



Wanniassa School
Preschool to Year 10
'Success and excellence in education'

Kindergarten Red Unit

Term Four Overview



Sally Gore-Johnson & Isabelle Ludovici continue as the key Kindergarten teachers; Jodi de Ligt assists as Executive Teacher and Carolyn Jeffs is a key instructor in Red Unit.

A **learning intention** for a lesson or series of lessons is a statement, created by the teacher that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

Success criteria are linked to **learning intentions**.

PE

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

Social and Emotional Literacy (SELs) combined with school values:

- Observes school values and rules using 'bucket filler' language.
- Displays positive relationships on the playground
- Respects rights and property of others
- Interacts well with peers
- Resolves conflict in an appropriate manner
- Accepts responsibility for own behaviour
- Understands each of the school's values and how to display them.

Mathematics

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:

- Reads and writes numerals
- Solves simple addition problems focusing on number bonds to 10 using written number sentences
- Solves simple subtraction problems
- Describes and names 2D and 3D shapes
- Estimates and compares weight and capacity of items
- Reads simple labelled graphs
- Completes patterns

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

- Recognises a bank of high frequency words
- Reads short, predictable texts
- Comprehends texts effectively
- Uses a number of reading strategies

Writing

- Writes a bank of high frequency sight words
- Correctly forms letters
- Writes left to right using spaces between words
- Is able to write simple sentences independently
- Using sounds and digraphs to spell short words
- Understands different types of texts and their purpose.
- Writes to inform and describe

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.

<p>Library (Mrs Byrne) Students will be looking at the parts of fiction and non-fiction books and the differences between them. We are learning how to select, find and borrow books to meet our needs and interests. We are also sharing our ideas and feelings about the stories we share</p> <ul style="list-style-type: none"> Library Day is THURSDAY. 	<p>Visual Arts</p> <ul style="list-style-type: none"> Understand the importance of line and colour in art work. Study famous art works and use these as inspiration for their own art. Creates artistic works using a range of art and craft materials <p>DRAMA</p> <ul style="list-style-type: none"> Imagine and create roles using dramatic play to express ideas, feelings and stories. <p>DANCE</p> <ul style="list-style-type: none"> Expressing ideas through performing movements displaying control and expression. <p>MUSIC</p> <ul style="list-style-type: none"> Maintains simple beat and rhythm patterns in music 	<p>Geography Students will engage in a geography unit of work around place. They will learn about their own community and places within it. We will discuss how we can connect to a place and how this contributes to a person's sense of identity and belonging. We will also focus on developing an understanding of why and how we care for different places.</p> <p>Design and technology Students will learn to design, make and appraise whilst building and creating different objects including boats, bridges and towers.</p>
<p>Digital Technologies-Integrated with other subjects ICT focus will be on iPads and chrome books. Students will be using a number of apps within numeracy and literacy lessons. Students will also be exposed to chrome books and the beginning skills of how to use one.</p>		<p>LOTE (Languages Other Than English) Japanese In Japanese Kindergarten are finishing a project on Japanese colours. They are also continuing to learn Japanese numbers and basic greetings.</p>

We are looking forward to another great term in Red Unit

Sally Gore-Johnson and Isabelle Ludovici

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