

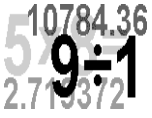






# Kindergarten Curriculum Overview – Term 2 2024

Below is a summary of the content to be covered in each Key Learning Area in Term 2.

<p><b>Religious Education</b></p> 	<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 border="1" data-bbox="297 386 1572 674"> <tr> <td>Raised Map of Israel</td> <td>Trinity</td> </tr> <tr> <td>Ascension</td> <td>Corpus Christi</td> </tr> <tr> <td>Baptism</td> <td>Sacred Heart</td> </tr> <tr> <td>Liturgical Furniture, Vessels and Linen</td> <td>Offering</td> </tr> <tr> <td>Pentecost</td> <td>Preparation of the Chalice</td> </tr> <tr> <td>Our Lady Help of Christians</td> <td>Our Lady of Perpetual Help</td> </tr> <tr> <td colspan="2" style="text-align: center;">Epiclesis and Consecration</td> </tr> </table>	Raised Map of Israel	Trinity	Ascension	Corpus Christi	Baptism	Sacred Heart	Liturgical Furniture, Vessels and Linen	Offering	Pentecost	Preparation of the Chalice	Our Lady Help of Christians	Our Lady of Perpetual Help	Epiclesis and Consecration								
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<p><b>English</b></p> 	<p>Throughout this term, Kindergarten will continue to develop their knowledge of sounds. Students will learn to write sounds and numbers using correct formation. They will be;</p> <ul style="list-style-type: none"> <li>- developing their oral language, phonemic knowledge, reading fluency, reading, spelling, comprehension, and writing.</li> <li>- developing a love of literacy, enriched reading and decoding for the purpose of reading whilst making meaningful connections using a variety of texts.</li> <li>- following the Heggerty's program to foster and enhance phonetic awareness and reading skills.</li> <li>- learning to read and spell high frequency words.</li> <li>- using shared texts to develop reading fluency.</li> <li>- learning to write simple sentences.</li> <li>- recalling and retelling the sequence of events from stories.</li> </ul> <p>Our daily literacy blocks will consist of handwriting, reading and guided reading.</p>																					
<p><b>Mathematics</b></p> 	<p>Throughout this term, students will explore the following big ideas:</p> <ul style="list-style-type: none"> <li>- Smaller numbers can be found hiding in bigger numbers (<b>weeks 1-2</b>)</li> <li>- Collections of objects can be changed by adding more (combining) or taking some away (separating) (<b>weeks 3- 6</b>)</li> <li>- What needs to be measured determines the unit of measurement (<b>weeks 7-10</b>)</li> </ul>																					
<p><b>Science and Technology</b></p> 	<p>Students will be investigating the big question: <b>How do the changes in seasons affect our lives?</b></p> <p>Through the inquiry process, students will develop their understanding of the seasonal changes that occur in our daily lives and how the seasons can impact on the things we do.</p> <p>Encompassed in the unit will be opportunities to investigate and develop the children’s understanding of how we react to changes in the world (day/night/seasons).</p>																					
<p><b>PDHPE</b></p> 	<p><b>PDH - 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, empathy, emotional management, and problem solving. This term each lesson will cover the following focus:</p> <table border="1" data-bbox="297 1514 1572 1986"> <thead> <tr> <th>WK.</th> <th>LESSON</th> <th>OBJECTIVES – Students will be able to;</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;"><b>Unit 2: Empathy</b></td> </tr> <tr> <td>1</td> <td>Accidents</td> <td>&gt; Identify what to say when they do something by accident. &gt; Demonstrate saying, “I’m sorry. It was an accident. Are you okay?” in response to scenarios</td> </tr> <tr> <td>2</td> <td>Caring and helping</td> <td>&gt; Identify that listening is one way to show you care. &gt; Identify that helping is another way to show you care. &gt; Demonstrate caring and helping behaviours in response to scenarios</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Unit 3: Emotion Management</b></td> </tr> <tr> <td>3</td> <td>We Feel Feelings in Our Bodies</td> <td>&gt; Identify physical clues for feeling worried. &gt; Identify a grown-up to talk to when they feel worried</td> </tr> <tr> <td>4</td> <td>Managing Frustration</td> <td>&gt; Identify “Stop” and “Name your feeling” as ways to begin to calm down. &gt; Demonstrate saying “Stop” and naming feelings in response to scenarios</td> </tr> </tbody> </table>	WK.	LESSON	OBJECTIVES – Students will be able to;	<b>Unit 2: Empathy</b>			1	Accidents	> Identify what to say when they do something by accident. > Demonstrate saying, “I’m sorry. It was an accident. Are you okay?” in response to scenarios	2	Caring and helping	> Identify that listening is one way to show you care. > Identify that helping is another way to show you care. > Demonstrate caring and helping behaviours in response to scenarios	<b>Unit 3: Emotion Management</b>			3	We Feel Feelings in Our Bodies	> Identify physical clues for feeling worried. > Identify a grown-up to talk to when they feel worried	4	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
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	5	Calming Down Strong Feelings	> Demonstrate belly breathing. > Identify and demonstrate the Calming-Down Steps
	6	Handling Waiting	> Identify the Calming-Down Steps > Apply the Calming-Down Steps while waiting in a game situation
	7	Managing Anger	> Name physical signs of anger > Apply the Calming-Down Steps in a game situation
	8	Managing Disappointment	> Identify the feeling of disappointment. > Demonstrate calming-down skills when they feel disappointed
	9	Handling Being Knocked Down	> Demonstrate calming down in response to scenarios. > Demonstrate telling the other person they feel hurt and asking what happened. > Demonstrate apologising and saying it was an accident
	<b>Unit 4: Problem Solving</b>		
	10	Solving Problems	> Use words to describe problems presented in scenarios. > Generate multiple solutions to problems presented in scenarios
<b>Sport</b> In Term 2, Kindergarten will continue to develop their Fundamental Movement Skills (FMS), this includes skipping, hopping, jumping, running, and balancing. Each week students will focus on another FMS, which will involve developing the skills and practicing the set FMS through games.			
<b>Creative Arts</b> <b>'Changes in our lives'</b>	This term, Creative Arts will be linked with our Inquiry question, 'How do the changes in seasons affect our lives?'. Throughout this unit students will learn the techniques needed to create artworks depicting change and place. Students will be introduced to using different media such as crate paper, creating a mobile and painting.		

### Specialist classes and Sport days

<u>Gold class</u>	<u>Thursday:</u> Japanese and Creative Arts	<u>Thursday:</u> Library	<u>Tuesday and Friday:</u> Sport
<u>Blue Class</u>	<u>Thursday:</u> Japanese and Creative Arts	<u>Wednesday:</u> Library	<u>Tuesday and Friday:</u> 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.** Readers will be sent from school at the appropriate level for your child. **If your child does not bring their reading folder, they will not be able to swap their book. Books must be kept in reading folders at all times.** All students have a Wushka log in and these online books may supplement your child's reading.

**SECOND STEP** - Students will also be given weekly home-link tasks 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.

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.

<u>Term 2</u>	<u>Value</u>	<u>Skill</u>
<b>Week 3-4</b>	Respect	Listen to others
<b>Week 5-6</b>	Respect	Speak respectfully
<b>Week 7-8</b>	Safety	Use safe and caring actions
<b>Week 9-10</b>	Respect	Speak Respectfully

### Important Dates

- Mothers' Day Liturgy and Breakfast – 9<sup>th</sup> May
- Mother's Day Stall – 10<sup>th</sup> May
- Parish Mass – 13<sup>th</sup> May
- King's Birthday Public Holiday – 10<sup>th</sup> June
- **Last Day of School – Thursday 4<sup>th</sup> July**

We look forward to another wonderful term together.

*Isabella Cilia and Claire Garth*