportunities ahead. This term, we are focusing on fostering a positive and supportive school community, and we would like to share some important initiatives that will guide our students’ development.As part of our commitment to excellence, we will highlight the criteria for a Principal Medal, which encourages students to: speak honestly, help my community, take care of property, listen to others, persists when it gets hard and concentrates and completes tasks. These values are essential in developing responsible and caring individuals, and we encourage you to discuss them with your children at home.Additionally, we are excited to announce the launch of our Peer Support program this term, which will run for 8 weeks. Students from K-5 will be participating in combined groups led by our Year 6 students. This initiative aims to enhance social skills, build friendships, and foster a sense of belonging among our students. Each week will focus on a specific theme, and details will be shared via Compass, so please keep an eye out for updates.Yours in Education, Miss Kelly, Mrs Davies, Mrs Devine and Ms Finlayson |
| ***Up Coming Events***Year 5 Leadership Day at Nepean CAPA HS- Monday 18 AugustLimelight rehearsal and Performance for Choir- Tuesday 19 AugustZone Athletics- Wednesday 20 AugustNepean Blue Mountains Matinee Dance Performance- Wednesday 3 SeptemberNepean Blue Mountains Twilight Dance Performance- Thursday 4 SeptemberNepean Shield Gala Day- Boys and Girls Soccer- Friday 5 SeptemberAECG Sports Day- Friday 5 SeptemberCalmsley Farm Kinder Excursion-Wednesday 10 SeptemberStage 2 Camp- Tuesday 16 and Wednesday 17 SeptemberStage 3 NSW Olympics Unleashed Paddle Series Program- Tuesday 23 September |
| ***The Importance of Homework***Homework is provided but not expected. We understand that afternoons are busy for everyone, so only complete what is manageable.**Oral presentations**Each week, there will be a learning goal to help them develop their speaking and listening skills. It is important that your child prepares for these talks so that they are confident in presenting to the class. This term speech topics are linked to the English/Science Units.**UFLI**Students will be using this procedure to read decodable texts fluently as covered in UFLI lessons. Students are expected to place one plastic sleeve in their class homework tray on Mondays. Teachers will place relevant decodable and home practice worksheets into sleeve to handout to students. **Home Reading**Please ensure that your child is reading each night for around 15 minutes. They can also be read to. Being read to is a great way to model how a reader’s voice changes as the text is read through our expression and flow.**Maths Homework**Maths group homework will be handed out weekly and will revise learning that has occurred in Mathematics this year. |
| ***Term 2 Learning Focus*** |
| Science- Earth and SpaceStudents explore daily changes in the weather. They make observations and predictions about the weather and record their observations in a weather chart. Students identify how the weather affects choices they make in their daily life.   | Geography-Students explore the places they live in and belong to. They develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places. Students explore how the location of places can be represented.  |
| Creative Arts- Visual Arts Students engage in making, appreciating and exhibiting as interrelated practices in Visual Arts. They are provided with opportunities to develop deeper knowledge, understanding and skills as they apply their learning to inform and enrich their visual arts experiences. Artworks may be made, appreciated, exhibited and accessed through the senses.  | PDHPE – Students explore the fundamental movement skills of throwing and catching. It provides opportunities for students to practice these skills in fun, varied and increasingly complex situations. The unit builds on student prior knowledge and experience with these fundamental movement skills. Students should demonstrate proficiency of the introductory components of these skills by the end of Early Stage 1. Students will need to communicate and cooperate in weekly activities and demonstrate their ability to perform Fundamental Movement Skills in a variety of situations.  |

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| EnglishLiterary Concepts 1. Character: Students learn about characters in stories, including their traits and motivations. Understanding characters helps them connect with the story and think about how different people might feel or act in various situations. 2. Perspective: Students explore how stories can be told from different points of view. They will learn that the perspective of the narrator can change how the story is understood and encourage them to think about whose voice is being represented in a narrative. In Term 3, students will be focusing on understanding stories and information from books. Here are some key areas they will explore: 1. Understanding Characters and Events: They will learn to identify who is in the story (the characters) and what happens (the events). They will practice talking about their favourite characters and what they do. 2. Making Predictions: Before reading a story, they will be encouraged to guess what might happen next based on the pictures and title. This helps them think critically and engage with the text. 3. Retelling Stories: After reading, they will practice retelling the story in their own words. This helps them remember important details and improves their understanding. 4. Answering Questions: They will be asked simple questions about the story, such as “What happened first?” or “How did the character feel?” This encourages them to think about the story and express their thoughts. 5. Connecting to Personal Experiences: They will be encouraged to share how the story relates to their own life. For example, they might talk about a time they felt like a character in a book. 6. Exploring Different Texts: In addition to storybooks, they will read different types of texts, like poems and informational books, to understand that reading can come in many forms. 7. Fluency in Reading: They will work on reading smoothly and with expression. This means practicing reading aloud in a way that sounds natural, using the right speed and voice for the story. This helps them enjoy reading more and makes it easier for them to understand the text. Creating written texts  Students will learn to create a text including at least 2 related ideas. They will be provided with opportunities to identify and use time connectives and sequence information and events. Students will experiment with constructing compound sentences. Students will explain the purpose of a verb, a noun and an adjective in their own writing. Students will be provided feedback to help improve their understanding of ways they can improve their writing.  |
| Mathematics

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| Weeks 1-2  | **Number Sense**: Students will explore numbers and their meanings. They will learn to count, recognise numbers, and understand the concepts of more and less. Activities may include counting objects and play situations.   |
| Weeks 3-4  | **Patterns and Algebra**: Students will begin to identify and create patterns using colours, shapes, and numbers. They will learn to recognise patterns in their environment and explore how to extend and describe them. This helps develop their reasoning and problem-solving skills.   |
|  Weeks 5-6  | **Measurement**: Students will learn about measuring and comparing different attributes such as length, weight, and volume. They will use everyday objects to measure things around them, helping them understand concepts like longer/shorter, heavier/lighter, and full/empty.   |
| Weeks 7-8  | **Geometry**: Students will explore shapes and their properties. They will learn to recognise and name common shapes, such as circles, squares, and triangles, and understand their characteristics. Activities may include building with blocks, drawing shapes, and exploring shapes in their environment.   |
| Weeks 9-10  | **Data and Probability**: Students will start to collect, sort, and display information. They will learn how to ask questions, gather data (like favourite colours or types of pets), and represent their findings using simple graphs or charts. This introduces them to the basics of data analysis. **Problem Solving**: Students will develop their ability to think critically and solve problems. They will be encouraged to explore different ways to approach a problem, share their thinking, and learn from mistakes. This builds their confidence and resilience in tackling challenges.   |

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