

Kindergarten Team – Term 2

Dear Families,

Welcome to term 2. We are looking forward to working with you as we transition from learning from home to face to face learning at school.

As teachers we have been working hard to plan learning and will work with you across the term.

Timetable for return to face to face learning:

Week 1-3	Kindergarten Students learning remotely Registered students at Safe and Supervised Sites
Week 4	Kindergarten Students face to face learning back at school Vulnerable students and families core learning remotely

Vulnerable students and families who are not yet returning to school from week 5

Please let your class teacher know so they can support you to access core learning online. The core class learning will continue to be accessible through your child’s google classroom. As our teachers return to face to face teaching for each designated year group, classes will not be continuing to hold whole online class meetings and conferencing. Your classroom teacher will work with you to determine a reasonable level of feedback and conferencing if your child is continuing to learn online. This may involve a weekly individual google meet or feedback through comments in google classroom or email. Children will have access to extra curricula activities available on the Learning from Home Hub and online activities as recommended by the Education Directorate.

Some families have discussed the possibility of a staggered transition back to school. In order for your child’s teacher to best support your child please work with them to build a transition plan. This plan would identify times of school attendance and plan for a gradual increase in school hours. Please contact your child’s teacher or Antonia McGuire to build this plan a week prior to their return to school.

Learning Overview for Kindergarten

Please find below the Term 2 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child’s learning experiences. Our keyword this term is **“Wellbeing”**

Learning Area	Focus	Australian Curriculum Achievement Standards
Inquiry Science	What do living things need? <ul style="list-style-type: none"> ▪ Grow your own plant? ▪ What's the difference between living and nonliving things? ▪ What do living things need? ▪ How do people affect the environment and other living things? 	<ul style="list-style-type: none"> ▪ Students describe the properties and behaviour of familiar objects. • Students identify living and non-living things. • Students suggest how the environment affects them and other living things.

Inquiry Health and Physical Education	Health <ul style="list-style-type: none"> ▪ How can I be healthy, and safe? ▪ What is well being? ▪ What are emotions and how many are there? ▪ Why is it important to be healthy and active outside? ▪ What are healthy foods and why are they important to me? Physical education <ul style="list-style-type: none"> ▪ Gross and Fine Motor Skills ▪ Wellbeing ▪ Emotions ▪ Healthy eating 	<ul style="list-style-type: none"> ▪ They identify and describe the different emotions people experience. ▪ They identify actions that help them be healthy, safe and physically active. ▪ Students understand what are healthy foods and why they are important. ▪ Students practise fundamental movement skills.
English	<ul style="list-style-type: none"> ▪ Retelling ▪ Oral language ▪ Letter-sound knowledge 	<ul style="list-style-type: none"> ▪ Students recall one or two events from texts with familiar topics. ▪ Students retell events and experiences with peers and known adults. ▪ Students identify and describe likes and dislikes about familiar texts, objects, characters and events. ▪ Students begin to build recognition of high-frequency words and blends sounds orally to read consonant-vowel- consonant words. ▪ Students show evidence of letter sounds knowledge and beginning writing behaviour. ▪ Students use appropriate interaction skills to listen and respond to others.
Mathematics	Numeral identification Number name Mass Length Capacity Positional language i.e behind, in front, next to, along, to the left, to the right. Grouping similar objects	<ul style="list-style-type: none"> • Students make connections between number names, numerals and quantities up to 10 • Students compare objects using mass, length and capacity. • Students use appropriate language to describe location. • Students group objects based on common characteristics and sort shapes and objects.
The Arts: Music Visual Art	Environmental art using the '8 Aboriginal Ways of Learning'	<ul style="list-style-type: none"> • Students communicate about the music they listen to, make and perform and where and why people make music • Students demonstrate aural skills by staying in tune and keeping in time when they sing and play. • Students describe artworks they make and view and where and why artworks are made and presented. • Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Indonesian	Language and Culture	<ul style="list-style-type: none"> ▪ Reproduce the sound and spelling of the vowels and the letters c (ch) and trilled r, and recognise that Indonesian is written using the Roman alphabet ▪ Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks
Technologies	Online Learning	<ul style="list-style-type: none"> • Recognise and explore digital systems (hardware and software components) for a purpose • Explore how people safely use common information systems to meet information, communication and recreation needs

Individual Learning Plans

Last term teachers met with families to establish individual learning goals for students and began working towards these goals. The disruption to face to face teaching for the last few weeks of term 1 and change to online learning has impacted our ability to accurately report against these goals. This is particularly the case where goals lie in the social/emotional domain. This semester, we will be providing a general ILP report. More personalised reporting will occur in the online learning journeys in the second half of term 3

We are also aware that some of your goals for your child may need to be changed or modified in returning to school. Please arrange a time to talk to your child's teacher if this is the case.

Therapists in School

As we phase students back in school, Turner School will be following the Returning to Face to Face Learning and Work in ACT Public School Guidelines. These are in accordance with the Australian Health Protection Principal Committee (AHPPC) advice on reducing the potential risk of COVID-19 transmission in schools.

Staff are encouraged to minimise the number of people in classrooms spaces at any one time. Rooms will have a poster identifying how many adults can be in the room. To meet this requirement we are limiting additional adults, including therapists, onsite during our phased return. We ask that student involvement in therapy services continue outside the school environment until we receive advice indicating further reduction in restrictions. Any new therapy requests will then be processed following our established procedures.

Look after well-being first

Remember that as families and as parents and carers of our Turner children, you are best placed to know where your child and family is regarding what you can manage emotionally and practically. We encourage you to take care of your own and your child's wellbeing and health first- then learning will follow.

Think about daily routines

Every family is different, and this means the time you spend learning from home will vary in each house while we are learning remotely. Some families may manage an hour of formal online learning a day and other children and families will manage more. Learning from Home is not about turning home into school or parents into schoolteachers. Our teachers will support you.

Transitioning back across the term

Learning from home and transitioning back to school will involve a different kind of connection that we would experience when our students come into school each day. Kindness, understanding and realistic expectations will be key in us working together for each child. Your child's teacher will be your first connection point. We are all connected in wanting the best for your child's education.

Collective responsibility for a healthy community

As we return to school, we would ask that you follow recommendations by the Chief Health Officer in helping us to maintain social distancing and hygiene procedures.

- Please do not send your child to school if they are unwell

- Please encourage and practice hand washing and sanitising procedures with your child/ren
- The school is working hard to put in place rigorous cleaning and hygiene practices.

- As adults, please adhere the following guidelines:
 - Where possible, please drop your child off without entering school buildings (note, this may be different for students in small group, please talk with your child's teacher)
 - If you need to talk to the class teacher this can be done via email, phone or arranged google meet
 - If you are on school grounds please, maintain a 1.5m distance between adults and use the available hand sanitising stations
 - **Kindergaraten students will exit from the external classroom doors for pickup outside rather than in corridors.** Sandra's kindergarten class will exit near the back of the library. Katriana's small group class will exit into the Preschool playground. Chelsea and Imogen's classes will exit from the rear classroom doors onto the grassed area outside the David Street Office.

The school will continue to keep you informed if any changes around guidelines arise.

Regards,

The Kindergarten Team