

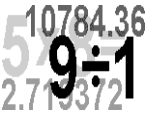







# Kindergarten Curriculum Overview – Term 2 2023

Below is a summary of the content to be covered in each Key Learning Area in Term 2.

<p><b>Religious Education</b></p> 	<p>Throughout this term we will continue to nurture each student and their journey with God through the implementation of the new Religious Education curriculum. We are learning to be active participants who engage our whole person through “head, heart and hands.”</p> <ul style="list-style-type: none"> <li>-We are learning to respond to the stories of Christ through free expression.</li> <li>-We are learning to be calm, quiet, and respectful of our prayer spaces.</li> <li>-We act reverently as we move into and exit our sacred learning spaces.</li> <li>-Make connections between Jesus, scripture, liturgy, and prayer in their life.</li> <li>-Express their understanding of scripture through words, actions, and loose materials.</li> </ul>																											
<p><b>English</b></p> 	<p>Throughout this term, Kindergarten will continue to develop their knowledge of letter names and sounds. Students will learn to write letters and numbers using correct letter and number formation. They will be;</p> <ul style="list-style-type: none"> <li>- developing their oral language, phonemic knowledge, reading fluency, reading, spelling, comprehension, and writing.</li> <li>- developing a love of literacy, enriched reading and decoding for the purpose of reading whilst making meaningful connections using a variety of texts.</li> <li>- following the Heggerty's program to foster and enhance phonetic awareness and reading skills.</li> <li>- learning to read and spell high frequency and sight words.</li> <li>- using shared texts to become fluent readers.</li> <li>- learning to write simple sentences.</li> <li>- recall, retell the sequence of events from familiar stories.</li> </ul> <p>Our daily literacy blocks will consist of handwriting, reading, writing and guided reading.</p>																											
<p><b>Mathematics</b></p> 	<p>Throughout this term, students will explore the following topics:</p> <ul style="list-style-type: none"> <li>- 2D shapes: represent, sort, describe and name familiar shapes.</li> <li>- Area: identify and compare area within 2D shapes and 3D objects.</li> <li>- Forming Groups by coping, continuing, and creating patterns.</li> <li>- Representing whole numbers and combining and separating quantities.</li> </ul>																											
<p><b>Science and Technology</b></p> 	<p>Students will be investigating the big question: <b>How do the changes in seasons affect our lives?</b></p> <p>Through the inquiry process, students will develop their understanding of the seasonal changes that occur in our daily lives and how the seasons can impact on the things we do.</p> <p>Encompassed in the unit will be opportunities to investigate and develop the children’s understanding of how we react to changes in the world (day/ night/seasons).</p>																											
<p><b>PDHPE</b></p> 	<p><b>PD/H - Second Steps program</b> Commencing week 3, all students will begin the Second Steps Program. This program teaches students skills in the following four areas: skills for learning, empathy, emotional management, and problem solving. This term each lesson will cover the following focus:</p> <table border="1" data-bbox="297 1386 1567 1978"> <thead> <tr> <th>WEEK</th> <th>LESSON</th> <th>OBJECTIVES – Students will be able to;</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Learning to Listen</td> <td>Name and demonstrate the rules for listening in a group</td> </tr> <tr> <td>4</td> <td>Focusing Attention</td> <td>Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game</td> </tr> <tr> <td>5</td> <td>Following directions</td> <td>Demonstrate listening and following directions within the context of a game</td> </tr> <tr> <td>6</td> <td>Self-talk for staying on task</td> <td>Demonstrate self-talk for remembering directions in the context of a game</td> </tr> <tr> <td>7</td> <td>Being Assertive</td> <td>Demonstrate self-talk for remembering directions in the context of a drawing game</td> </tr> <tr> <td>8</td> <td>Feelings</td> <td>Name happy and sad when presented with physical clues Identify that happy is a comfortable feeling and sad is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios</td> </tr> <tr> <td>9</td> <td>More Feelings</td> <td>Name interested and afraid/scared when presented with physical and situational clues Identify that interested is a comfortable feeling and scared an uncomfortable one Identify a variety of feelings displayed in response to scenarios</td> </tr> <tr> <td>10</td> <td>Identifying Anger</td> <td>Name angry when presented with physical and situational clues Identify that anger is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios</td> </tr> </tbody> </table>	WEEK	LESSON	OBJECTIVES – Students will be able to;	3	Learning to Listen	Name and demonstrate the rules for listening in a group	4	Focusing Attention	Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game	5	Following directions	Demonstrate listening and following directions within the context of a game	6	Self-talk for staying on task	Demonstrate self-talk for remembering directions in the context of a game	7	Being Assertive	Demonstrate self-talk for remembering directions in the context of a drawing game	8	Feelings	Name happy and sad when presented with physical clues Identify that happy is a comfortable feeling and sad is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios	9	More Feelings	Name interested and afraid/scared when presented with physical and situational clues Identify that interested is a comfortable feeling and scared an uncomfortable one Identify a variety of feelings displayed in response to scenarios	10	Identifying Anger	Name angry when presented with physical and situational clues Identify that anger is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios
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	<p><b>Sport</b></p> <p>In term 2, Kindergarten will continue to develop their Fundamental Movement Skills (FMS), this includes skipping, hopping, jumping, running and balancing. Each week students will focus on another FMS, which will involve developing the skills and practicing the set FMS through games.</p>
<p><b>Creative Arts 'Emotions'</b></p> 	<p>Throughout this unit students will learn the techniques needed to create cards, silhouettes, sculpture, and textured art. Students will be introduced to elements of colour, texture, shape and line.</p>

### Specialist classes and Sport days

<b>Gold class</b>	<u>Tuesday:</u> Japanese and Creative Arts	<u>Tuesday:</u> Library	<u>Wednesday and Friday:</u> Sport
<b>Blue Class</b>	<u>Tuesday:</u> Japanese and Creative Arts	<u>Tuesday:</u> Library	<u>Wednesday and Friday:</u> Sport

### Communication with teacher

Please use the student diary to communicate with your child's teacher. Diaries will be checked every day. Alternatively, please contact your child's teacher via email through the school office at [scw@dbb.catholic.edu.au](mailto:scw@dbb.catholic.edu.au). Please understand that teachers may not be available to meet before and after school without a prior arranged meeting.

### Homework

**Students must read every night**, and this is to be recorded in the student diary. Readers will be sent from school at the appropriate level for your child. All students now have a Wushka log in and these online books may supplement your child's reading.

**MATHS ONLINE** - All students have a MathsOnline login and will be set weekly revision tasks throughout the term. This will help you stay connected to the learning that's happening in the class.

**SECOND STEP** - Students will also be given weekly home-link tasks based around the Second Steps program; these home-link tasks will reinforce the learning completed in class and need to be signed off by parents in the space provided.

At times there may be extra homework tasks sent home regarding other learning areas. This will be communicated to parents and carers via Compass.

**PBL – Positive Behaviour for Learning** This term's PBL rules align to our Second Step Social and Emotional Learning Program.

<u>Term 1</u>	<u>Rule</u>	<u>Skill</u>
<b>Week 1 and 2</b>	Listen to others	At St Cecilia's we are RESPECTFUL when we <b>LISTEN TO OTHERS.</b>
<b>Week 3 and 4</b>	Listen to others	At St Cecilia's we are RESPECTFUL when we <b>LISTEN TO OTHERS.</b>
<b>Week 5 and 6</b>	Speak Respectfully	At St Cecilia's we are RESPECTFUL when we <b>SPEAK RESPECTFULLY.</b>
<b>Week 7 and 8</b>	Use safe and Caring actions	At St Cecilia's we are ACT SAFELY when we <b>USE SAFE AND CARING ACTIONS.</b>
<b>Week 9 and 10</b>	Play Fairly	At St Cecilia's we are COOPERATIVE when we <b>PLAY FAIRLY.</b>

### Important Dates

- Mothers' Day Liturgy and Breakfast – 11/5
- Mother's Day Stall – 12/5
- King's Birthday Public Holiday – 12/6
- Sacred Heart Liturgy 8:45am – 16/6
- Reports go home – 16/6
- Mid-Year Parent Teacher Interviews – Week 9 (19/6 – 23/6)
- Wellbeing Week – Week 10 – (26/6 - 30/6)
- NAIDOC Mass 9:30am – 26/6
- Last Day of School – 29/6

We look forward to another wonderful term together.

**Bec Haynes and Claire Garth**