



Paradise Kindergarten

WHAT'S UNDERNEATH

Special points of interest:

- We have sent out our parents opinion survey and are collecting and collating feedback in a range of ways.
- We will be entering the Primary Mathematics Association Challenge "Mathematics in the outdoor learning Environment."
- Parent input forms are in your pockets about what we are currently exploring for the term as well as a Family Pattern challenge.
- A Mathematics session for Parents /Caregivers.
- PICNIC UNDERNEATH THE STARS For both Koalas and Kookaburras

- **Term 3 Inquiry 2019**
- **Paradise Kindergarten**



This term we are exploring "What's Underneath?" and the term has already begun with very interesting explorations of what's under the ground and what's under a cave. We have created our own Crystal and ice cave and will continue our exploration of What's' underneath, as we explore different thoughts and ideas from parents, staff and children. (Please see our detailed intended plan overleaf.)

This term we went on our excursion to the theatre and watched a Patch theatre production of "Zoom" which explored light. The bus trip and the opportunity to go an excursion outside Kindergarten is a memorable experience for the children.

We are looking forward to our picnic 'Underneath the stars' and supporting connections between families as we hope to provide opportunities to build partnerships with staff and families.

Our Mathematics session is all set for the 4th of September and based on last terms attendance, we hope it will be very well attended. We are currently in the process of enrolment for next year and are in conversations with new families and children who are joining the Paradise kindergarten Community.

Diary Dates

Mathematics Session-4th Sept
Wednesday 2019 6:00-7:30

Pupil Free Day-10th September
2019 Tuesday

PICNIC UNDERNEATH THE STARS-
17TH Sept TUESDAY 6-7:30PM
19TH Sept THURSDAY 6-7:30

Reminders

- Sign your child in and out of Kindergarten
- Please do let us know if your child is unwell or if you have a holiday planned. We hope that Holidays are planned for the school holidays or the end of the term whenever possible.
- Please do keep your child home if they are unwell as we are trying to contain the spread of contagious diseases.

We have decided to explore **WHAT'S UNDERNEATH** as our term 3 Inquiry.

We brainstormed what children know or would like to find out about.

These are some of their thoughts.

The sea/ocean

- Fish/stingrays/sharks/whales
- Mountains
- Underwater volcanoes
- Reefs/coral
- Submarines, underwater cameras and diving people
- (Jeremy)
- Hot vents
- What is a living coral and why is the bottom of the sea all white? (Abot)

Our skin

- Fat
- Bones
- Cells (Kepler)
- Blood
- Lungs

The soil/ground

- Caves
- Rocks and fossils
- Roots
- Houses (Cooper Pedy)
- Water (rivers)
- Bugs and Insects (Minuka)
- Worms (Parker)
- and ants
- Caterpillars and leaves (Chantelle)
- Spiders (Anuprash)
- Dirt (Parker)
- Millipedes

The street or the city

- Car park
- Tunnels (William)
- Trains
- Water pipes (William)
- Telephone cables
- Water/rivers/aquifers

Under the sky

- Planets (Scarlett)
- Clouds (Xavier)
- Butterflies (Zunairah)
- Under the surface of the moon

How does this connect to the Early Years Learning Framework? What outcomes do we want children to experience or work towards by exploring this topic?

Children have a strong sense of Identity

- **persist** when faced with challenges or firstly not successful
- be **open to new challenges and discoveries**
- increasingly **co-operate and work collaboratively** with others
- **confidently explore and engage** with social and physical environments through relationships and play
- openly **express their feelings and ideas**
- **respond to ideas and suggestions** from others.

Children are connected with and contribute to their world

- **understand the world** in which they live
- participate with others to **solve problems and contribute to group outcomes**
- demonstrate an increasing **knowledge of, appreciation, care and respect for natural and constructed environments**
- **explore relationships** with other living and non-living things and **observe, notice and respond to change.**

Children have a strong sense of wellbeing

- accept **new challenges**, make **new discoveries**, **celebrate** their own efforts and **achievements** and those of others
- use their **senses** to explore and respond to their world
- demonstrate **spatial awareness**, moving around their environments confidently and safely
- **manipulate equipment** and manage **tools** with increasing competence and skill.
- show increasing independence and competence in **personal hygiene, care and safety for themselves and others**

Children are confident and involved learners

- express **wonder and interest**
- use play to **investigate, imagine and explore** ideas
- **participate** in a variety of rich and meaningful **inquiry-based experiences**
- apply and adapt a **wide variety of thinking strategies**
- **use their senses**
- **explore the purpose and function** of a range of different technologies, tools, media, sounds and graphics
- use **information and communication technologies (ICT)** to investigate and problem solve
- **try out strategies** that were effective to solve problems in one situation in a new context - **transfer knowledge and apply generalisations.**

Children are effective communicators

- **explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings** with others
- demonstrate an increasing understanding of measurement and number using **vocabulary to describe size, length, volume, capacity and names of numbers**
- **use language** to communicate thinking about **quantities** to describe attributes of objects and collections, and to **explain mathematical ideas**
- **respond** with relevant gestures, actions, comments and/or questions to **printed, visual and multimedia texts**
- begin to understand **key literacy and numeracy concepts and processes**, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured
- **use the creative arts** such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning
- begin to **recognise patterns and connections**
- begin to **sort, categorise, order and compare collections and events** by their attributes.