

Kindergarten Term Overview – Term 2 2024

	English	Mathematics	History/Science	Music/Drama/ Art/ Library	PDHPE
W2	<p>Speaking and Listening - <i>Free News</i></p> <p>Spelling/ Phonics - y, j</p> <p>Reading and Writing - Context: Students explore text diversity and are provided with opportunities to read texts designed for different audiences and purposes.</p>	<p>This two-week unit develops student knowledge, understanding and skills of equivalence and how it is represented in mass and whole number. Students are provided opportunities to:</p> <ul style="list-style-type: none"> develop an understanding of equal as equivalence through exploring mass <p>explore and reason about number relations</p> <p>use number relations in combining and separating numbers.</p>	<p>History - (weeks 2 -10) <i>Personal and Family Histories-</i> Students will be given the opportunity to communicate stories of their own family heritage and the heritage of others and demonstrate their developing skills of historical inquiry and communication.</p>	<p>Music- (weeks 2 -10) In Music, Kindergarten students will sing songs, play percussion instruments and listen and move to a variety of music.</p>	<p>PDHPE- Healthy, safe and active lifestyles- 5 weeks Wk 1-5 Drug Education: Medicines, poisons and emergencies- what to do if we are sick, what to do in an emergency, medicines can help us to get better and poisons can make us sick.</p>
W3	<p>Speaking and Listening - <i>What is your favourite thing to do with your family?</i></p> <p>Spelling/ Phonics - f/ff, l/ll</p> <p>Reading and Writing - <i>Narrative:</i> Students learn how narratives, including characters and their experiences, can be real and imagined. They build on previous learning about narrative structure and retell familiar stories to develop their understanding.</p>	<p>This two-week unit introduces students to methods of displaying and interpreting sorted data, measuring the duration of time and reading representing hour time. Students are provided opportunities to:</p> <ul style="list-style-type: none"> collect, sort and organise data into displays interpret data through posing and responding to questions 	<p>Science - (weeks 2 -10) <i>The Material World strand</i> focuses on the observable properties of materials and how they can be used for making useful products. Students investigate how the properties of materials determine their use in design solutions.</p>	<p>Drama - (weeks 2 -10) Kindergarten students will be learning about the structure, main components and characters of a different fairy tale story each weeks</p>	<p>Movement, skill and performance A focus on cross country running, Indigenous games and Fundamental Movement Skills and team physical activities for the Athletics Carnival, including egg and spoon, sack races, tunnel ball, over and under, stilts, quoits and running races.</p>

		<ul style="list-style-type: none"> ● compare the duration of time and sequence events ● read hour time on analog and digital clocks. 			
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W4	<p>Speaking and Listening - <i>Free News</i></p> <p>Spelling/ Phonics - ss, z/zz</p> <p>Reading and Writing - <i>Narrative:</i> Students learn how narratives, including characters and their experiences, can be real and imagined. They build on previous learning about narrative structure and retell familiar stories to develop their understanding.</p>	<p>This two-week unit introduces students to methods of displaying and interpreting sorted data, measuring the duration of time and reading representing hour time.</p> <p>Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● collect, sort and organise data into displays ● interpret data through posing and responding to questions ● compare the duration of time and sequence events ● read hour time on analog and digital clocks. 		<p>Visual Art - (weeks 2 -10)</p> <p>This unit complements the ESI Science Unit 'Living Things'. The remaining artworks link with the literacy unit for Term 2 and encourage the development of fine motor skills such as tearing, folding, pasting, scrunching, as well as developing an appreciation for the artists who created the works.</p>	
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<p>W5</p>	<p>Speaking and Listening – <i>Bring in a photo of yourself as a baby. Why did your Mum and Dad choose your name? Did you have a favourite Teddy or blanket?</i></p> <p>Spelling/ Phonics – v, ve, w, wh</p> <p>Revision Reading and Writing – <i>Character: Students explore how characters can be represented by how they look, what they say and do, and their thoughts. They will engage with texts that have a central character and identify language that describes them, then compose literary descriptions of characters from familiar texts.</i></p>	<p>This two-week unit student knowledge, understanding and skills of what you want to describe decides the unit of measure you use. <i>Students are provided opportunities to:</i></p> <ul style="list-style-type: none"> ● <i>compare, describe, and understand the world around us when measuring</i> ● <i>think about how much longer, shorter, or the same something is in comparison to something else</i> ● <i>experiment with object's length in different positions or locations</i> ● <i>tell time on analog and digital clocks</i> ● <i>explain their thinking so it makes sense to others</i> 		<p>Library-(weeks 2 -10) <i>During library time students will learn skills covering the layout of the library, borrowing and returning procedures, parts of a book, the title as a guide to contents, main character/s, key events, setting and plot, identifying the subject of a factual text and contents, expressing an opinion about a given topic.</i></p> <p><i>Modelled reading of Premiers Reading Challenge books will also be included.</i></p>	
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<p>W6</p>	<p>Speaking and Listening -Free News</p> <p>Spelling/ Phonics - x, q, qu</p> <p>Reading and Writing - <i>Character: Students explore how characters can be represented by how they look, what they say and do, and their thoughts. They will engage with texts that have a central character and identify language that describes them, then compose literary descriptions of characters from familiar texts.</i></p>	<p>This two-week unit student knowledge, understanding and skills of what you want to describe decides the unit of measure you use.</p> <p>Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● compare, describe, and understand the world around us when measuring ● think about how much longer, shorter, or the same something is in comparison to something else ● experiment with object's length in different positions or locations ● tell time on analog and digital clocks ● explain their thinking so it makes sense to others 	
<p>W7</p>	<p>Speaking and Listening - <i>'Celebration - What celebrations are important to your family and how are they celebrated?</i></p> <p>Spelling/ Phonics - sh, ch</p> <p>Reading and Writing - <i>Imagery, Symbol & Connotation: Through a study of wordless picture books, students learn how visual features enhance meaning and enjoyment in texts.</i></p>	<p>This two-week unit introduces students to solving problems by comparing, combining, and separating quantities.</p> <p>Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● combine 2 or more groups to identify the relationship between the parts and the whole 	

	<p>They will consider how authors convey meaning through illustrations, exploring use of colour and layout.</p>	<ul style="list-style-type: none"> ● compare 2 or more groups to determine equality or how many more ● separate and take away part of a group to determine how many. 	
<p>W8</p>	<p>Speaking and Listening -Free News Spelling/ Phonics - th Reading and Writing - <i>Imagery, Symbol & Connotation:</i> Through a study of wordless picture books, students learn how visual features enhance meaning and enjoyment in texts. They will consider how authors convey meaning through illustrations, exploring use of colour and layout.</p>	<p>This two-week unit introduces students to solving problems by comparing, combining, and separating quantities. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● combine 2 or more groups to identify the relationship between the parts and the whole ● compare 2 or more groups to determine equality or how many more ● separate and take away part of a group to determine how many. 	
<p>W9</p>	<p>Speaking and Listening - Talk about your family heritage. Were you or your parents / grandparents born in another country? Spelling/ Phonics - revision Reading and Writing - <i>Perspective:</i> Students will deepen their understanding of perspective by expressing preferences of familiar texts. They will view familiar texts through a critical lens, focusing on specific features such as illustrations, structure and language.</p>	<p>This two-week unit develops student knowledge, understanding and skills of the concept that sometimes things move and change location. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● represent numbers in a variety of ways ● reason about the way numbers can be combined and separated ● share objects equally and put shared objects back together to form one collection ● use positional language both in a physical world context and in more 	

		abstract contexts.	
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W10	<p>Speaking and Listening <i>Free News</i></p> <p>Spelling/ Phonics - reversion</p> <p>Reading and Writing - <i>Perspective: Students will deepen their understanding of perspective by expressing preferences of familiar texts. They will view familiar texts through a critical lens, focusing on specific features such as illustrations, structure, and language.</i></p>	<p>This two-week unit develops student knowledge, understanding and skills of the concept that sometimes things move and change location. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● represent numbers in a variety of ways ● reason about the way numbers can be combined and separated ● share objects equally and put shared objects back together to form one collection ● use positional language both in a physical world context and in more abstract contexts. 	
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