English

Reading
✓ Learning the letter names and sounds for each letter of the alphabet.
✓ Listening for sounds at the beginning of words.
✓ Making simple words by putting sounds together.
✓ Locating the Front cover/ Back Cover of a book.
✓ Reading from left to right/ Top to bottom/ Return Sweep.
✓ What is a full stop? What does it mean?
✓ What is a capital letter? When do we use capital letters?

Writing
✓ Forming and orientating letters correctly.
✓ Listening for sounds to be able to write simple words.

Talking and Listening
✓ Listening to others when they are talking.
✓ Putting up your hand then waiting for your turn to speak.
✓ Telling News to the class.

Human Society and Its Environment (HSIE)
Topic: This is Me
This unit aims to develop an understanding of who we are by exploring what we have in common with others, and what is unique. How we express ourselves and communicate with others is part of our identity. Students learn about cultural characteristics that people share, and differences between people through shared, social experiences that draw upon the culture of their own family and community, including an Aboriginal perspective. They make connections to their own lives and the lives of others around them through talking and listening to others and viewing, reading and discussing texts, photos and visual media. Students develop attitudes and values related to intercultural understanding, beliefs and moral codes. Unit incorporates Harmony Day.

Science and Technology
Topic: Products and Services (Designing a Thank You gift)
This unit aims to help students recognise the relationships between everyday products and people’s needs.
• Products are created to provide for the needs of people.
• Materials can be shaped and formed to create products that people use. Students generate their own ideas and designs through trial and error, play, modelling and making.
• Develops own designs through trial and error and experimentation.
• Uses common classroom equipment, materials and processes to make or model products and places.
In groups students share their plans for the gift and discuss the materials and equipment needed to make it.
• Students refer to their list of criteria for success and feedback from the group to make further improvements to their plan.
• Students make their gift and explain how it meets the criteria.

Creative and Practical Arts (CAPA)
Music
✓ Kindergarten singing: learning new songs and joining in with actions.
Dance
✓ Kindergarten dancing.
✓ Explore everyday movement/situations as stimulus for performance.
Drama
✓ Take on roles and tell stories about self and others.
Art/Craft
✓ Investigate and represent images of self, friends and family.
✓ Complete craft by following instructions.
Mathematics

Number
✓ Counting with one-to-one correspondence.
✓ Counting forward to 20 from any starting point.
✓ Counting backwards from 10.
✓ Reading numbers to 20 and writing numbers to 10.
✓ Recognising dot patterns instantly.

Patterns
✓ Sorting and classify objects and explaining the basis for classifications.
✓ Copying, continuing and creating simple patterns with objects and drawings.

Length
✓ Identifying length as the measure of an object from end to end.
✓ Sorting concrete materials according to length.
✓ Using everyday language to describe length e.g. long, short, high, tall, low, the same.
✓ Using comparative language to describe length e.g. longer, higher, taller than, shorter than, the same as.
✓ Describing distance using terms such as near, far, nearer, further, closer.
✓ Comparing lengths directly by placing objects side-by-side and aligning the ends.
✓ Recording length comparisons informally by drawing, tracing, cutting or pasting.

Time
✓ Using and understanding terms such as daytime, night-time, yesterday, today, tomorrow, before, after, next, morning, afternoon.
✓ Sequencing events in timeline/timeline e.g. pictures in order to tell a story.
✓ Comparing duration of two events using informal methods e.g. 'It takes longer to eat my lunch that it does to clean my teeth'.

2D Space
✓ Identifying and drawing straight/curved lines.
✓ Comparing and describing closed shapes and open lines.
✓ Manipulating and describing features of circles, squares, triangles and rectangles using everyday language.
✓ Sorting 2D shapes according to features including size and shape.
✓ Identifying, representing and naming 2D shapes presented in different orientations.
✓ Identifying 2D shapes in the environment.
✓ Making representation of 2D shapes using a variety of materials.

Personal Development/Health

Topic: Healthy Choices
This unit teaches student to make informed and positive health choices by learning about good nutrition. Students explore options for healthy eating and to identify healthy and unhealthy foods and begin to make health decisions and choices for themselves.

Physical Education
Students take part in different types of physical activity and begin to develop an awareness of how physical activity affects their body. Activities include gross motor skills, throwing and catching, modified games and skipping skills. Fitness includes cardio fitness and stamina training working up to the school cross country.
Exploring the task
• Discuss what students think a gift is and why gifts are given.
• Discuss gifts students have received or given and the reasons they have been received or given. Discuss the types of gifts e.g. food treat, extra TV time, a special outing, a hand knitted jumper or a toy. Talk about gifts that we like because we need or want the item.
• Have students identify someone who has helped them and who should receive a thank you gift.
• Discuss what will make the gift successful. Jointly construct this list of points on chart paper that the students can refer to later.

Generating ideas and realising solutions
• Students brainstorm a range of ideas for gifts they could make – provide students with some suggestions to stimulate discussion, e.g. a ‘thank you’ book mark for readers, some packaged sweets or biscuits for a sweet tooth, a coaster for hot drinks, a decorated note pad, a photo frame of a favourite person.
• Explore and discuss the materials and equipment that could be used to make the gift.
• Students draw their ideas and talk about how they will make the gift. They share their ideas and drawings with a friend. Students may modify their plan in response to feedback given.
• In groups students share their plans for the gift and discuss the materials and equipment needed to make it.
• Students refer to their list of criteria for success and feedback from the group to make further improvements to their plan.
• Students make their gift and explain how it meets the criteria.

Evaluating processes and solutions
• Students display their gifts and talk about the recipient and how that person helps to meet their needs.
• Students give their gift to their chosen recipient.
• Students report back to the class the response from the recipient. Was the gift well received? Would you change anything in the process if making the gift again?

(Literacy link: with teacher support, listens to contributions from others and discusses how they may change or modify their work)