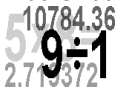




# Kindergarten Curriculum Overview – Term 3 2026

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

| <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 Religious Education curriculum. We are learning to be active participants who engage our whole person through “head, heart and hands.”</p> <p>Throughout this term, students will be exposed to the following presentations:</p> <table><tr><td>Liturgical Colours</td><td>The Parable of the Leaven</td><td>Liturgical Calendar</td></tr><tr><td>The Parable of the Treasure</td><td>Transfiguration</td><td>The Mustard Seed</td></tr><tr><td>St Mary of the Cross Mackillop</td><td>The Assumption</td><td>The Good Shepherd</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Liturgical Colours                                                                                                                                                                                                                                                      | The Parable of the Leaven | Liturgical Calendar                                | The Parable of the Treasure | Transfiguration | The Mustard Seed | St Mary of the Cross Mackillop | The Assumption    | The Good Shepherd                                                                                                                                                                                                                                                       |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
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| Liturgical Colours                                                                                                         | The Parable of the Leaven                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Liturgical Calendar                                                                                                                                                                                                                                                     |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| The Parable of the Treasure                                                                                                | Transfiguration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The Mustard Seed                                                                                                                                                                                                                                                        |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| St Mary of the Cross Mackillop                                                                                             | The Assumption                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The Good Shepherd                                                                                                                                                                                                                                                       |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| <div>English</div> <div></div>             | <p>Throughout this term, Kindergarten will continue to develop their knowledge of speech sounds and the relationship between sounds and letters. Students will apply their letter-sound knowledge to encode (write) words both in isolation and within sentences. They will continue to strengthen their blending skills through continuous blending and build reading fluency so that they can automatically recognise an increasing number of words without needing to sound them out. Our phonics focus will include CVC (consonant-vowel-consonant) words, as well as CVCC, CCVC and CCVCC word structures. Our daily literacy block will incorporate phonemic awareness, phonics, handwriting, spelling, reading and writing. While we will continue to focus on developing reading fluency, there will be a greater emphasis on comprehension and understanding texts.</p> <p>During our English block, students will continue to:</p> <ul style="list-style-type: none"><li>develop their oral language, phonemic awareness, reading fluency, comprehension, spelling and writing skills</li><li>foster a love of literacy through rich texts and meaningful reading experiences</li><li>strengthen decoding skills to support reading with understanding and making connections across a variety of texts</li><li>participate in the Heggerty program to build phonemic awareness and early reading skills</li><li>learn to read and spell high-frequency (heart) words</li><li>use shared texts, decodable readers and reading strips to build reading fluency</li><li>write simple and compound sentences with increasing accuracy</li><li>recall, retell and sequence events from texts</li><li>develop correct letter formation and handwriting skills</li><li>engage in discussions about texts to deepen comprehension and understanding.</li></ul> <p>Kinder will also be participating in the whole school annual public speaking competition. The children in kindergarten will need to practise presenting a poem. (Please see Public Speaking note for more information.)</p>                                                                                                                                                                                  |                                                                                                                                                                                                                                                                         |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| <div>Mathematics</div> <div></div>       | <p>Throughout this term, students will explore the following big ideas:</p> <ul style="list-style-type: none"><li>Making and using equal groups (<b>Weeks 1 and 2</b>)</li><li>Equal means equivalent (<b>Weeks 3, 4 and 5</b>)</li><li>Attributes help us to sort (<b>Weeks 6, 7, 8, 9 and 10</b>)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                         |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| <div>Geography</div> <div></div>         | <p>Students will be investigating the big question: <b>Why is it important to care for special places?</b> Through the inquiry process, students will identify and explore a range of places and develop an understanding of why these places are important to people. They will discuss the natural and human-made features of different places and explore how people can care for places that are special to them and their community.</p> <p>Students will also begin to develop simple mapping skills by exploring maps and other picture representations of places. They will learn how maps help us find and describe locations and create their own simple maps to show familiar places.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                         |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| <div>PDHPE</div> <div></div>             | <p><b>PDH - Second Steps program</b> All students will continue the Second Steps Program for the first two weeks of term. This program teaches students skills in the following four areas: skills for learning, empathy, emotional management, and problem solving, but this term, there is a heavy focus on problem solving. We will then move onto our URSTRONG program.</p> <p>In Term 3, St Cecilia’s will be beginning the UR Strong Friendology 101 – Skills Based Curriculum in PDH. URSTRONG’s whole-school friendship strategy has improved the social climate in schools around the world, connecting over a million kids, parents, and teachers with a common language of friendship. We are proud to be a URSTRONG School and are committed to empowering your children with friendship skills.</p> <p>Additionally, you are invited to take advantage of a <a href="#">FREE Parent Membership</a> to access hundreds of resources – including an 8 session video series. This will allow you to learn the same language &amp; strategies being taught in the classroom through the Friendology 101 curriculum. We hope that, as a URSTRONG Family, you will reinforce the important messages of empowerment, self-compassion, &amp; kindness at home.</p> <table><tr><th>WK.</th><th>LESSON</th><th>Second Step OBJECTIVES – Students will be able to;</th></tr><tr><td colspan="3">Unit 4: Problem Solving</td></tr><tr><td rowspan="2">1</td><td>Fair ways to Play</td><td><ul style="list-style-type: none"><li>Identify a problem in response to a scenario</li><li>Generate solutions in response to a scenario</li><li>Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing.</li></ul></td></tr><tr><td>Having Fun with Our Friends</td><td><ul style="list-style-type: none"><li>Students will be able to demonstrate the Problem-Solving Steps with a problem in the lesson.</li></ul></td></tr><tr><td>2</td><td>Handling Having Things Taken Away</td><td><ul style="list-style-type: none"><li>Identify a problem in response to scenarios</li><li>Generate solutions in response to scenarios</li><li>Demonstrate assertive communication in response to scenarios.</li></ul></td></tr></table> | WK.                                                                                                                                                                                                                                                                     | LESSON                    | Second Step OBJECTIVES – Students will be able to; | Unit 4: Problem Solving     |                 |                  | 1                              | Fair ways to Play | <ul style="list-style-type: none"><li>Identify a problem in response to a scenario</li><li>Generate solutions in response to a scenario</li><li>Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing.</li></ul> | Having Fun with Our Friends | <ul style="list-style-type: none"><li>Students will be able to demonstrate the Problem-Solving Steps with a problem in the lesson.</li></ul> | 2 | Handling Having Things Taken Away | <ul style="list-style-type: none"><li>Identify a problem in response to scenarios</li><li>Generate solutions in response to scenarios</li><li>Demonstrate assertive communication in response to scenarios.</li></ul> |
| WK.                                                                                                                        | LESSON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Second Step OBJECTIVES – Students will be able to;                                                                                                                                                                                                                      |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| Unit 4: Problem Solving                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                         |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| 1                                                                                                                          | Fair ways to Play                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>Identify a problem in response to a scenario</li><li>Generate solutions in response to a scenario</li><li>Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing.</li></ul> |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
|                                                                                                                            | Having Fun with Our Friends                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Students will be able to demonstrate the Problem-Solving Steps with a problem in the lesson.</li></ul>                                                                                                                            |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |
| 2                                                                                                                          | Handling Having Things Taken Away                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>Identify a problem in response to scenarios</li><li>Generate solutions in response to scenarios</li><li>Demonstrate assertive communication in response to scenarios.</li></ul>                                                   |                           |                                                    |                             |                 |                  |                                |                   |                                                                                                                                                                                                                                                                         |                             |                                                                                                                                              |   |                                   |                                                                                                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                       | Handling Name-Calling                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings.</li> <li>Identify an adult to tell if they cannot stop the name-calling</li> </ul>                                                           |
| <b>Wk</b>                                                                                                                                                                                                                                                                                                                             | <b>LESSON</b>                                                                                                                                                                                                                                                                                                                                 | <b>URSTRONG OBJECTIVES- Students will be able to:</b>                                                                                                                                                                                                                                             |
| <b>3</b>                                                                                                                                                                                                                                                                                                                              | <b>Inner Ninja</b>                                                                                                                                                                                                                                                                                                                            | This session is focused on self-compassion, teaching students ways to treat themselves like a best friend.                                                                                                                                                                                        |
| <b>4</b>                                                                                                                                                                                                                                                                                                                              | <b>True Colours</b>                                                                                                                                                                                                                                                                                                                           | This session is focused on naming feelings, helping students recognize and embrace both positive & negative feelings.                                                                                                                                                                             |
| <b>5</b>                                                                                                                                                                                                                                                                                                                              | <b>Making Friends</b>                                                                                                                                                                                                                                                                                                                         | This session teaches students strategies for making new friends, including how to introduce themselves and ask a friend to play.                                                                                                                                                                  |
| <b>6</b>                                                                                                                                                                                                                                                                                                                              | <b>Friendship Facts</b>                                                                                                                                                                                                                                                                                                                       | This session anchors students in the 'truths' of friendship so they have realistic expectations. Students learn what respect looks & sounds like in their friendships.                                                                                                                            |
| <b>7</b>                                                                                                                                                                                                                                                                                                                              | <b>Friend-o-Meter</b>                                                                                                                                                                                                                                                                                                                         | This session helps students identify the difference between healthy & unhealthy friendships and the impact that body language has on our friendships.                                                                                                                                             |
| <b>8</b>                                                                                                                                                                                                                                                                                                                              | <b>Friendship Fires</b>                                                                                                                                                                                                                                                                                                                       | This session teaches students, step-by-step, how to resolve conflict with a friend and how to respond to hurt feelings and misunderstandings.                                                                                                                                                     |
| <b>9</b>                                                                                                                                                                                                                                                                                                                              | <b>Tricky Situations</b>                                                                                                                                                                                                                                                                                                                      | This session highlights hot topics for this age group including: sharing, taking turns, and playing fair.                                                                                                                                                                                         |
| <b>10</b>                                                                                                                                                                                                                                                                                                                             | <b>Kind + Strong</b>                                                                                                                                                                                                                                                                                                                          | This final session "ties" it all together, reviewing the key concepts, and students share their culminating project, "Friendship Ninjas Stand Strong!" You can invite the parents to come to this final session to watch their children review the concepts and share their Friendology Shoecase. |
| <b>Sport/PE</b> - This term, Students will develop fundamental movement skills (FMS) through simple netball-style games such as jumping, landing, passing and catching and followed by 5 weeks of creative dance activities focusing on FMS including skipping and balancing. They will build confidence, coordination, and teamwork. |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                   |
| <b>Creative Arts 'People and Places'</b>                                                                                                                                                                                                                                                                                              | This term, Creative Arts will be linked with our Inquiry question, 'Why is it important to care for special places'. Throughout this unit, students will be introduced to special places locally in our community and across Australia. They will be introduced to various techniques on how to create artworks using a variety of materials. |                                                                                                                                                                                                                                                                                                   |
| <b>CAPA – Music</b><br>                                                                                                                                                                                                                              | This term in CAPA with Mrs Cattabriga, students will be learning to perform and compose Music through body percussion, instruments, movement and vocalisation. They will also learn that music can be listened to, experienced and described to gain an appreciation for cultures from around the world.                                      |                                                                                                                                                                                                                                                                                                   |

#### Specialist classes and Sport days

|                    |                                 |                                |                                       |                           |
|--------------------|---------------------------------|--------------------------------|---------------------------------------|---------------------------|
| <b>Kinder Gold</b> | <b>Monday:</b><br>Creative Arts | <b>Tuesday:</b><br>Visual Arts | <b>Thursday:</b><br>Sport and Library | <b>Friday:</b><br>Fitness |
| <b>Kinder Blue</b> | <b>Monday:</b><br>Creative Arts | <b>Tuesday:</b><br>Visual Arts | <b>Thursday:</b><br>Sport and Library | <b>Friday:</b><br>Fitness |

**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).

**Homework** - **Students must read every night and be read to regularly.** We cannot stress enough how important it is for students to practise reading each night to consolidate their learning from the classroom. They can read their reader, the fluency cards, the online LLLL reading platform or a book of their choice. In addition to your child reading, it is equally important that you read to them. Each child is provided with support tailored to their individual needs, so all materials sent home are designed to match your child's level. Please ensure your child's reader is in their folder every day, as it is used for daily reading. New readers cannot be issued until the previous one has been returned. We also ask that you record any home learning in your child's diary. This is not only helpful for us, but we use this for reporting.

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

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

| <b>Term 3</b>      | <b>Value</b> | <b>Skill</b>                            | <b>Term 3</b>      | <b>Value</b> | <b>Skill</b>          |
|--------------------|--------------|-----------------------------------------|--------------------|--------------|-----------------------|
| <b>Weeks 1-2</b>   | Cooperation  | Learn and let others learn              | <b>Weeks 5 - 6</b> | Respect      | Do your personal best |
| <b>Weeks 3-4</b>   | Safety       | Be in the right place at the right time | <b>Weeks 7 – 8</b> | Safety       | Problem Solve         |
| <b>Week 9 - 10</b> | Cooperation  | Take turns and include others           |                    |              |                       |

#### Important Dates

|                                                                                                                   |                                                                         |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 20 <sup>th</sup> July – Staff Development Day                                                                     | Week 6 - Public Speaking class level presentations                      |
| 27 <sup>th</sup> July – 100 Days of Kinder Celebration                                                            | Week 7 - Public Speaking class grade presentations                      |
| 7 <sup>th</sup> August – Mary MacKillop Liturgy @ 8:45am                                                          | Week 8 - Public Speaking class stage level presentations                |
| 14 <sup>th</sup> August - Assumption Mass @ 8:45am                                                                | Week 9 - Public Speaking Showcase                                       |
| 7 <sup>th</sup> September - Kinder Parish Mass                                                                    | 3 <sup>rd</sup> September Book Week Parade and Father's Day Celebration |
| 16 <sup>th</sup> September - Kinder Faith and Learning Walk @2:30pm (more information to come closer to the date) |                                                                         |

We look forward to another wonderful term together.

**Emily Adcock (KB Monday-Thursday), Rebecca Ross (KB Friday) and Taylah Meecham (KG)**