

**Term 3, 2017 - Turner Preschool Term Letter**  
**Munnagayi Group – Monday-Wednesday**  
**Susan Hough**

27 July 2017

Dear Parents/Carers,

Welcome to term 3, we hope everyone had a relaxing break during the school holidays. We have had a great start to the term, the children have quickly settled back into their preschool routines and are all engaged in rich learning experiences during both indoor and outdoor play. We have a wonderful term of learning ahead and we invite all our families to come and spend some time with us at preschool; the children delight in the opportunity to share their preschool day with their families. As well as visiting to participate in our daily preschool program, some of the special opportunities for families to participate in the preschool program include visiting the *National Portrait Gallery*, participating in the *Artist's and Writers' Festival* and *Learning Journeys* will be held in week 8. *Declan the Music Man* will also visit the preschool to share his extensive collection of musical instruments from around the world with the children.

**Inquiry Unit – One Place, Many Stories**

During term 3 we will be investigating the many different cultures that make up our community. We will be exploring how people from different cultures celebrate important events and how they live their day to day lives. We will be looking at Aboriginal and Torres Strait Islander Culture in some of our art, story and cooking experiences as well as celebrating the aspects of culture that the children share with us through their 'culture bags' (brown paper bags) which will be given out soon. This inquiry follows on from our term 1 inquiry *Our Place* where we looked at what it means to belong to groups such as our family and preschool.

Speaking and listening is strongly linked with literacy skills and this term the children will have opportunities to retell stories that are important to their families as well as stories which are well known to them. Children will explore the culture and traditions of their own family, what countries their family originates from and the traditions and artefacts that make their family unique. The learning experiences will focus on expanding the children's understandings and knowledge within the *Early Years Learning Framework*, with a specific focus on the following outcomes:

**Outcome 1: Children have a strong sense of identity**

- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

**Outcome 2: Children are connected with and contribute to their world**

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

- Children respond to diversity with respect

#### **Outcome 4: Children are confident and involved learners**

- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

#### **Outcome 5: Children are effective communicators**

- Children interact verbally and non-verbally with others for a range of purposes.
- Children express ideas and make meaning using a range of media

#### **Guest speakers**

To support our investigations we would like to invite our families to come in and share aspects of their family culture with the preschool children. Staring stories helps children to learn about other cultures, people and their own place in the world.

Some things that you may consider sharing

- Do you have a favourite family recipe that you could bring into preschool and cook with the children?
- Have you lived in or originate from a different country? Are there aspects of this culture and your experiences that you could share?
- Are there games, songs or dances that represent your family's culture that you can share with the preschool children?
- How does the place you are from impact on who you are?
- Do you have any special objects which you could show the children such as ornaments, books or symbolic gestures which are meaningful to your family?
- What is special about your family culture?

If this is something that you would like to do, please see your child's teacher to arrange a suitable time to come and talk with the children. We look forward to some fabulous learning experiences for the children about their own and others family culture and hope to hear from some guest speakers soon.

#### **Literacy**

During term 3 our literacy learning will be focusing on further developing children's speaking and listening skills. To support the children's learning we will be reading nursery rhymes and sharing stories and information books. Some of the learning experiences we will be providing include sequencing activities (children use pictures and/or props to sequence events from the text), text innovation (for example, re-writing the end of a text), singing songs and learning chants, dramatisation and creating story walls to represent the main events of a text. The dramatic play area in the shared space between the classrooms has been transformed into an airport and is providing the children with rich literacy learning opportunities to develop their oral language as they engage in play.

Our class pet *Finn the Owl* and the *Wondering Box* will continue to be sent home with the children on a rotational basis throughout term 3. These experiences provide a platform for the children to develop the connections between home and preschool and an opportunity for children to practice speaking by sharing authentic stories about themselves with their friends and peers at preschool.

The children will continue to engage in learning experiences that support them to recognise and write their own name. On arrival at preschool, we will be encouraging the children to write their name on the *Munnagayi Roll* and use the *At Home/At School* felt board. We will also be continuing to explore letters and the common sound they make through activities such as alphabet games and encouraging the children to become 'letter detectives' as we engage in reading. During group time and library sessions we build our knowledge about reading. Some key understandings are that writing contains a message, that text in English is written and read from left to right, that the writing on a book's cover gives the title and other details such as the name of the author and illustrator, that the cover picture generally suggests what the book is about and that illustrations convey meaning and relate to the text on the page. The children will be using their drawing and writing books to practise their cwriting and mark making and will be encouraged to share the stories of their paintings and drawings. All of this is part of our play based learning.

### **Numeracy**

Our numeracy activities involve using quality literature, manipulatives, songs and chants to enable the children to:

- explore patterns
- recognise small groups of items 1-5, without counting
- compare height, length and volume
- match collections to number names – symbols/words/pictures
- say numbers in order
- count and build their understanding of the idea that the last number you say is how many there are in the collection
- identify what comes before or after a given number between 0-10
- recognising that when you count, you count each item in the collection only once (1:1 correspondence)

Throughout our inquiry learning we will be providing the children with opportunities to explore how different cultures use different symbols to represent numbers . We also encourage you to help your child count everyday objects such as asking them to count out knives and forks when setting the table and seeing how many numbers you can find on signs, in shops and everywhere else you might visit frequently.

Regards

Susan Hough and Helen Misa

[susan.hough@ed.act.edu.au](mailto:susan.hough@ed.act.edu.au)

6205 6603 (Preschool) 02 6205 6622 (Turner School)