

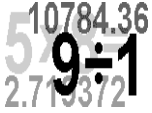





Kindergarten Curriculum Overview – Term 1 2025

Below is a summary of the content to be covered in each Learning Area in Term 1.

<p>Religious Education</p> 	<p>Throughout this term we will 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="300 353 1543 497"> <tr> <td>- Annunciation to Mary</td> <td>- Raised Map of Israel</td> </tr> <tr> <td>- The Mystery of life and Death</td> <td>- St Joseph</td> </tr> <tr> <td>- Birth of Jesus</td> <td>- The Last Supper</td> </tr> <tr> <td>- The Good Shepherd</td> <td>- The Empty Tomb</td> </tr> </table>	- Annunciation to Mary	- Raised Map of Israel	- The Mystery of life and Death	- St Joseph	- Birth of Jesus	- The Last Supper	- The Good Shepherd	- The Empty Tomb																									
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<p>English</p> 	<p>This term, Kindergarten will begin to develop their knowledge of sounds and their symbol. Students will learn to write letters and numbers using correct formation and any consolidation of this at home is always beneficial. Our daily literacy blocks will consist of handwriting, reading, writing.</p> <p>This term Kindergarten students will;</p> <ul style="list-style-type: none"> - develop a love of literacy - identify the symbol for each sound - learn correct letter and number formation - begin to develop their oral language and phonemic knowledge. - follow Heggerty's program to foster and develop phonetic awareness and beginning reading skills. - begin to blend sounds to decode vowel-consonant (VC) words and CVC words e.g. c-a-t, p-e-n 																																	
<p>Mathematics</p> 	<p>Throughout this term, students will explore the following big ideas:</p> <ul style="list-style-type: none"> - Attributes help us to sort. (Weeks 1 to 3) - Patterns have something that repeats over and over and over (Weeks 4 and 5) - Sometimes things move and change location. (Weeks 7 and 8) - Data is collected to solve problems (Weeks 9 and 10) 																																	
<p>History</p> 	<p>Students will be investigating the big question: What is my history and how do I know it?</p> <p>We will learn about the different cultures within our class and share our personal history and explore some of the following inquiry questions:</p> <ol style="list-style-type: none"> 1. What make a family and who is a part of my family? 2. How do stories our past define us today? 																																	
<p>PDHPE</p> 	<p>PD/H - Second Steps program Commencing week 3, all students will begin the Second Steps Program. This program teaches students social and emotional 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="300 1310 1551 2083"> <thead> <tr> <th>WEEK</th> <th>LESSON</th> <th>OBJECTIVES – Students will be able to;</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: center;">Unit 1: Skills for Learning</td> </tr> <tr> <td>3</td> <td>Learning to Listen</td> <td> <ul style="list-style-type: none"> • Name and demonstrate the rules for listening in a group </td> </tr> <tr> <td>4</td> <td>Focusing Attention</td> <td> <ul style="list-style-type: none"> • Name and demonstrate the Listening Rules • Demonstrate attention skills in the context of a game </td> </tr> <tr> <td>5</td> <td>Following directions</td> <td> <ul style="list-style-type: none"> • Demonstrate listening and following directions within the context of a game </td> </tr> <tr> <td>6</td> <td>Self-talk for staying on task</td> <td> <ul style="list-style-type: none"> • Demonstrate self-talk for remembering directions in the context of a game </td> </tr> <tr> <td>7</td> <td>Being Assertive</td> <td> <ul style="list-style-type: none"> • Demonstrate self-talk for remembering directions in context of a drawing game </td> </tr> <tr> <td colspan="3" style="text-align: center;">Unit 2: Empathy</td> </tr> <tr> <td>8</td> <td>Feelings</td> <td> <ul style="list-style-type: none"> • Name happy and sad when presented with physical clues • Identify that happy is a comfortable feeling and sad is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios </td> </tr> <tr> <td>9</td> <td>More Feelings</td> <td> <ul style="list-style-type: none"> • Name interested and afraid/scared when presented with physical and situational clues • Identify that interested is a comfortable feeling and scared an uncomfortable one • Identify a variety of feelings displayed in response to scenarios </td> </tr> <tr> <td>10</td> <td>Identifying Anger</td> <td> <ul style="list-style-type: none"> • Name angry when presented with physical and situational clues. • Identify that anger is an uncomfortable feeling. • Identify a variety of feelings displayed in response to scenarios </td> </tr> </tbody> </table>	WEEK	LESSON	OBJECTIVES – Students will be able to;	Unit 1: Skills for Learning			3	Learning to Listen	<ul style="list-style-type: none"> • Name and demonstrate the rules for listening in a group 	4	Focusing Attention	<ul style="list-style-type: none"> • Name and demonstrate the Listening Rules • Demonstrate attention skills in the context of a game 	5	Following directions	<ul style="list-style-type: none"> • Demonstrate listening and following directions within the context of a game 	6	Self-talk for staying on task	<ul style="list-style-type: none"> • Demonstrate self-talk for remembering directions in the context of a game 	7	Being Assertive	<ul style="list-style-type: none"> • Demonstrate self-talk for remembering directions in context of a drawing game 	Unit 2: Empathy			8	Feelings	<ul style="list-style-type: none"> • Name happy and sad when presented with physical clues • Identify that happy is a comfortable feeling and sad is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios 	9	More Feelings	<ul style="list-style-type: none"> • Name interested and afraid/scared when presented with physical and situational clues • Identify that interested is a comfortable feeling and scared an uncomfortable one • Identify a variety of feelings displayed in response to scenarios 	10	Identifying Anger	<ul style="list-style-type: none"> • Name angry when presented with physical and situational clues. • Identify that anger is an uncomfortable feeling. • Identify a variety of feelings displayed in response to scenarios
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	<p>Sport</p> <p>In term 1, Kindergarten will begin 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. Students will also be exposed, and practice skills required for the athletics carnival.</p>
<p>Creative Arts</p> <p>'How does my past make me who I am?'</p> 	<p>Throughout this unit students will learn the techniques needed to create artworks depicting their families and family history. This Creative Arts units links with Inquiry unit of "How does my past make me who I am?" Students will be introduced to various skills in drawing, colouring and cutting and gluing. These fine motor skills will develop hand strength and coordination as well as creativity in individual responses.</p>

Specialist classes and Sport days

<u>Gold class</u>	<u>Monday:</u> Creative Arts	<u>Wednesday:</u> Library	<u>Monday and Wednesday:</u> Sport
<u>Blue Class</u>	<u>Monday:</u> Creative Arts	<u>Wednesday:</u> Library	<u>Monday and Wednesday:</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 . 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 level for your child.

SECOND STEP - Students will also be given weekly 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.

<u>Term 1</u>	<u>Rule</u>	<u>Skill</u>
Weeks 1 and 2	Introduce School Wide PBL matrix and values. - Safe - Respectful - Cooperative Learners	- Safe - Respectful - Cooperative Learners
Weeks 3 and 4	Respectful	Listen to others
Weeks 5 and 6	Respectful	Speak Respectfully
Weeks 7 and 8	Safe	Use safe and caring actions
Weeks 9 and 10	Cooperate	Play Fairly

Important Dates

- Week 4 – Parent Goal Setting Meetings
- 1st March - Kindergarten and Year 5 Buddy Mass – 5:00pm
- 4th March - Shrove Tuesday
- 5th March – Ash Wednesday
- 31st March – Kindergarten Parish Mass
- Holy Week Liturgy – 8:45am in hall.
- 10th March – Athletics Carnival
- 11th April – Last day of term 1.

We look forward to a fantastic year together.

Claire Garth and Isabella Cilia