

#### Children...

##### ... have a strong sense of identity

Our diverse community of cultures, languages and experiences is incredibly important to the children in preschool. As part of our Unit of Inquiry on the stories we tell, each Learning Group is gathering ideas from the community about stories from the different cultures in our school. The children have opportunities to connect with stories from their own cultures as well as experiencing new ideas from the cultures around them. The children are also expressing their interests by sharing the stories they have enjoyed in their own experiences and connecting to new and familiar stories such as Dreaming stories, folk tales, and high-quality books.

##### ... are connected to and contribute to their world

We are very lucky to have our educator Viv coming into preschool this term to talk with us about Aboriginal and Torres Strait Islander histories and cultures, building on the work we do every day in our Learning Groups. Viv helps us build deeper respect for the land and culture of the people who have lived in Australia for thousands of years, as well as welcoming the many cultures that come together in our community. The children regularly share in respectful practices such as saying an Acknowledgement of Country each morning.



##### ... have a strong sense of wellbeing

The children in preschool are encouraged to explore how their minds and bodies work together to create their sense of wellbeing. We are building on our earlier work around healthy food choices and making connections to the way that good food and active play, and great sleep help us to feel good and greet each day with energy and enthusiasm. We explore how our emotions affect our bodies and thoughts through our Ripple Kindness program.



##### ... are confident and involved learners

Term 3 is always a highlight for the children developing their sense of independence in their learning. The educators are working with children to gather information about their interests and ideas to include in the fortnightly learning programs. Extending from the 3 – Way Yarns, the children have selected goals they would like to work towards. Educators provide opportunities for children to develop these goals and document, and celebrate, their achievements as they come.

##### ... are effective communicators

Throughout our programs, children are encouraged to engage with books and literacy. We continue to support children who are learning to recognise, read, and write their names using name cards, letter sorting activities, 'sign-in' sheets, and 'I Am Here' boards. We are also building children's vocabulary around goal setting and resilience through the 3-Way yarn process. For example, we talk about 'things we want to try', 'things we are working on' and things we can help others with,' to build a growth mindset in learning.

#### Literacy Focus

During their day, the preschool children are immersed in an environment rich in books to provide opportunities for spontaneous engagement in reading and writing words in context. Each Learning Group also explores our pre-literacy program, with explicit teaching sessions focussed on understanding beginning sounds, rhyming words, and separating words into parts through games and small activities. Educators also select from a range of high-quality books linked to children's interests and investigations to read with the whole group.

#### Numeracy Focus

As part of our on-going explorations of mathematical concepts in play, the preschool children are invited to explore the concepts of number through teacher-led investigations. These include creating patterns, making comparisons between objects based on size, weight, length, volume, and counting using the numbers 1 to 10 (and beyond!) Educators also have a focus on guiding children to develop one-to-one correspondence – the understanding that we connect each individual object to a number as we count. 1... 2... 3... 4... 5...



# Neville Bonner Primary School Learning Overview

## Preschool

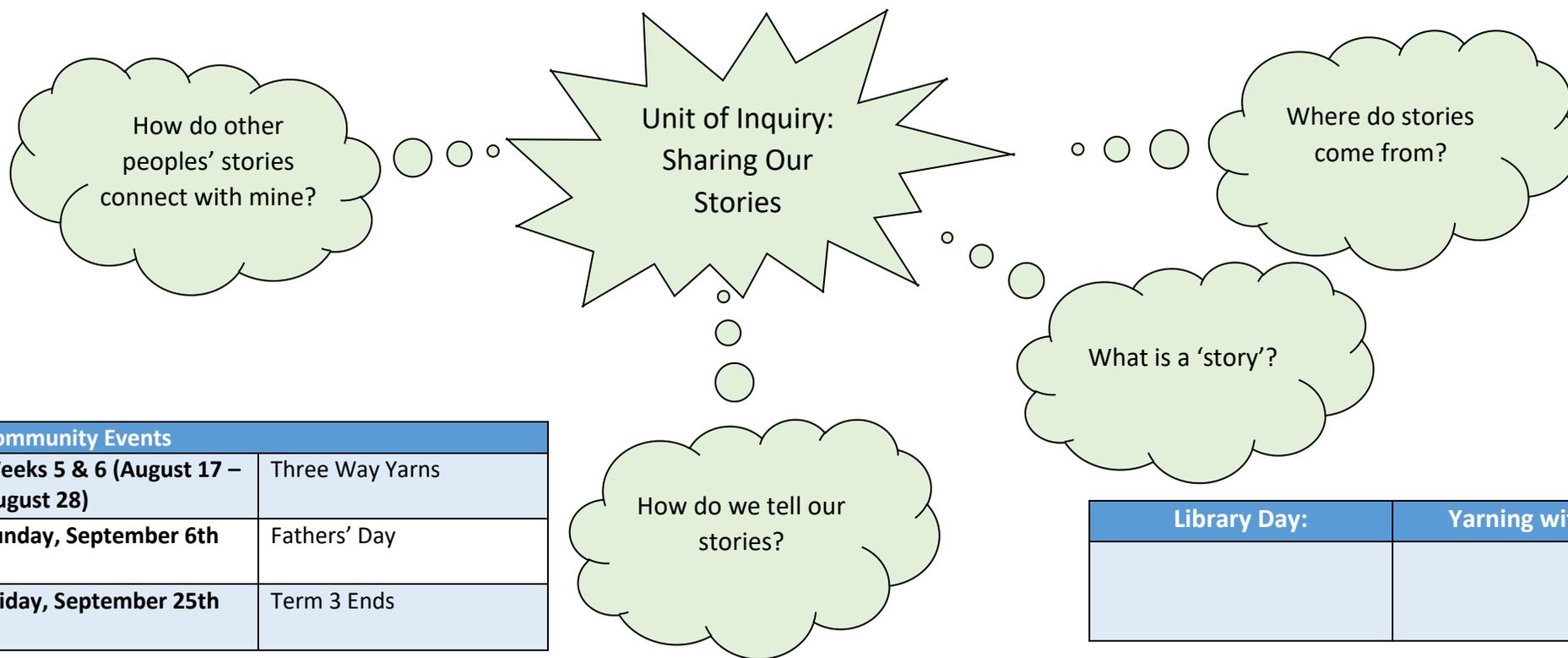
Early Years Learning Framework -  
Learning Focus

### BEING

*Being* is all about the significance of the here and now in children's lives.

Childhood is a time to be, to seek and make meaning of the world. *Being* is about the present and children knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Each term, the overall direction of the children's learning in preschool is guided by our 'Unit of Inquiry'. In Term 3, we are exploring 'Being' through the idea of 'stories' - how they relate to our cultures and self-identities, ways of being, and the diverse ways in which stories are created and shared. Our dynamic approach to these inquires allows for each Learning Group to take the exploration in their own direction, guided by the interests, ideas, and questions of the children. For example, our groups have begun to explore how stories may be told in many different ways including [dance \(ballet\)](#), [constellations in the sky, various artists and their artistic methods, and oral story telling and puppetry](#). Although these are the current directions of learning, our programs are dynamic to continually foster the children's curiosity and reflect their interests. At the beginning of the term we ask the 'Big Questions' to spark ideas and capture the children's interest as they engage in explorations of the 'Big Idea'.



Community Events	
Weeks 5 & 6 (August 17 – August 28)	Three Way Yarns
Sunday, September 6th	Fathers' Day
Friday, September 25th	Term 3 Ends

Library Day:	Yarning with Viv: