PRE-PRIMARY AT SUTHERLAND DIANELLA PRIMARY SCHOOL

How will my child cope in Pre-Primary?

Will all classes cover the same topic?

What is expected of my child?

These are just some of the questions this Parent Information Booklet will endeavour to answer for you. It will also give you a brief overview of key curriculum content to be covered throughout the year.

At Sutherland Dianella Primary School, we know that our children are happiest and most successful when staff and parents work closely together in partnership. Parents are welcome in our classrooms and we look forward to working with you to assist your child to have a most successful year. We encourage our parents to book an appointment with your child's classroom teacher to discuss any concerns or questions you may have at any point throughout the year.

The Pre-Primary teaching staff recognises the importance of collaboration in bringing your child the best education possible. It is also important to us that your child feels safe and welcome in the classroom environment and is given every opportunity to reach their potential. One of the ways we achieve this is to work as a team, coming together on a regular basis to plan each term's lessons and assessments.

DIFFERENCES BETWEEN KINDY AND PRE-PRIMARY

- Pre-Primary is full-time.

- Children will learn through purposeful, play-based and structured activities.

- The day consists of an hour block each for numeracy, reading and writing. Topic subjects such as HASS and Health will be taught in integrated blocks.

GETTING READY FOR PRE-PRIMARY

In Pre-Primary, it is important to get involved in your child's learning through:

- Get to know your child's teacher and attend parent information sessions.
- Introduce yourself to other parents and become part of the school community.
- Organise play dates to help your child socialise with other children in their class.
- Talk with your child about their day when they get home.
- Attend assemblies, sports days and open days.
- Donate materials that would be useful in the classroom.
- Volunteer for parent help in the classroom.
- Bring in and talk about a special cultural item
- Join the Parents and Citizens Association, school board or help out at the canteen.

WHAT CHILDREN LEARN IN PRE-PRIMARY:

LITERACY EXPECTATIONS:

At the end of the Pre-Primary Year we would like the children to achieve these outcomes;

Letter and Sound Knowledge

- Children identify the name and sounds of the 26 letters in the alphabet.

- Children identify the diagraphs as taught in Jolly Phonics.

Phonological Awareness

- Children blend and segment the sounds in consonant-vowel-consonant words (i.e. fat, sit, shop).

- Children clap the syllables in words.

- Children identify and generate rhyming words.

- Children identify how many words in a sentence.

- Identify the initial, medial and final sounds in words.

- Children can generate word given the initial or final sound.

- Children read nonsense words.

Writing

- Children independently write a sentence which starts with a capital letter and ends with a full stop. Ideally they will write a set of up to 3 sentences.

- Children write both uppercase and lowercase letters using the correct formation.

Retell

- Children are able to retell the main events of a story.

Sight words

- Children read 100 sight words from the Sutherland Dianella word list.

- Children write 50 words from the Sutherland Dianella word list.

NUMERACY EXPECTATIONS:

At the end of the Pre-Primary Year we would like the children to be achieving these things;

Number and Algebra

- Children count to 100 and count backwards from 25.

- Children write and identify numbers to 100.

- Children solve simple number stories requiring addition and subtraction.

- Children recall addition and subtraction facts to 5 and doubles addition facts to 10.

- Children can partition numbers to 6.

- Children compare numbers using 'smaller' or 'larger' to 100.

- Children can find the missing number in a sequence to 100.

Measurement and Geometry

- Children identify and describe 2D shapes; square, rectangle, triangle, oval, and circle.

- Children recognise 3D shapes: sphere, cube, pyramid, cone and cylinder.

- Children can compares and orders familiar objects by length, mass and capacity.

- Children can names and order the days of the week.

- Children can connect days of the week with familiar events and actions.

- Children are able to use language of location and direction to describe the location of objects.

Statistics and Probability

- Children can respond to a given question to collect information.

- Children can interpret data displays to answer simple questions.

PRE-PRIMARY ORGANISATIONAL EXPECTATIONS:

Children carry their own bags to and from school.

Students need to ensure that their school bags are in the bag rack (not on the ground) and standing up neatly all facing the same direction.

Students will learn to pack their school bag accordingly and **only** contain the following –

1. School hats belong in the **small front pocket**
2. School jackets belong in the **middle pocket** with their lunch box and homework folder (which will be returned each Friday)
3. A change of clothes belongs in the **back pocket** (in case your child has an accident or gets their clothes dirty/ wet)
4. Drink bottles are stored in the **drink bottle attachment**

Students empty out their own school bag on arrival to school and place their homework folders/library bags in the assigned baskets. Drink bottles and crunch and sip also go in their assigned area.

HOMEWORK

It is important that you continue to reinforce what they learn at school at home. A number of ways you can do this:

- Read to your child every day
- Encourage your child to draw, write and tell stories
- Practise using number together
- Encourage your child to observe things in nature and ask questions

Student homework folders should only contain the following -

1. Only the flashcards you are currently working on are to be stored in the homework folder.
2. Home readers
3. Sight Word Sheets
4. Returned weekly