

At St Luke's Catholic Primary School we recognise, acknowledge and celebrate the milestones each child reaches in their very first year at school. We realise each child reaches milestones in their own time, and thus we offer ample opportunities for each of them to reach and exceed these markers. At the same time, we embrace children as natural, curious learners who thrive in an environment that is secure and enjoyable. We build on the adult and peer relationships we worked so hard to foster in Terms 1, 2 and 3 so the next phase of our learning is just as successful.

In Term 4 our program continues to evolve so that the emphasis is less on teacher directed learning. In this phase the learning is more active and demands shared participation between the adults in the room and each child. As we promote specific academic development we are very mindful of our core philosophy: to educate the whole child.

Like Term 3, we use a combination of open-ended play, inquiry based learning experiences and explicit teaching to encourage children to explore and tap into their natural curiosity. We still encourage them to use communication in many forms to forge new relationships, although our emphasis continues written expression as well as oral forms. We encourage children to separate from their family and embrace the security and enjoyment of new Kindergarten experiences. We encourage children to initiate play in both indoor and outdoor settings and to extend themselves beyond their own limitations. We still encourage children to develop as confident and unique individuals in their own right. We emphasise self-help skills and independence with belongings in readiness for Pre-primary. We still encourage them to be caring, empathetic and respectful citizens who promote inclusivity and celebrate our school values. In Term 4 we continue to monitor the growth and development of each student whilst opening them to new play experiences, new learning styles and new knowledge. To this end we continue to introduce new letters and sounds and offer children a multitude of experiences that help them to consolidate and apply these new concepts. Holistically, we build on our school value program by explicitly pointing out examples that demonstrate loyalty, courage, inclusion, forgiveness, service, personal best and attentiveness.

So in Term 4 we continue to monitor the growth and development of each student as we open them to new play experiences, new ways of thinking and new ways of extending their knowledge. We introduce Object Based News whereby the children bring in an object (not a toy) and share information about the object according to criteria developed by early literacy expert, Diana Rigg. A timetable for the news will be developed so the object brought in relates to our current learning. We also introduce Prayer Bear who will be shared between the children to help draw parallels between home and school. Holistically, we build on our school value program by explicitly pointing out examples that demonstrate loyalty, courage, inclusion, forgiveness, service, personal best and attentiveness.

Our Early Childhood philosophy is to embrace the unique and individual development of each child in our care. We recognise that parents are the first educators of children and we encourage them to continue to be actively involved in their child's learning journey by fostering positive, open relationships between home and school. To this end, we continue to embrace our parent help roster and encourage parents to become involved in their child's learning journey as much as possible.

In Term 4 our Numeracy goals will include (but not be limited to) continuing to count to and recognise numbers to 20 and beyond if appropriate, revision of numeral recognition and ordering from 1-10, understanding and responding to comparative language associated with length, mass (heavy and light), capacity(holds more/less/full/empty, time (before/after/days of the week/months in the year), comparing and ordering heavy/light - full/empty, counting informal units to decide how many fit or match with regard to length/mass/capacity, Investigate groups of numbers and making ten in various combinations, copying, continuing and creating patterns, building on the concept of subitising numbers from previous terms; introducing the concept of counting from a given number (i.e. start and 5 and count on) and numeral writing opportunities.

In Term 4 our Literacy goals will include (but not be limited to) speaking clearly to be understood and audibly to be heard, speaking confidently and making eye contact, initiating conversations with peers and adults, talking about a personal experience and remaining on topic, using descriptive words to describe objects, sharing a range of texts, identifying key ideas from simple texts, listening to and recalling three step instructions, practicing name writing, using images/marks and approximations of letters to convey meaning, identifying simple punctuation such as full stops and capital letters, continuing to recognise simple rhyming words and predict a rhyming word to finish a sequence, continuing to clap or tap syllables in a word, becoming aware that sentences are made up of words/words made up of sounds/sounds represented by letters (during big book discussions); letter/sound knowledge and concept of print.

In Term 4 our RE goals will include (but not be limited to): exploring our natural spirituality and awareness of God; introduction to creation stories and how they are passed from generation to generation; using God Talk in every day speech (MJR in daily life); wonder and awe; learning simple rituals and symbols (such as making the sign of the cross before we talk to God); prayer formation.

In Term 4 our Protective Behaviour goals will include (but not be limited to): touching, recognising abuse, secrets and strategies for keeping safe.

In Term 4 our Behaviour Management discussions continue to focus on good choices. A GREEN CHOICE IS A GOOD CHOICE and means we are modelling good behaviour. A RED CHOICE IS A BAD CHOICE and means we are not bad but we could have made a better choice. These concepts will be reinforced and should your child continue to make bad choices, we may call you in for a meeting to discuss their behaviour.

In Term 4 our Digital Technologies focus will be on: viewing and using the SmartTV; capturing teachable and learning models on the iPad and uploading to Seesaw, learning how to use iPads for productive learning and appointing a daily Photographer to visibly capture our displayed learning intentions.

In Term 4 we continue to demonstrate our learning via a play-based model that includes cutting, painting, gluing, drawing, dressing up, sand play, climbing, singing, dancing, storytelling, exploring, thanking God and having fun! This term we repeat many of the same techniques but with more emphasis on child-creation and individuality.

In Term 4 our main topics of learning will include (but not be limited to): Dear Zoo/zoo animals; Under the Sea; Christmas. *Note that these topics may be subject to change according to the children's prior knowledge, interests and learning needs.*

Like Terms 1, 2 and 3, our goal is to assist the children as they cope with the ever-changing rules, routines and expectations of Kindy life. We encourage the children to separate from loved ones each day, follow instructions and grow in what is now a very and comfortable familiar environment for them.

EYLF PRINCIPLES	Secure, respectful and reciprocal relationships		Partnerships with families		High expectations and equity		Respect for diversity		Ongoing learning and reflective practice	
EYLF PRACTICE	Holistic approach	Responsiveness to children	Learning through play	Intentional teaching	Learning environments	Cultural competence	Continuity of learning and transitions	Assessment for learning		
EYLF OUTCOMES	Children have a strong sense of identity		Children are connected with and contribute to their world		Children have a strong sense of wellbeing		Children are confident and involved learners		Children are effective communicators	

**OUTCOME 1:
CHILDREN HAVE A STRONG
SENSE OF IDENTITY**

- Children feel safe and secure and supported
- Children develop their emerging autonomy, interdependence, resilience and sense of agency
- 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
AND CONTRIBUTE TO THEIR
WORLD**

- Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

**OUTCOME 3:
CHILDREN HAVE A STRONG
SENSE OF WELLBEING**

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

**OUTCOME 4:
CHILDREN ARE CONFIDENT
AND INVOLVED LEARNERS**

- Children develop dispositions for learning such as curiosity, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills as processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, places, technologies and natural and processes materials

**OUTCOME 5:
CHILDREN ARE EFFECTIVE
COMMUNICATORS**

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking