


Kindergarten Term Overview – Term 3 2023

	English	Mathematics	History/Science	Music/Drama/ Art/ Library	PDHPE
W2	<p>Speaking and Listening - Free News</p> <p>Spelling/ Phonics - ccvc words</p> <p>Reading and Writing - <i>Context:</i> Students will engage with imaginative and informative texts and consider purpose and audiences. They will explore the language and structural features of texts that inform and entertain.</p>	<p><i>“Collections of ten are really useful”</i></p> <p>This two-week unit develops student knowledge and understanding that skills of collections of 10 are really useful. 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 • use positional language both in a physical world context and in more abstract contexts • compare the weight of different materials by hefting • understand time in everyday contexts and tell time on analog and digital clocks • explain their thinking so it makes sense to others. 	<p>Geography – (weeks 2 -10) In Geography, students will look at places; their place, different places, special places and places they belong to. They will learn about how and why people, including Aboriginal and Torres Strait Islander Peoples, look after places. Students will look at how the location of places can be represented with maps and mapping skills being the focus. The geographical tools of maps, visual representations and field work are used. The concepts of place, space and environment are addressed throughout the topic.</p>	<p>Music- (weeks 2 -10) In Music, Kindergarten students will sing songs, play percussion instruments and move to a variety of music.</p> <p>Students will create and perform their own rhythms and movements and learn about the contrasts in music such as high and low, and loud and soft.</p>	<p>PDHPE- (weeks 2 -10)</p> <p>Health, Wellbeing and Relationships Students will continue their lessons around Friendology and Bounceback.</p> <p>Movement Skill & Performance Students will take part in the following activities. Rhythmic & Expressive Movement Gymnastics Rotation - Rolls -Log, Egg, Forward , Back Body Weight support - eg. Handstand lead ups Springing and Landing Static Balance</p> <p>Individual/group/team physical activities</p> <p>Healthy, Safe & Active Lifestyles Drug Education- Medicine</p>

<p>W3</p>	<p>Speaking and Listening – What is your favourite Australian animal and why?</p> <p>Spelling/ Phonics - a-e (bossy 'e' rule)</p> <p>Reading and Writing – <i>Narrative:</i> Students will build on their understanding of narrative structures and features. They will consider how narratives can be presented through different modes and media and explore intertextuality through a study of quality literature and fairy tales. Students will innovate from mentor and supporting texts to compose narratives with key language and structural features.</p>	<p><i>“Patterns have something that repeats over and over and over again”</i></p> <p>This two-week unit develops student knowledge, understanding and skills of patterns. Students are provided opportunities to:</p> <ul style="list-style-type: none"> • copy, continue and create patterns in a variety of forms • identify part-whole relationships in numbers up to 10 • use visual representation to assist in combining and separating quantities. 	<p>Science - (weeks 2 -10) Students will learn the basic needs of all living things with a focus on humans, animals and plants. Students will learn through a variety of hands-on experiences, including monitoring the life cycle of a butterfly, and planting and observing how seedlings grow. By the end of the unit, students will be able to identify their own basic needs, what living things require in order to stay alive and how living things can be used to meet the needs of humans and other living things.</p>	<p>Drama – (weeks 2 -10) This drama unit aims to introduce Kindergarten students to Australian animals and their characteristics through creative movement, role-play, and improvisation. Students will engage in a range of activities designed to develop their physical skills, imagination, and understanding of the unique features and behaviours of Australian animals. The unit culminates in a showcase where students demonstrate their knowledge and skills through performances.</p> <p>Dance - (weeks 1-10) Students are taking part in a dance program once a week delivered by Footsteps Dance.</p>	
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<p>W4</p>	<p>Speaking and Listening - Free News</p> <p>Spelling/ Phonics – i-e (Bossy ‘e’ rule)</p> <p>Reading and Writing – <i>Narrative:</i> Students will build on their understanding of narrative structures and features. They will consider how narratives can be presented through different modes and media and explore intertextuality through a study of quality literature and fairy tales. Students will innovate from mentor and supporting texts to compose narratives with key language and structural features.</p>	<p><i>“Patterns have something that repeats over and over and over again”</i></p> <p>This two-week unit develops student knowledge, understanding and skills of patterns. Students are provided opportunities to:</p> <ul style="list-style-type: none"> • copy, continue and create patterns in a variety of forms • identify part-whole relationships in numbers up to 10 • use visual representation to assist in combining and separating quantities. 		<p>Visual Art (weeks 2 -10) This unit complements the ES1 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>	<p><i>Movement and Performance</i> Students will be engaging in Fundamental Movement Skills through Cross Country, Indigenous Games, & Team Physical Activities for Athletics Carnival</p>
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<p>W5</p>	<p>Speaking and Listening - What is your favourite local place to visit. Why is it special to you and your family?</p> <p>Spelling/ Phonics - Revision week</p> <p>Reading and Writing – <i>Character:</i> Students will deepen their understanding of character, using background knowledge to consider why a character may act a certain way. They will explore how visual cues and illustrations contribute to meaning and enhance audience understanding of character.</p>	<p><i>“Making and using equal groups”</i></p> <p>This two-week unit develops student knowledge, understanding and skills of making and using equal groups. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● recognise equal and unequal groups ● share collections by forming equal groups 		<p>Library (weeks 2 -10)</p> <p>Students will continue to go to library once a fortnight, giving them the opportunity to borrow books and learn library skills.</p>	
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<p>W6</p>	<p>Speaking and Listening -Free News</p> <p>Spelling/ Phonics – o-e (bossy ‘e’ rule)</p> <p>Reading and Writing – <i>Character:</i> Students will deepen their understanding of character, using background knowledge to consider why a character may act a certain way. They will explore how visual cues and illustrations contribute to meaning and enhance audience understanding of character.</p>	<p><i>“Making and using equal groups”</i></p> <p>This two-week unit develops student knowledge, understanding and skills of making and using equal groups. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● recognise equal and unequal groups ● share collections by forming equal groups 			
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<p>W7</p>	<p>Speaking and Listening – How would you care for a pet? What do they need to survive?</p> <p>Spelling/ Phonics – u-e (bossy ‘e’ rule)</p> <p>Reading and Writing – <i>Imagery, Symbol & Connotation:</i> Students will engage with texts with creative language features including onomatopoeia, alliteration and rhyme. They will explore how visual features interact with and support creative language to enhance meaning. Students will innovate from mentor and supporting texts to compose a poem.</p>	<p><i>“What needs to be measured determines the unit of measure”</i></p> <p>This two-week unit develops student knowledge, understanding and skills of measurement and units of measurement. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● measure length by direct and indirect comparison ● identify and compare area and mass ● compare internal volume by filling and packing. 	
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<p>W8</p>	<p>Speaking and Listening -Free News</p> <p>Spelling/ Phonics - Revision Mixed bossy 'e' rule a-e, e-e, i-e, o-e, u-e</p> <p>Reading and Writing – <i>Imagery, Symbol & Connotation:</i> Students will engage with texts with creative language features including onomatopoeia, alliteration and rhyme. They will explore how visual features interact with and support creative language to enhance meaning. Students will innovate from mentor and supporting texts to compose a poem.</p>	<p><i>“What needs to be measured determines the unit of measure”</i></p> <p>This two-week unit develops student knowledge, understanding and skills of measurement and units of measurement. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● measure length by direct and indirect comparison ● identify and compare area and mass ● compare internal volume by filling and packing. 	
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<p>W9</p>	<p>Speaking and Listening- Create your own lifecycle for a living thing.</p> <p>Spelling/ Phonics – Revision Mixed bossy ‘e’ rule a-e, e-e, i-e, o-e, u-e</p> <p>Reading and Writing – <i>Perspective:</i> Students will explore perspective as an understanding of how people see the world and engage with texts that present a shift in perspective. They reflect on their own perspective by considering personal likes and dislikes.</p>	<p><i>“A fraction (like one half) can mean half of a collection, half of an object or half of a measure”</i></p> <p>This two-week unit introduces students to a half as 2 equal parts of a whole and the use of symbols as efficient communication for mathematical ideas. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● recognise 2 equal parts as halves of a collection, a measure, a shape or an object ● find and describe the halfway point in a length ● develop a shared understanding of symbols to efficiently communicate ideas. 	
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<p>W10</p>	<p>Speaking and Listening Free News</p> <p>Spelling/ Phonics – Revision Mixed bossy ‘e’ rule a-e, e-e, i-e, o-e, u-e</p> <p>Reading and Writing – <i>Perspective:</i> Students will explore perspective as an understanding of how people see the world and engage with texts that present a shift in perspective. They reflect on their own perspective by considering personal likes and dislikes.</p>	<p><i>“A fraction (like one half) can mean half of a collection, half of an object or half of a measure”</i></p> <p>This two-week unit introduces students to a half as 2 equal parts of a whole and the use of symbols as efficient communication for mathematical ideas. Students are provided opportunities to:</p> <ul style="list-style-type: none"> ● recognise 2 equal parts as halves of a collection, a measure, a shape or an object ● find and describe the halfway point in a length ● develop a shared understanding of symbols to efficiently communicate ideas. 	
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