## Term Rationale
The Foundation curriculum provides a study of personal and family histories and develops students’ understanding of place. This term students learn about their own history and that of their family; this includes who the people in their family are, where they were born and raised and how they relate to each other. Students study different structures of families and family groups today, and what they have in common.

### “Family, Me and Community” (Identity)
#### History and Geography - INTEGRATED UNIT
- How is my family the same or different to others?
- What is my history and how do I know?
- Why do I belong to a place?
- How can we look after the places we live in?

### PE
- Practise fundamental movement skills and movement sequences using different body parts.
- Participate in games with and without equipment.

### Health
- Identify people and demonstrate protective behaviours that help keep themselves safe and healthy.
- Identify actions that promote health, safety and wellbeing.
- Follow rules when participating in physical activities.
- Identify personal strengths.
- Cooperate with others when participating in physical activities.

### Social and Emotional Literacy (SELS) combined with school values:
This begins with establishing school rules, expectations and routines, including:
- What am I like?
- What are others like?
- How do I make friends? (Skills to enhance relationships).
- How am I alike and different from others?

### Maths
#### Proficiency strands:
- **Understanding** includes connecting names, numerals and quantities.
- **Fluency** includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects.
- **Problem Solving** includes using materials to model real life problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the answer.
- **Reasoning** includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length.

In Kindergarten this term the proficiency strands of the curriculum will underpin the teaching of content which will be:
- Locate and analyse position of objects
- Exploring number 1-10
- Investigate and solve problems
- Use informal units of measure to describe mass, length and capacity
- Identify 2D shapes
- Develop pattern awareness

### English
The strands for English are; Language, Literature and Literacy. Our learning programs balance and integrate all three strands. The three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

#### Reading and Viewing
- Learn and use comprehension strategies to understand and discuss texts listened to and viewed.
- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences.
- Identify simple features of texts including events, characters and main events.

#### Writing
- Know that spoken sounds and words can be written down using letters that represent sounds.
- Recognise and produce some lower case and upper case letters of the alphabet using learned letter formations.
- How to write some high frequency sight words.
- Retell familiar literary texts through performance, use of illustrations, craft and images.

#### Speaking and Listening
- Through news, students use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
Library (Mrs Byrne)
During their weekly library lessons, students will complete activities based on understanding the concept of what a library is, its purpose, and correct library etiquette. Emphasis will be on following library procedures in borrowing and returning books, care of library materials such as using a library bag and the correct way to replace books on shelves. Through shared stories, students will be exposed to a wide variety of literature with opportunity to relate stories to their personal experiences and respond creatively through, for example, drawing. Browsing and borrowing books also form an important part of each library session.

- **Library Day is THURSDAY. Please send your child with library bag on Thursday for borrowing.**

Visual Arts
- Create visual artworks that are built on experience, observation, and imagination.
- Use a variety of materials and techniques to create artworks.

Drama:
- Imagine and create roles using dramatic play to express ideas, feelings, and stories.

Dance:
- Expressing ideas through performing movements displaying control and expression.

Music:
- Organise sounds to create music with an awareness of musical features. Students will demonstrate aural skills by singing in tune with expression and recognising the difference between a spoken and singing voice.

Science “I am a Scientist”
Through hands-on Science activities, students will:
- Develop their understanding of Science involving observing and exploring the world using the senses.
- Develop awareness of how people use Science in their everyday lives.
- Develop Science inquiry skills including discussing and questioning, making observations, and representing ideas.

Students will be focusing on the weather this term. We will be learning how to describe the weather as well as explain how the weather can affect us.

LOTE (Languages Other Than English) Japanese
In Japanese, the students will be focusing on families, including studying the names of family members and how to count people.

Digital Technologies-Integrated with other subjects.
How do we use a computer?
ICT (Computer Lab, iPads, Chrome Books, Smart Boards) are used as a learning tool across the curriculum using a variety of hardware and software.

Sally Gore-Johnson and Isabelle Ludovici are the Kindergarten teachers for 2017.

Sally and Isabelle are excited to be working together in Red Unit. They will be collaborating and sharing their varied and different skills, life experiences, and abilities to provide an engaging, dynamic, and fun learning environment for Kindergarten students.

Reminders
- Every day we have a health break at 10 o’clock. Please ensure your child has a healthy fresh snack to have at this time as well as their recess and lunch.
- Children need to be signed in and out of the front office when arriving late or departing early.
- If your child is absent from school for any reason a note will be necessary as it is a legal requirement that all absences are explained.
<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning session</strong></td>
<td><strong>LITERACY SKILLS</strong></td>
<td><strong>LITERACY SKILLS</strong></td>
<td><strong>LITERACY SKILLS</strong></td>
<td><strong>LITERACY SKILLS</strong></td>
<td><strong>LITERACY SKILLS</strong></td>
</tr>
<tr>
<td></td>
<td>Roll Calendar maths</td>
<td>Roll Calendar maths</td>
<td>Roll Calendar maths</td>
<td>Roll Calendar maths</td>
<td>Roll Calendar maths</td>
</tr>
<tr>
<td></td>
<td>Literacy block</td>
<td>Literacy block</td>
<td>Literacy block</td>
<td>Literacy block</td>
<td>Literacy block</td>
</tr>
<tr>
<td></td>
<td><strong>Health Break/ Fit-Hit/ Move to Learn</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy block</td>
<td>Literacy block</td>
<td>Literacy block</td>
<td>Literacy block</td>
<td>Literacy block</td>
</tr>
<tr>
<td><strong>Recess</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle session</strong></td>
<td>Fine motor</td>
<td>Fine motor</td>
<td>Fine motor</td>
<td>News</td>
<td>Fine motor</td>
</tr>
<tr>
<td></td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Art and craft</td>
<td>Art and craft</td>
</tr>
<tr>
<td></td>
<td><strong>Gross motor</strong></td>
<td>SELS (Social &amp; Emotional Learning Skills)-Values.</td>
<td>Integrated unit</td>
<td>Maths</td>
<td>Year Six Buddies Program/ PE (fortnightly)</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon session</strong></td>
<td>News</td>
<td>News</td>
<td>News</td>
<td>Japanese</td>
<td>News</td>
</tr>
<tr>
<td></td>
<td>Integrated unit</td>
<td>Art and craft</td>
<td>Art and craft</td>
<td>Library</td>
<td>Investigations/ Assembly (Fortnightly)</td>
</tr>
</tbody>
</table>

SALLY GORE-JOHNSON AND ISABELLE LUDOVICI