Student Written Report
Parent Information Booklet

Early Stage One
Kindergarten
2016

Sacred Heart Primary School
Pymble

Please bring this booklet with you to the Parent Teacher Interviews
Soon you will receive your child’s **Semester One Student written report**. The student report includes information about your child’s learning in the first two terms of Kindergarten (Semester 1). Teachers report on what students have had the opportunity to learn (as directed by syllabuses and outlined in the curriculum overviews each term).

The written report is information, a snap shot and a **picture in time**. This information reported to parents is determined by:

- Teacher knowledge
- Professional judgement (as compared with expectations from the grade / stage outcomes)
- Assessment Information (in class assessments, work samples)
- Class tasks

The **effort** grade is determined by the how well the student engages with the learning. Teachers make observations and judgements about how well the student participates and persists with learning according to age and stage of learning.

The Board of Studies mandates the content that is taught from Kindergarten to Year 6 (and continuing on through to Year 12). This learning is sequential and time is allowed for the introduction of new skills and knowledge whilst giving time to consolidating understanding. The content is organised into **Key Learning Areas (KLAs)**:

- Religious Education
- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE) (**History** Term 1 and **Geography** Term 4)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE).

**In English**, students from Kindergarten to Year 6 learn to read, write, speak, listen and represent language. They learn about English language and literature, how language varies according to context and how to communicate to a range of audiences for different purposes. They learn to read for information and for pleasure.

**Primary Mathematics** develops students’ thinking, understanding, competence and confidence with numbers, shapes and measurement. Students learn to add, subtract, divide and multiply whole numbers, fractions and decimals. They learn to measure time and calculate with money. They learn geometry, algebra and how to work with data and graphs. Students use mathematical knowledge to communicate, problem-solve and reason.
Science and Technology over the primary years develops students’ skills in thinking, investigating and problem-solving. It gives them knowledge and skills in scientific investigation and inquiry, design and applying technologies. Children pose questions, test ideas, and develop and evaluate arguments based on evidence.

Human Society and Its Environment (HSIE) includes History, Geography, civics and citizenship. Students explore how people, events and forces from the past have shaped their world. They investigate their personal and community identity and gain an understanding of their nation and its place in the world. They learn to participate effectively in maintaining and improving the quality of their society and environment.

Creative Arts gives students experiences in the visual arts, music, drama and dance. They have opportunities to explore their creativity in each of these areas. Students learn to appreciate the meanings and values that each artform offers. They perform and express themselves through the visual arts, music, drama and dance.

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, skills and attitudes students need to lead healthy, active and fulfilling lives. Students learn about the importance of good food and regular exercise. Students learn how bodies grow and change over time. They learn skills to play individual and team sports, and the values of sportsmanship and teamwork.

What will be reported?

Of course it is impossible for a written report to cover all areas of learning that your child has engaged in. Teacher will provide information in the written report about some of the main areas of learning covered and provide information about what the next point in learning for your child may be.

PARENT TEACHER INTERVIEWS

The written report is only one part of the reporting process for Semester 1. In addition to the information provided on the written report, parents are invited to come to a parent teacher interview. This time is set aside for teachers and parents to discuss the student’s learning. There is opportunity for the grades and comments to be elaborated on and perhaps provide specific examples of evidence of learning. In addition to this, it is a great time for parents and teachers to talk about the way forward into the ‘next step in learning’.

Parents will be asked to log onto the online booking system to select an appropriate time to meet with their child’s class teacher in Week 10. More information will be posted in the newsletter.
The following statements describe what a child should know and be able to do in **ENGLISH** by the end of Kindergarten. The dot points are organised into different *content areas* within the Key Learning Area (KLA) of English. The teaching program is designed with these benchmarks as indicators of progress in Kindergarten.

**EARLY STAGE ONE**

**ES1**

**Speaking and Listening**

- respond to a range of spoken, written and multimodal texts in familiar contexts.
- demonstrate active listening to follow simple instructions
- ask relevant questions
- mix and communicate informally with peers and known adults in informal and structured settings
- communicate clearly and purposefully when engaging in pair, group and class discussions
- demonstrate an awareness of how people use spoken language for different purposes
- deliver short presentations using familiar and learned vocabulary
- explore the features and structure of familiar spoken texts

**ES1**

**Reading and Viewing**

- make meaning from short, predictable printed texts by using developing reading skills and strategies
- interpret and provide relevant explanations of characters and main events in imaginative texts, making connections to personal experience
- interpret and provide relevant explanations of key ideas and visual features in short informative texts, making connections to personal experience
- recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts
- read with some fluency and accuracy
- explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words

**ES1**

**Writing and Representing**

- engage in writing with an increasing awareness of the purpose and conventions of written language
- create simple texts
- recreate familiar imaginative texts by drawing on personal experience and through performance, drawing and images
- apply simple editing techniques to written work
- use known letters and sounds of the alphabet to attempt to spell words
- write most lower and upper case letters appropriately, using the NSW Foundation Style
- explore digital technologies to construct texts
- reflect on and assess their own and others’ learning
The following statements describe what a child should know and be able to do in Mathematics by the end of Kindergarten. The dot points are organised into different content areas within the Key Learning Area (KLA) of Mathematics. The teaching program is designed with these benchmarks as indicators of progress in Kindergarten.

### Whole Number
- Count forwards by ones to 30 from any given number
- Count backwards by ones from any given number in the range 0 to 20
- Compare, order and read numbers to 20
- Write and represent numbers to 20
- Read and use the ordinal names (1st, 2nd, 3rd etc) to ‘tenth’
- Subitise small collections of objects

### Addition and Subtraction
- Use the term ‘is the same as’ to express equality of groups
- Use the language of money eg coins, notes, cents, dollars
- Combine two or more groups of objects to find the total
- Recognise combinations for totals to ten (‘friends to ten” eg 8and2, 6and4, 7and 3 etc)
- Take part of a group of objects away to demonstrate subtraction
- Compare two groups to determine ‘how many more’
- Record addition and subtraction informally using drawings, words and numerals

### Multiplication and Division
- Make and recognise equal groups
- Share a collection of objects into equal groups
- Record equal groups using pictures, words and numerals

### Fractions and Decimals
- Describe and recognise the concept of half in everyday situations
- Record halves of objects using drawings

### Patterns and Algebra
- Sort and classify familiar objects into groups according to features
- Recognise, copy, continue, create and describe repeating patterns of objects and drawings

### Length
- Recognise ‘length’ as a measure of an object from end to end
- Describe length and distance using everyday language (eg long, short, near, far)
- Compare and describe length using everyday language (eg longer than, taller than, lowest)
- Record comparisons of length using drawings, words and numerals

### Area
- Recognise ‘area’ as a measure of the amount of surface
- Describe area using everyday language (eg surface, inside, outside)
- Compare and describe areas using everyday language (eg bigger than, the same as)
- Record comparisons of area using drawings, tracings and words
<table>
<thead>
<tr>
<th>MEASUREMENT AND GEOMETRY</th>
<th>STATISTICS AND PROBABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volume and Capacity</strong></td>
<td><strong>Data</strong></td>
</tr>
<tr>
<td>• recognise ‘capacity’ as a measure of the amount a container can hold</td>
<td>• Ask questions to collect information about themselves and their environment (ie a simple survey)</td>
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<tr>
<td>• recognise ‘volume’ as a measure of the amount of space an object occupies</td>
<td>• Organise objects into simple graphs (eg lunchboxes in columns according to colour)</td>
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<tr>
<td>• Describe volume and capacity using everyday language (eg half full, empty, amount of space)</td>
<td>• Interpret simple graphs made from objects (eg there are more blue lunch boxes than red)</td>
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<tr>
<td>• Compare volumes and capacities using everyday language (eg bigger pile, takes up more space)</td>
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<tr>
<td>• Record comparisons of capacity and volume using drawings, numerals and words</td>
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<tr>
<td><strong>Mass</strong></td>
<td><strong>Position</strong></td>
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<tr>
<td>• recognise ‘mass’ as a measure of how heavy an object is</td>
<td>• Give and follow simple directions (eg put the box in the corner)</td>
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<td>• Describe mass using everyday language (heavy, light, hard to push)</td>
<td>• Describe position using everyday language (next to, behind, inside, between)</td>
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<td>• Compare the mass of two objects by hefting (ie lifting and estimating)</td>
<td>• Use the terms ‘left’ and ‘right’ in relation to themselves (eg I hold my pencil in my right hand)</td>
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<td>• Record comparisons of mass using drawings, numerals and words</td>
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<td><strong>Time</strong></td>
<td><strong>Three Dimensional Shapes (3D Shapes)</strong></td>
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<tr>
<td>• Compare and order the duration of events using everyday language (eg today, before, next, a long time)</td>
<td>• Describe features of common three-dimensional objects using everyday language</td>
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<tr>
<td>• Sequence the events of a day</td>
<td>• Sort and manipulate three-dimensional objects found in the environment</td>
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<td>• Recall the days of the week and relate familiar events to particular days (On Mondays we go to the Library)</td>
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<td>• Tell time on the hour on digital and analogue clocks (eg it’s 9 o’clock)</td>
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GLOSSARY OF TERMS – MATHEMATICS

**Area** The size of a surface. The amount of space inside the boundary of a flat (2-dimensional) shape or object.

**Capacity** is the amount a container can hold. eg the bottle has a capacity of 600ml

**Cartesian Plane** A way to pinpoint where an object is using a x and y axis.

**Commutative property** is when you can swap numbers around and still get the same answer when you add eg 5 + 4 = 9 AND 4 + 5 = 9; or when you multiply eg 3 x 4 = 12 AND 4 x 3 = 12.

**Concrete materials** are any objects used to help demonstrate or calculate maths eg counters, paddle pop sticks, ten frames, blocks etc

**Data Display** arranging information gathered into a graph or table

**Denominator** The bottom number in a fraction. This number tells us how many equal parts the item is divided into. For example \( \frac{2}{3} \) = 2 out of three equal parts

**Expanded notation** - Writing a number to show the value of each digit determined by its place value (ones, tens, hundred, thousands, etc). For example 6 452 = 6 000 + 400 + 50 + 2

**Factor** all the whole numbers that can be divided exactly into another number (for example all the factors of 12 are – 1, 12, 2, 6, 3, 4 = 1x12, 2x6, 3x4)

**Fraction** a number representing a part of a whole. For example \( \frac{1}{8} \) one eighth= one out of eight equal parts; \( \frac{3}{4} \) three quarters = three out of four equal parts; \( \frac{5}{6} \) five sixths = five out of six equal parts.

**Hefting** To lift something in order to judge or estimate its weight.

**Improper fraction**- a fraction when the numerator is greater that the denominator eg 7/2 (7/2 as a mixed numeral 3½)

**Informal units of measure** are ways of measuring and comparing without using formal units (cm, mm, m, L, ml, kg etc) Examples of informal units could include hand spans, steps, bottle tops etc

**Inverse Operations** a number calculation can be ‘reversed’ to assist in mental strategies. Eg 4 + 6 = 10 therefore 10 – 6 = 4. Similarly 2 x 7 = 14 therefore 14 ÷ 7 = 2 and so on.

**Length** is the measure of distance; how far from end to end.

**Mass** is commonly measured by how much something weighs. Mass is the amount of matter contained in an object.

**Mixed numeral** – a whole number plus a fraction eg 3½ (five and a half as an improper fraction 7/2)

**Multiple** The result of multiplying a number by another whole number for example the multiple of 3 and 4 is 12.
Numerator the number on the top of a fraction, determines the number of equal shares. For example $\frac{3}{4}$ the three is the numerator therefore there are three out of four equal parts.

Order of operations The rules of which calculation comes first when faced with multiple operations in a number sentence. Do everything inside brackets first (), then any exponents (like $x^2$), then any multiplication or division from left to right , then any addition and subtraction from left to right

Ordinal number A number that tells the position of something in a list. 1st, 2nd, 3rd, 4th, 5th etc.

Cardinal numbers tell how many of something there are, for example: one, two, three, four, five.

Partition ‘splitting’ a number into different amounts, recognising the same total. Eg 7 can be split into 3 and 4, 6 and 1, 5 and 2. Portioning assists with mental strategies for addition and subtraction.

Place value - The value of where the digit is in the number, such as units (or ones), tens, hundreds, thousands etc for example 6 457 – the value of the 5 is 50, because it is in the ‘tens’ column

Regular and irregular polygon a polygon is a 2DImnesional shape with three or more sides. A regular polygon is one which has all side equal in length and all angles equal. An irregular polygon is a 2D shape with sides of different lengths.

Related denominators - Denominators are related when one is a multiple of the other. $\frac{2}{3}, \frac{1}{3}, \frac{11}{3}, \frac{5}{5}$ are all related because the denominators are multiples of 3

Rounding numbers - replacing a number by another value that is approximately equal but is shorter or simpler. Rounding off to the nearest ten for example, is determined by the value of the number in the ones column (5=> round up to nearest decade; 5 round down to zero)

Square numbers the number you get when you multiply a whole number by itself. For example $4 \times 4 = 16$ ... 16 is a square number.

Subitising (subitise) instantly recognising the number of objects in a small group, without counting.

Triangular numbers Triangular numbers are numbers that create triangles. For example $1 + 2 + 3 + 4 + 5 = 15$ ... 15 is a triangle number

Two Dimensional Shapes – a shape that has two dimensions - length and width

Three dimensional shape – a shape that has three dimensions – length, width and height

Vertex – a point where two or more lines meet to form an angle or a corner (plural vertices)

Volume is the amount of space occupied by an object. eg the sand pit has $15m^3$ of sand.