

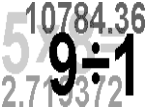







# Kindergarten Curriculum Overview – Term 3 2024

Below is a summary of the content to be covered in each Learning Area in Term 3.

<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 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> <ul style="list-style-type: none"> <li>- Liturgical Colours</li> <li>- Liturgical Calendar</li> <li>- Transfiguration</li> <li>- St Mary of the Cross Mackillop</li> <li>- The Assumption</li> <li>- The Mustard Seed</li> <li>- The Parable of the Treasure</li> <li>- The Parable of the Leaven</li> </ul>															
<p><b>English</b></p> 	<p>Throughout this term, Kindergarten will continue to develop their knowledge of sounds when decoding and encoding sounds to read and write high frequency words, simple and some compound sentences. This term, Kindergarten will focus on poetry and public speaking. We will continue to learn what an audience looks like and how to successfully speak to a group of people, focusing on fluency, volume of voice and eye contact.</p> <p>They will be continuing to;</p> <ul style="list-style-type: none"> <li>- develop their oral language, phonemic knowledge, reading fluency, reading, spelling, comprehension, and writing</li> <li>- develop a love of literacy, enriched reading, and decoding for the purpose of reading whilst making meaningful connections using a variety of texts.</li> <li>- follow the Heggerty's program to foster and enhance phonetic awareness, spelling and reading skills.</li> <li>- learn to read and spell high frequency and sight words.</li> <li>- use shared texts to become fluent readers.</li> <li>- learn to write simple sentences and some compound sentences.</li> <li>- recall, retell the sequence of events from familiar stories.</li> </ul>															
<p><b>Mathematics</b></p> 	<p>Throughout this term, students will explore the following big ideas:</p> <ul style="list-style-type: none"> <li>- <i>Making and using equal groups</i> (weeks 1 and 2)</li> <li>- <i>Equal means equivalent</i> (weeks 3,4,5 and 6)</li> <li>- <i>Attributes help us to sort</i> (weeks 6,7, and 8)</li> <li>- <i>Sometimes things move and change location</i> (weeks 9 and 10)</li> </ul>															
<p><b>Geography</b></p> 	<p>Students will be investigating the big question: <b>Why is it important to care for special places?</b></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>															
<p><b>PDHPE</b></p> 	<p><b>PD/H - 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 (regulation skills - <i>attention, listening, using self-talk &amp; being assertive</i>), empathy, emotional management, and problem solving. This term lessons will focus on;</p> <table border="1" data-bbox="297 1482 1565 2007"> <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 4: Problem Solving</b></td> </tr> <tr> <td>1</td> <td><i>Fair ways to play</i></td> <td> <ul style="list-style-type: none"> <li>• Sharing, trading, and taking turns are fair and fun ways to play.</li> <li>• Sharing means playing together with a toy.</li> </ul> </td> </tr> <tr> <td>2</td> <td><i>Having fun with our friends</i></td> <td> <p>Students will be able to demonstrate the Problem-Solving Steps with a problem in the lesson.</p> <ul style="list-style-type: none"> <li>• When children play in fair ways, everyone has fun.</li> <li>• Other children sometimes have different wants or preferences.</li> <li>• Choosing to have fun with others rather than get your own way helps you be friends.</li> </ul> </td> </tr> <tr> <td>3</td> <td><i>Handling having things taken away</i></td> <td> <p>Students will be able to:</p> <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> <li>• It is important to calm down first before solving problems.</li> </ul> </td> </tr> </tbody> </table>	WK.	LESSON	OBJECTIVES – Students will be able to;	<b>Unit 4: Problem Solving</b>			1	<i>Fair ways to play</i>	<ul style="list-style-type: none"> <li>• Sharing, trading, and taking turns are fair and fun ways to play.</li> <li>• Sharing means playing together with a toy.</li> </ul>	2	<i>Having fun with our friends</i>	<p>Students will be able to demonstrate the Problem-Solving Steps with a problem in the lesson.</p> <ul style="list-style-type: none"> <li>• When children play in fair ways, everyone has fun.</li> <li>• Other children sometimes have different wants or preferences.</li> <li>• Choosing to have fun with others rather than get your own way helps you be friends.</li> </ul>	3	<i>Handling having things taken away</i>	<p>Students will be able to:</p> <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> <li>• It is important to calm down first before solving problems.</li> </ul>
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		<ul style="list-style-type: none"> <li>If someone is mean to you on purpose, using words and being assertive are good ways to deal with it.</li> <li>It is not okay to grab things from others.</li> </ul>
4	<i>Handling name calling</i>	<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>
5	<i>Reviewing Second Step Skills</i>	<ul style="list-style-type: none"> <li>Recall and demonstrate the Listening Rules</li> <li>Demonstrate how to calm down</li> <li>Recall the Fair Ways to Play</li> </ul>
<b>End of Second Step Program</b>		
6-10	Staying Healthy	Staying healthy physically and mentally; Students will explore strategies and behaviours they can incorporate into their daily lives to maintain and promote their emotional, social and physical health and wellbeing.
<p><b>Sport</b> Students will be completing their gymnastics unit which is aimed at providing students with opportunities to explore and practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Throughout this unit the students will see the importance and learn how to live an active lifestyle, as well as enjoying and participating in a variety of fun and engaging circuits.</p>		
<b>Creative Arts 'People and Places'</b> 	Throughout this unit, students will investigate relationships in their art making e.g., the features of their home and local areas. Students will participate in discussions about significant features and relationships within their artworks. We will explore different drawing media, such as crayons, inks, pencils, and textas. Students will be able to recognise and discuss how qualities such as colour, thickness, length and density of lines can assist them to depict features of people and places.	

### Specialist classes and Sport days

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>Gold class</b>	Sport			Library, Japanese and Creative Arts	Sport
<b>Blue Class</b>	Sport		Library	Japanese and Creative Arts	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**, 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.

**SECOND STEP** - Students will also be given 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** 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>
Weeks 1 and 2	COOPERATIVE	<i>Learn and let others learn</i>
Weeks 3 and 4	SAFE	<i>Be in the right place at the right time.</i>
Weeks 5 and 6	RESPECTFUL	<i>Do your personal best</i>
Weeks 7 and 8	SAFE	<i>Problem solve!</i>
Weeks 9 and 10	COOPERATIVE	<i>Take turns and include others</i>

We look forward to another wonderful term together.

**Isabella Cilia and Claire Garth**