

# Kindergarten Term Overview – Term 4 2023

	English	Mathematics	History/Science	Music/Drama/ Art/ Library	PDHPE
<b>W2</b>	<p><b>Speaking and Listening -</b> Free News</p> <p><b>Spelling/ Phonics -</b> oy/oi and ow/ou</p> <p><b>Reading and Writing -</b> <i>Context:</i> Students will consider how personal context can influence their experiences of the world. They will consider how context can inform a character’s motivations and feelings. Students will create a range of descriptive texts that represent their own context, culture, settings, motivations and feelings.</p>	<p><i>“There are many different situations where addition, subtraction, multiplication and division can be used”</i></p> <p><b>This two-week unit develops student knowledge, understanding and skills of combining, separating, comparing and forming groups with quantities. Students are provided opportunities to:</b></p> <ul style="list-style-type: none"> <li>combine and separate quantities to identify the smaller parts that are found within a total quantity</li> <li>compare quantities and identify the difference between quantities or equal groups</li> <li>distribute items from a collection into smaller groups and recognise whether the groups are equal or not.</li> </ul>	<p><b>Geography – (weeks 2 -10)</b> 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.</p> <p>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><b>Music- (weeks 2 -10)</b> 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><b>Visual Art (weeks 2 -10)</b> Visual Arts is a form of expressing oneself that is best achieved through participating, creating and responding. As the students learn about their world around them, we hope to teach children how to create but also appreciate art. This unit is designed to complement the <b>SCIENCE UNIT</b> about <b>Weather</b> (Earth and Space) <b>STe-3LW-ST : explores the characteristics, needs and uses of living things.</b></p>	<p><b>PDHPE- (weeks 2 -10)</b></p> <p><b>Health, Wellbeing and Relationships</b> Students will continue their lessons around Friendology and Bounceback and Child Protection</p> <p><b>Movement Skill &amp; Performance</b> Introduction to Fitness Testing Fundamental Movement Skills &amp; Team Physical Activities</p> <ul style="list-style-type: none"> <li>Modified minor games</li> </ul> <p><b>Healthy, Safe &amp; Active Lifestyles</b> Students will be learning about:  Safety- Road, Ride, Sun and Water</p>

<p><b>W3</b></p>	<p><b>Speaking and Listening –</b>          What is your favourite weather and why? Do you like it when it rains, or do you prefer sunny days? Have you seen hail or snow before? Maybe you have a photo of yourself enjoying your favourite weather.</p> <p><b>Spelling/ Phonics - ow/oa</b></p> <p><b>Reading and Writing –</b>  <i>Narrative:</i> Students will build on their understanding of narratives. They will engage with print and audio narratives and consider how they can be real or imagined. Students will apply their understanding of narrative features and structures to compose their own texts.</p>	<p><i>“What needs to be measured determines the unit of measurement”</i></p> <p><b>This two-week unit develops student knowledge, understanding and skills in determining what needs to be measured and the unit of measurement needed. Students are provided opportunities to:</b></p> <ul style="list-style-type: none"> <li>● use comparative language to describe length</li> <li>● identify and compare the area of similar shapes using comparative language</li> <li>● compare internal volume by filling and packing</li> <li>● predict, identify and compare mass by hefting</li> <li>● communicating their thinking to others</li> </ul>	<p><b>Science - (weeks 2 -10)</b>          Students will identify daily and seasonal changes that occur in our environment, such as day and night, and changes in the weather. They will record daily temperature variation and rainfall.</p> <p>Students will explore how living things respond to regular changes in their environment, for example: animals that migrate or hibernate and changes in human behaviour and clothing. They will observe, ask questions about and describe changes in objects and events</p>	<p><b>Library (weeks 2 -10)</b>          Students will continue to go to library once a fortnight, giving them the opportunity to borrow books and learn library skills.</p>	
------------------	---	--	---	--	--

W4

**Speaking and Listening -**

Free News

**Spelling/ Phonics – ay/ai**

**Reading and Writing –**

*Narrative:* Students will build on their understanding of narratives. They will engage with print and audio narratives and consider how they can be real or imagined. Students will apply their understanding of narrative features and structures to compose their own texts.

*“What needs to be measured determines the unit of measurement”*

**This two-week unit develops student knowledge, understanding and skills in determining what needs to be measured and the unit of measurement needed. Students are provided opportunities to:**

- use comparative language to describe length
- identify and compare the area of similar shapes using comparative language
- compare internal volume by filling and packing
- predict, identify and compare mass by hefting
- communicating their thinking to others



<b>W5</b>	<p><b>Speaking and Listening -</b> Be a weather reporter! Describe the weather to the class. What clothes should we wear? Should we stay inside or outside?</p> <p><b>Spelling/ Phonics - ee/ea</b></p> <p><b>Reading and Writing –</b> <i>Character: Students will consider characters actions, thoughts and feelings and explore how these can be represented through intentional language choices. They will innovate from mentor and supporting texts to compose literary descriptions of real or imagined characters.</i></p>	<p><i>“Data is collected to solve problems”</i></p> <p><b>This two-week unit develops student knowledge and skills in displaying and interpreting data, as well as connecting familiar events and actions to days of the week. Students are provided opportunities to:</b></p> <ul style="list-style-type: none"><li>● collect, sort and organise data into displays</li><li>● interpret data through asking and responding to questions</li><li>● collect and interpret data relating to their experiences with days of the week.</li></ul>	
-----------	--	--	--

<p><b>W6</b></p>	<p><b>Speaking and Listening</b> -Free News <b>Spelling/ Phonics</b> - Revision week</p> <p><b>Reading and Writing –</b> <i>Character:Students will consider characters actions, thoughts and feelings and explore how these can be represented through intentional language choices. They will innovate from mentor and supporting texts to compose literary descriptions of real or imagined characters.</i></p>	<p><i>“Data is collected to solve problems”</i></p> <p><b>This two-week unit develops student knowledge and skills in displaying and interpreting data, as well as connecting familiar events and actions to days of the week. Students are provided opportunities to:</b></p> <ul style="list-style-type: none"> <li>● collect, sort and organise data into displays</li> <li>● interpret data through asking and responding to questions</li> <li>● collect and interpret data relating to their experiences with days of the week.</li> </ul>	
<p><b>W7</b></p>	<p><b>Speaking and Listening –</b> What is your favourite animal and where does it live? What type of environment does it live in? How does it survive?</p> <p><b>Spelling/ Phonics –</b> oo/ew</p> <p><b>Reading and Writing –</b> <i>Imagery, Symbol &amp; Connotation: Students will explore how word order and word choice influence meaning and support creative play with language. They will consider how creative</i></p>	<p><i>“Objects can be sorted and classified in different ways”</i></p> <p><b>This two-week unit develops student knowledge, understanding and skills with 2D shapes, 3D objects, volume, and internal volume (capacity). Students are provided opportunities to:</b></p> <ul style="list-style-type: none"> <li>● name, describe and represent 2D shapes</li> <li>● explore familiar 3D</li> </ul>	

	<p><i>language features enhance enjoyment of texts.</i></p>	<p>objects by sorting, stacking, describing, and making representations</p> <ul style="list-style-type: none"> <li>● recognise that flat surfaces of 3D objects can be named as 2D shapes</li> <li>● measure and compare volume of various 3D objects</li> </ul>	
--	---	--	--

<p><b>W8</b></p>	<p><b>Speaking and Listening</b> -Free News <b>Spelling/ Phonics</b> - oo</p> <p><b>Reading and Writing –</b> <i>Imagery, Symbol &amp; Connotation: Students will explore how word order and word choice influence meaning and support creative play with language. They will consider how creative language features enhance enjoyment of texts.</i></p>	<p><i>“Objects can be sorted and classified in different ways”</i></p> <p><b>This two-week unit develops student knowledge, understanding and skills with 2D shapes, 3D objects, volume, and internal volume (capacity). Students are provided opportunities to:</b></p> <ul style="list-style-type: none"> <li>● name, describe and represent 2D shapes</li> <li>● explore familiar 3D objects by sorting, stacking, describing, and making representations</li> <li>● recognise that flat surfaces of 3D objects can be named as 2D shapes</li> <li>● measure and compare volume of various 3D</li> </ul>	

		objects.	
W9	<p><b>Speaking and Listening-</b> Describe a type of extreme weather. Describe what it looks like and how it effects people and animals e.g. a hurricane, a tornado, drought, bushfires etc.</p> <p><b>Spelling/ Phonics –</b> Compound words</p> <p><b>Reading and Writing –</b> <i>Perspective:</i> Students will compare opinions and ideas presented in mentor and supporting texts. They will consider their own strengths and the strengths of their peers. Students will compose texts that present their own perspective about themselves and their world.</p>	<p><i>“Problems can be solved and represented in different ways”</i></p> <p><b>This two-week unit develops student knowledge, understanding and skills for solving problems related to number and time concepts. Students are provided opportunities to:</b></p> <ul style="list-style-type: none"> <li>● solve problems by combining, separating and forming groups</li> <li>● sequence and identify the duration of events using a range of methods</li> <li>● read hour time on analog clocks</li> <li>● explain and represent mathematical thinking in a variety of ways.</li> </ul>	

<b>W10</b>	<p><b>Speaking and Listening</b> Free News <b>Spelling/ Phonics –</b> Compound Words</p> <p><b>Reading and Writing –</b> <i>Perspective:</i> Students will compare opinions and ideas presented in mentor and supporting texts. They will consider their own strengths and the strengths of their peers. Students will compose texts that present their own perspective about themselves and their world.</p>	<p><i>“Problems can be solved and represented in different ways”</i></p> <p><b>This two-week unit develops student knowledge, understanding and skills for solving problems related to number and time concepts. Students are provided opportunities to:</b></p> <ul style="list-style-type: none"><li>● solve problems by combining, separating and forming groups</li><li>● sequence and identify the duration of events using a range of methods</li><li>● read hour time on analog clocks</li><li>● explain and represent mathematical thinking in a variety of ways.</li></ul>	
------------	---	---	--