



Kindergarten Curriculum Overview – Term 4 2023





Below is a summary of the content to be covered in each Learning Area in Term 4.


Commented [CG1]: @Rebecca Haynes

I have just updated Maths PDH, PBL.

Have a look and let me know of any changes you want made.

We need to add important dates and complete English.

| <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> <table><tr><td>- Annunciation to Mary</td><td>- Shepherds and Angels</td><td>- Presentation in the Temple</td></tr><tr><td>- Visitation</td><td>- All Saints Day</td><td>- Advent Procession</td></tr><tr><td>- Birth of Jesus</td><td>- Visit of Magi</td><td>- Advent Prophecy</td></tr></table> | | | - Annunciation to Mary | - Shepherds and Angels | - Presentation in the Temple | - Visitation | - All Saints Day | - Advent Procession | - Birth of Jesus | - Visit of Magi | - Advent Prophecy | | | | | | | | | | | | | | | | | | | | | | | | |
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| <div>English</div> <div></div> | <p>Throughout term 4, students will be continuing to;</p> <ul style="list-style-type: none">- develop their oral language, phonemic knowledge, reading fluency, reading, spelling, comprehension, and writing- develop a love of literacy, enriched reading, and decoding for the purpose of reading whilst making meaningful connections using a variety of texts- follow the Heggerty's program to foster and enhance phonetic awareness, spelling and reading skills- learn to read and spell high frequency and sight words- write simple sentences and experiment with compound sentences- experiment with some vowel digraphs and split digraphs to spell taught high-frequency words- know that words do not usually end with the letter v, and that ve is commonly used- use shared texts to become fluent readers- recall, retell the sequence of events from familiar stories | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>Mathematics</div> <div></div> | <p>Throughout this term, students will explore the following topics:</p> <table><tr><td><ul style="list-style-type: none">- Forming groups- Non-spatial measure (Time)- Geometric measure (Position)- Two-Dimensional Spatial Structure</td><td><ul style="list-style-type: none">- Three-Dimensional Spatial Structure- Data- Geometric measure (Length)- Non-spatial measure (Mass)</td></tr></table> | | | <ul style="list-style-type: none">- Forming groups- Non-spatial measure (Time)- Geometric measure (Position)- Two-Dimensional Spatial Structure | <ul style="list-style-type: none">- Three-Dimensional Spatial Structure- Data- Geometric measure (Length)- Non-spatial measure (Mass) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <div>Geography</div> | <p>Students will be investigating the big question: Why is it important to care for special places?</p> <p>During this inquiry unit, students will investigate how they live in and belong to a special place. Students will be able to identify that not all people have the same special place. Students will learn to be respectful when caring for their special place.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>PDHPE</div> <div></div> | <p>PD/H - Second Steps program -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 & 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>Handling Being Knocked Down</td><td><ul style="list-style-type: none">- Demonstrate calming down in response to scenarios- Demonstrate telling the other person they feel hurt and asking what happened- Demonstrate apologizing and saying it was an accident</td></tr><tr><td>2</td><td>Solving Problems</td><td><ul style="list-style-type: none">- Use words to describe problems presented in scenarios- Generate multiple solutions to problems presented in scenarios</td></tr><tr><td>3</td><td>Inviting to Play</td><td><ul style="list-style-type: none">- Students will be able to demonstrate inviting someone to play in response to scenarios</td></tr><tr><td>4</td><td>Fair Ways to Play</td><td><ul style="list-style-type: none">- Identify a problem in response to a scenario- Generate solutions in response to a scenario- Name <i>sharing, trading, and taking turns</i> as fair solutions when two students want to play with the same thing</td></tr><tr><td>5</td><td>Having Fun with Our Friends</td><td><ul style="list-style-type: none">- Students will be able to demonstrate the Problem-Solving Steps with a problem in the lesson.</td></tr><tr><td>6</td><td>Handling Having Things Taken Away</td><td><ul style="list-style-type: none">- Identify a problem in response to scenarios- Generate solutions in response to scenarios- Demonstrate assertive communication in response to scenarios</td></tr><tr><td>7</td><td>Handling Name-Calling</td><td><ul style="list-style-type: none">- Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings- Identify an adult to tell if they cannot stop the name-calling</td></tr><tr><td>8</td><td>Reviewing Second Step Skills</td><td><ul style="list-style-type: none">- Recall and demonstrate the Listening Rules- Demonstrate how to calm down- Recall the Fair Ways to Play</td></tr><tr><td>9</td><td>Reviewing Second Step Skills</td><td><ul style="list-style-type: none">- Recall and demonstrate the Listening Rules- Demonstrate how to calm down- Recall the Fair Ways to Play</td></tr><tr><td>10</td><td>Reviewing Second Step Skills</td><td><ul style="list-style-type: none">- Recall and demonstrate the Listening Rules- Demonstrate how to calm down- Recall the Fair Ways to Play</td></tr></table> | | | WEEK | LESSON | OBJECTIVES – Students will be able to; | 1 | Handling Being Knocked Down | <ul style="list-style-type: none">- Demonstrate calming down in response to scenarios- Demonstrate telling the other person they feel hurt and asking what happened- Demonstrate apologizing and saying it was an accident | 2 | Solving Problems | <ul style="list-style-type: none">- Use words to describe problems presented in scenarios- Generate multiple solutions to problems presented in scenarios | 3 | Inviting to Play | <ul style="list-style-type: none">- Students will be able to demonstrate inviting someone to play in response to scenarios | 4 | Fair Ways to Play | <ul style="list-style-type: none">- Identify a problem in response to a scenario- Generate solutions in response to a scenario- Name <i>sharing, trading, and taking turns</i> as fair solutions when two students want to play with the same thing | 5 | Having Fun with Our Friends | <ul style="list-style-type: none">- Students will be able to demonstrate the Problem-Solving Steps with a problem in the lesson. | 6 | Handling Having Things Taken Away | <ul style="list-style-type: none">- Identify a problem in response to scenarios- Generate solutions in response to scenarios- Demonstrate assertive communication in response to scenarios | 7 | Handling Name-Calling | <ul style="list-style-type: none">- Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings- Identify an adult to tell if they cannot stop the name-calling | 8 | Reviewing Second Step Skills | <ul style="list-style-type: none">- Recall and demonstrate the Listening Rules- Demonstrate how to calm down- Recall the Fair Ways to Play | 9 | Reviewing Second Step Skills | <ul style="list-style-type: none">- Recall and demonstrate the Listening Rules- Demonstrate how to calm down- Recall the Fair Ways to Play | 10 | Reviewing Second Step Skills | <ul style="list-style-type: none">- Recall and demonstrate the Listening Rules- Demonstrate how to calm down- Recall the Fair Ways to Play |
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| | Sport - The sport unit for this term is developed around 'games that we love', combining fundamental movement skills. Students will learn and play a variety of games. This unit will run for the duration of the term. In weeks 5-10, students will also participate in our 'learn to swim' program. This program will run on Wednesday and Friday of each week. Week 10 is Wednesday only. |
| Creative Arts 'Changes in our lives'  | Throughout this unit, students will create work inspired by Wassily Kandinsky. Students will learn the techniques needed to create artworks depicting change and place. Students will continue to use different media such as crepe paper, creating a mobile, painting using watercolours and paint. |

Specialist classes and Sport days

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|-------------------|--|------------------------------------|--------------------------------------|
| Gold class | Tuesday: Library and Creative Arts | Wednesday: Japanese | Monday and Thursday: Sport |
| Blue Class | 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. 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 At St Cecilia's we are safe, cooperative and respectful learners. This term's PBL rules align to our Second Step Social and Emotional Learning Program.



| Term 4 | Core Value | Focus Skill |
|----------------------------|---|----------------------------|
| Week 1, 2 and 3 | Respect | Do your personal best |
| Week 4, 5 and 6 | Cooperate | Learn and let others learn |
| Week 7, 8, 9 and 10 | At St Cecilia's we let our light shine when we are SAFE, RESPECTFUL and COOPERATIVE learners. | |

Important Dates

- Faith and Learning Walk - Wednesday 18th October
- Crazy Sock Day – Friday 20th October
- Swimming – Starts week 5 (Friday only) to week 10 (Wednesday only)
- Parish Mass - Monday 20th November
- St Cecilia's Feast Day Liturgy – Wednesday 22nd November
- End of school Mass – Monday 4th December
- Andrew Chin Christmas Concert – Tuesday 5th December 5:30pm
- Last day of school – Friday 15th December

We look forward to another wonderful term together.

Bec Haynes and Claire Garth