Kindergarten Overview Term 2, 2014

**English**

**Reading**
- ✓ Learn double sounds
- ✓ Listen for beginning, ending and some middle sounds in words
- ✓ Make more complex words by putting sounds together
- ✓ What are speech marks? What do they indicate?
- ✓ What is an exclamation mark? When do we use it?

**Writing**
- ✓ Form and orientate letters correctly
- ✓ Listen for sounds/ blends to be able to write more complex words

**Talking and Listening**
- ✓ Listen to others when they are talking
- ✓ Put up your hand then wait for your turn to speak
- ✓ Tell News to the class
- ✓ Ask questions that relate to the conversation/discussion
- ✓ Ask questions that require more complex responses

**Human Society and Its Environment (HSIE)**

**Topic: Needs and Wants**

Wants are those things we do not need to survive, but make life more interesting and comfortable; needs are food, shelter, clothing etc.

This unit aims to help students investigate the difference between needs and wants in a variety of different settings.

- Families meet needs and wants
- Meeting our needs and wants at school
- Who can help us at school
- Getting along with others
- How to play
- Dealing with feelings
- Looking after the environment

**Science and Technology**

**Topic: Senses**

This unit aims to help students explore, observe and investigate how we gather different information using our senses and what happens when one or more sense may be impaired

- Discuss senses and brainstorm what information they provide us
- Participate in a variety of hands on activities exploring senses
- Recognise that observation is an important part of exploring and investigating the things and places around us
- Share observations with others and communicate experiences
- Explore and observe using hearing, smell, touch, seeing and taste

**Designing and Making**

Students create a class Touch and Feel book that could be used by a vision impaired person

- Use different materials to represent parts of the illustration
- Use common classroom equipment, materials and processes to make the book

In groups students take turns to “read” the book while blindfolded

- Students refer to their list of criteria for success and feedback from the group to make further improvements to their book.

**Creative and Practical Arts (CAPA)**

**Music**

- ✓ Kindergarten singing learning new songs and joining in with actions

**Dance**

- ✓ Kindergarten dancing

**Drama**

- ✓ Explore everyday movement/situations as stimulus for performance
- ✓ Take on roles and tell stories about self and others

**Art/Craft**

- ✓ Create a class Touch and Feel book that could be used by a person who is vision impaired
- ✓ Complete craft by following instructions
Mathematics

Number
- Count forward to 30 from any starting point
- Count backwards from 20
- Read numbers to 30
- Write numbers to 20
- Use 10 as a reference for forming numbers from 11-20
- Use ordinal names to at least 'tenth'

Patterns
- Copy, continue and create more complex patterns with objects and drawings

Addition
- Combine two or more groups of objects to model addition
- Count forwards by ones to add
- Compare two groups to determine 'how many more'
- Record addition informally using drawings, numerals and words

Multiplication/Division/Groups
- Compare groups using the words more, less, same as, not the same. Moving on to equal and not equal

Mass
- Identify mass as the amount of matter in an object
- Describe objects in terms of their mass eg heavy, light, hard to push, easy to pull
- Use comparative language to describe mass eg heavier, lighter, heaviest, lightest
- Compare and describe two masses by hefting (lifting)/pushing or pulling
- Sort objects on the basis of their mass
- Use an equal arm balance to compare the mass of two objects
- Identify materials that are heavy/light
- Use drawings and words to record mass comparisons informally

Time
- Recall that there are seven days in a week
- Name and order the days of the week
- Relate events to a particular day or time of the day eg Assembly is on Monday, We come to school in the morning
- Classify weekdays and weekends

Position
- Give/follow simple direction to position an object or themselves eg Put the teddy in the circle
- Use everyday language to describe their position in relation to other objects eg I am sitting under the tree
- Use everyday language to describe the position of an object in relation to themselves eg The table is beside me
- Use everyday language to describe the position of an object in relation to another object eg The book is inside the box

Personal Development/Health
Topic: Healthy Choices
This unit teaches students to make informed and positive health choices by learning about healthy lifestyle choices. Students explore options for healthy lifestyle choices then identify healthy and unhealthy lifestyle practices 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 games, relays and sports for the athletics carnival, then returning to rotational activities to improve skills. Fitness includes sprinting activities working up to the school athletics carnival.