

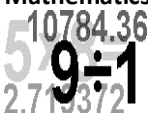







# Kindergarten Curriculum Overview – Term 3 2023

Below is a summary of the content to be covered in each Learning Area in Term 3.

<div>Religious Education</div> <div></div>	<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> <p>Kindergarten will have the following presentations this term:</p> <ul style="list-style-type: none"><li>- Liturgical Colours</li><li>- Liturgical Calendar</li><li>- Transfiguration</li><li>- St Mary of the Cross Mackillop</li><li>- The Assumption</li><li>- The Mustard Seed</li><li>- The Parable of the Treasure</li><li>- The Parable of the Leaven</li></ul>															
<div>English</div> <div></div>	<p>Throughout this term, Kindergarten will continue to develop their knowledge of sounds when decoding and encoding sounds to read and write high frequency words, simple and some compound sentences. This term, Kindergarten will focus on poetry and public speaking. We will continue to learn what an audience looks like and how to successfully speak to a group of people, focusing on fluency, volume of voice and eye contact.</p> <p>They will be continuing to;</p> <ul style="list-style-type: none"><li>- develop their oral language, phonemic knowledge, reading fluency, reading, spelling, comprehension, and writing</li><li>- develop a love of literacy, enriched reading, and decoding for the purpose of reading whilst making meaningful connections using a variety of texts.</li><li>- follow the Heggerty's program to foster and enhance phonetic awareness, spelling and reading skills.</li><li>- learn to read and spell high frequency and sight words.</li><li>- use shared texts to become fluent readers.</li><li>- learn to write simple sentences and some compound sentences.</li><li>- recall, retell the sequence of events from familiar stories.</li></ul>															
<div>Mathematics</div> <div></div>	<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>- Data</li><li>- Geometric Measurement: Length</li><li>- Forming Groups by coping, continuing, and creating patterns.</li><li>- Representing whole numbers</li><li>- Combining and separating quantities.</li></ul>															
<div>Science and Technology</div> <div></div>	<p>Students will be investigating the big question: <b>How and why should we care for living things?</b></p> <p>Through the inquiry process, students will identify the difference between a living and non-living thing. Students will plant a seed and care for their seed, while observing and recording growth and changes to their plant. Students will also develop their understanding of how to care for living things, such as their pets.</p>															
<div>PDHPE</div> <div></div>	<p><b>PD/H - Second Steps program</b> -All students will continue the Second Steps Program. This program teaches students skills in the following four areas: skills for learning (regulation skills - <i>attention, listening, using self-talk &amp; being assertive</i>), empathy, emotional management, and problem solving. This term lessons will focus on;</p> <table><tr><th>WEEK</th><th>LESSON</th><th>OBJECTIVES – Students will be able to;</th></tr><tr><td>1</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><tr><td>2</td><td>Same or Different?</td><td>Compare physical and emotional similarities and differences between two students depicted in a story Identify same and different feelings in response to scenarios</td></tr><tr><td>3</td><td>Accidents</td><td>Identify what to say when they do something by accident Demonstrate saying “I'm sorry. It was an accident. Are you ok?” in response to scenarios</td></tr><tr><td>4</td><td>Caring and Helping</td><td>Identifying that listening is one way to show you care Identifying that helping is another way to show you care Demonstrate caring and helping behaviour in response to scenarios</td></tr></table>	WEEK	LESSON	OBJECTIVES – Students will be able to;	1	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	2	Same or Different?	Compare physical and emotional similarities and differences between two students depicted in a story Identify same and different feelings in response to scenarios	3	Accidents	Identify what to say when they do something by accident Demonstrate saying “I'm sorry. It was an accident. Are you ok?” in response to scenarios	4	Caring and Helping	Identifying that listening is one way to show you care Identifying that helping is another way to show you care Demonstrate caring and helping behaviour in response to scenarios
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	5	How we feel feelings in our bodies	Identify what to say when they do something by accident Demonstrate saying "I'm sorry. It was an accident. Are you ok?" in response to scenarios
	6	Managing Frustration	Identify 'Stop' and 'Name your feeling' as ways to begin to calm down Demonstrate saying 'Stop' and naming feelings in response to scenarios
	7	Calming Down Strong Feelings	Demonstrate bellying breathing Identify and demonstrate the Calming-Down steps
	8	Handling Waiting	Identify the Calming-Down Steps Apply the Calming-Down Steps while waiting in a game situation
	9	Managing Anger	Name physical signs of anger Apply the Calming-Down Steps while waiting in a game situation
	10	Managing Disappointment	Identify what to say when they do something by accident Demonstrate saying "I'm sorry. It was an accident. Are you ok?" in response to scenarios
<b>Sport</b> Students will be completing their gymnastics unit which is aimed at providing students with opportunities to explore and practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Throughout this unit the students will see the importance and learn how to live an active lifestyle, as well as enjoying and participating in a variety of fun and engaging circuits.			
<b>Creative Arts 'People and Places'</b> 	Throughout this unit, students will investigate relationships in their art making e.g., the features of their home and local areas. Students will participate in discussions about significant features and relationships within their artworks. We will explore different drawing media, such as crayons, inks, pencils, and textas. Students will be able to recognise and discuss how qualities such as colour, thickness, length and density of lines can assist them to depict features of people and places.		

#### Specialist classes and Sport days

<b>Gold class</b>	Tuesday: Library and Creative Arts	Wednesday: Japanese	Monday and Thursday: Sport
<b>Blue Class</b>	Tuesday: Japanese and Library	Wednesday: Creative Arts	Monday and Thursday: 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 stage for your child. All students 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.

### **Positive Behaviour for Learning - PBL**

St Cecilia's Core Values: At St Cecilia's we are safe, cooperative and respectful learners.



<u>Term 3</u>	<u>Core Value</u>	<u>Focus Skill</u>
Week 1 and 2	Cooperate	Own our behaviour
Week 3 and 4	Act Safely	Care for ourselves and our environment
Week 5, 6 and 7	Respect	Use a growth mindset
Week 8, 9 and 10	Act Safely	Problem Solve

### **Important Dates**

- 8/8 - Mary Mackillop Liturgy run by Kindergarten
- 10/8 Staff Spirituality Day – **Students do not attend school**
- 15/8 Assumption Mass
- 25/8 School Disco – purchase tickets on QKR now!
- 30/8 Scholastic Book Fair
- 31/8 Book Week Parade (Theme: Read, Grow, Inspire)

We look forward to another wonderful term together.

***Bec Haynes and Claire Garth***