

Kindergarten 2018 Term 3 Overview

ENGLISH

Speaking & Listening	Reading and Viewing	Writing & Representing	Grammar, Punctuation & Vocabulary	Spelling
<p>Students will begin to:</p> <ul style="list-style-type: none"> * compose texts to communicate feelings, needs, opinions and ideas * begin to identify some language features of familiar spoken texts. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * recognise key differences between imaginative and informative texts * interpret pictures with labels, logos and other visual images * recognise rhymes, syllables and sounds in spoken words * segment words into onset and rime. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * discuss the possible audiences of imaginative and informative texts * reread own writing with peers and known adults and explain the purpose of their writing * write texts for a known audience. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * demonstrate an awareness of nouns, pronouns and conjunctions * begin to build personal vocabulary * identify features of sentence punctuation, e.g. question marks and exclamation marks. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * know how to use onset and rime to spell words * use and write beginning and ending sounds of spoken words * use plural form when spelling some words, e.g. dog and dogs.
Responding & Composing	Handwriting and Using Digital Technologies	Thinking Imaginatively and Creatively	Expressing Themselves	Reflecting on Learning
<p>Students will begin to:</p> <ul style="list-style-type: none"> * interpret meaning by responding to an inferential question * participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * use simple functions of the keyboard and mouse, including typing letters and scrolling * demonstrate a growing understanding of the importance of neat handwriting and work presentation. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * understand that imaginative texts can be composed for a range of audiences and purposes * recognise some different types of literary texts and identify some characteristics and features of literary texts. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * compare and connect their own experiences to those in stories * read and discuss stories that reflect students' social and cultural groups. 	<p>Students will begin to:</p> <ul style="list-style-type: none"> * demonstrate an emerging awareness of criteria to enable the successful completion of tasks.

MATHS

Number and Algebra	Measurement & Geometry	Statistics and Probability
<p>Students will learn to:</p> <ul style="list-style-type: none"> * subtract by taking away part of a group. * use concrete materials, fingers or number lines to solve simple addition and 	<p>Students will learn to:</p> <ul style="list-style-type: none"> * describe 'mass' as the amount of matter in an object * use everyday language to describe objects in terms of their mass, such as 'heavy', 'light' and 'hard to push' * describe the position of the hands on an analog clock when reading hour time 	<p>Students will learn to:</p> <ul style="list-style-type: none"> * collect information to make a picture graph * interpret a picture graph and answer questions, such as

<p>subtraction problems</p> <ul style="list-style-type: none"> * group and share concrete materials to solve problems * use the language of money, such as coins, notes, cents and dollars * recognise that there are different coins and notes in our monetary system. 	<ul style="list-style-type: none"> * read analog and digital clocks to the hour using the term 'o'clock', such as 7 o'clock. 	<p>'What is kindergarten's favourite farm animal?'</p>
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GEOGRAPHY

Students will be exploring the topic **"My Place"**. They will discuss where they live, such as in a house or unit. Students will learn about and discuss different places, such as a park or beach. They will identify the purpose of the place and describe what the place is like. Students will develop an understanding of what makes a place special. Students will also learn about the importance of looking after places and how to care for special places. They will also discuss why places are special to different people.

SCIENCE AND TECHNOLOGY

This term, students will be exploring the topic **"What Do Living Things Need?"**. They will describe what plants, animals and people need to stay alive and be healthy, e.g. food, water and air. Students will identify the needs of a variety of living things in a range of situations, e.g. people on a camping trip, pets at home, plants in the garden.

CREATIVE ARTS

Visual Arts	Music	Dance	Drama
<p>Students will learn about artists, what they do and what they make.</p> <p>Students will make artworks about things of interest to them and through imagined experiences.</p>	<p>Students will learn to identify beat, pitch, dynamics and tempo in music.</p> <p>Students will perform and respond to a variety of music.</p>	<p>Students will explore the basic elements of dance: actions of the body, dynamic qualities of movement, timing, spatial aspects and relationships.</p>	<p>Students will explore a unit about "Animals". Students will work with other students and the teacher to develop dramatic situations in the drama forms of improvisation and movement.</p> <p>Students will show their interpretation of different animals, such as stance, movements and vocalisations. Students will share their drama with others.</p>

PDHPE

Personal Development and Health	Physical Education
<p>Students will participate in eight sessions of the 'Peer Support' program. Peer Support is a whole school initiative where all students are placed into mixed groups across the school. Year 6 peer leaders lead these groups. Students will participate in group activities that have a focus on student wellbeing. The key concepts of the program are resilience, sense of self, connectedness and sense of possibility.</p>	<p>Students will participate in gymnastics through the 'Got Game' program. Students will use equipment in a variety of ways and express themselves through movement. Students will identify different parts of their body with which they can balance. They will also understand the importance of performing movements safely.</p>