



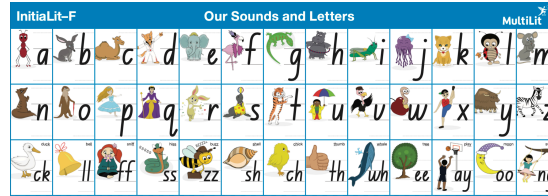
Term 4, 2024 Overview of Learning Kindergarten (ES1)

Religious Education (RE)	English	Mathematics
<p>Unit K.7 - God's Creation This unit explores the wonder and beauty of God's creation. It presents creation as God's gift to God's people and a reflection of God's goodness. Prayers of praise for creation and commitment to care for it are introduced as ways of responding to this gift. The story of Noah and the Ark is presented. It tells of the renewal of creation and God's promise of continued blessing on the whole of creation throughout time.</p> <p>Unit K.8 - Advent and Christmas: This unit focuses on the seasons of Advent and Christmas. The concepts of waiting and joyful anticipation are explored through use of the Advent Wreath and the story of John the Baptist. Advent is introduced as a time of preparation that points us towards Jesus. The Christmas story is told through the stories of the Annunciation, the birth of Jesus, and the visit of the shepherds. In engaging with aspects of the story, students are presented with the Good News that Jesus is the promised Saviour, the gift of God.</p>	<p>Throughout Term 4, students will learn/continue to learn:</p> <p>Print Conventions:</p> <ul style="list-style-type: none"> • That print contains a message. • The orientation of print - left to right • About the aspects of a book. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • To recall the sequences of events/information in texts. • To understand that informative and imaginative texts have different structures, features and forms. <p>Spelling:</p> <ul style="list-style-type: none"> • To spell their name and some CVC and CCVC words containing taught sounds. <p>Handwriting:</p> <ul style="list-style-type: none"> • To write letters and numbers in the NSW handwriting font, from left to right with a tripod grip. <p>Creating Written Texts:</p> <ul style="list-style-type: none"> • To create a simple sentence containing correct structure and punctuation. <p>Oral Language:</p> <ul style="list-style-type: none"> • How to appropriately and confidently engage in conversations with their peers and teachers. • How to ask and respond to <i>who, what, when, where, why or how</i> questions. <p>Phonological Awareness:</p> <ul style="list-style-type: none"> • About rhyme and syllables in words. <p>Phonics:</p>	<p>Throughout Term 4, students will:</p> <p>Working with Numbers</p> <ul style="list-style-type: none"> • Instantly recognising small groups of objects and using counting in flexible ways. • Understanding number patterns and how numbers connect to quantities. • Practicing basic addition and subtraction, exploring part-whole relationships with numbers up to 10, and making equal groups by sharing objects. <p>Exploring Patterns</p> <ul style="list-style-type: none"> • Your child will identify, copy, continue, and create patterns that repeat. <p>Measuring and Comparing</p> <ul style="list-style-type: none"> • Comparing the length, area, volume, and weight of different objects. • Learning how to tell time on the hour using both analog and digital clocks. • Connecting days of the week to familiar events and actions. <p>Understanding Fractions</p> <ul style="list-style-type: none"> • Exploring how a whole object or



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- To identify sounds and letters:



- Blend sounds accurately to read words:
r / e / d → red
- Segment words into individual sounds to write words:

tent → t / e / n / t

group can be split into equal parts, like halves.

Problem Solving with Math

- Using addition, subtraction, multiplication, and division to solve simple problems.
- Collecting and organising data to make sense of information and solve real-life problems.

Sorting and Classifying

- Learning to sort objects by shape, size, and other characteristics, including recognizing and describing familiar 2D and 3D shapes.

As students work mathematically, they will develop understanding and fluency through:

Exploring and connecting mathematical concepts.

Choosing and applying strategies to solve problems.

Communicating their thinking and reasoning.



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Science and Technology	Creative Arts - Drama	Creative Arts - Visual Art
<p>The Term 4 Science units consists of two strands:</p> <p>Students have opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications. Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices. Students describe how information systems meet information, communication and/or recreational needs.</p>	<p>In Drama, students will develop knowledge and understanding, skills and attitudes by engaging in role-play. They imagine and investigate their world through role-play and imagined situations.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • make drama by interacting with the teacher and others and by using their imagination to create roles and dramatic situations • communicate imagined situations through drama forms such as improvisation, movement, mime and storytelling • begin to respond to their own drama in terms of roles and space learn about drama through the experience of: <ul style="list-style-type: none"> • engaging in the basic elements of drama such as tension, contrast (loud/soft, fast/slow) and symbol • sharing their drama with others • depicting everyday situations in dramatic contexts 	<p>Students will:</p> <ul style="list-style-type: none"> • think about themselves as artists in their artmaking (within a limited understanding of the artist's function); • explore different kinds of things and experiences in their making of artworks; • make drawings, paintings, sculptures etc about things of interest to them and their experiences; • use a variety of media, techniques and tools to create different effects; • look at details within their own and others' artworks and talk about associations with their own experience and the effects of the works; • learn about the properties of some media, tools and techniques and how they can be used to create interesting effects
PDHPE (PE)	PDHPE (Health)	HSIE (Geography)
<p>The Movement Skill and Performance strand helps students develop confidence and competence in various physical activities. They will learn movement concepts, create and perform movements, and set</p>	<p>The strand Health, Wellbeing and Relationships focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths</p>	<p>This unit will begin to develop students' geographical understanding of place and space beginning with the familiar place of 'home'. It also introduces students to the</p>



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performance goals. These experiences also build self-management and interpersonal skills for lifelong physical activity. Students will participate in the Swimming Program at Laurie Lawrence during Term 4.

and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Geographical inquiry process and using Geographical tools to 'work like a Geographer'.