



## **Outcome 1: Children have a strong sense of identity**

- School Visits – transition visits to Red Unit; meeting staff around the school, beginning to understand their role; buddies program with Year 5, gross motor, library visits.
- Continue developing confidence – speaking with adults, contributing our ideas to play, speaking in front of the group
- Developing increasing independence in preparation for Kindergarten – organising our own things (bags, lunchboxes, etc.), meeting our own needs (drinks, toileting, etc.)
- Feeling a sense of achievement - recognising and feeling proud of our own efforts, knowing when we have tried really hard, trying to do our best
- Speaking up for ourselves – during play; contributing our ideas to class discussion; if conflict arises
- Participate in events that celebrate our learning, friendship and belonging at Preschool throughout the year. Choose favourite songs to perform for families.

## **Outcome 2: Children are connected with and contribute to their world**

- Life Cycles – study life cycles through the tadpoles and ‘Hatching Chicks’ programs. Brainstorm pre-knowledge about frogs & chickens; discuss the life cycle as a group; create and label our own life cycle diagrams; document the progress of our own tadpoles & chicks as they develop over Term 4. Visit to the Farmyard Nursery
- Reinforcing community links through ‘Decoration & Giving Days’ and end of year ‘Shared Lunches’
- Use a range of resources that depict aspects of Aboriginal and Torres Strait Islander cultures
- Consolidating friendships, developing play skills
- Sharing - making sure everyone has materials; giving others things they ask for; asking for things we need
- Exploring end of year celebrations around the world, from different cultures, culminating in a decoration and giving morning with preschool children and families

# **Rainbow Unit Term 4 Outline 2017**

## **Outcome 3: Children have a strong sense of wellbeing**

- Building confidence – brainstorm things we find easy to do & things we find more difficult to do. Discuss how challenges help us learn. Set our own mini challenges.
- Practice skills such as communication, assertion, negotiation, e.g. expressing our emotions, dealing with people invading our personal space
- Play with equipment such as balls, bats, hoops, skipping ropes, benches, mats, and play equipment, either on our own or in small groups
- Participate in the daily obstacle course using climbing, jumping, hopping, sliding movements
- Continue development of fine motor skills: hand-strength, cutting skills, pencil grip, dexterity, drawing, writing skills
- Cutting challenges – staying on the line – start with simple shapes and work through to more complex shapes
- Participate in the Kinderkick AFL program

## **Outcome 4: Children are confident and involved learners**

- Maths – 1 to 1 correspondence to 10, more and less, bigger and smaller, counting forwards and backwards to 10, numeral recognition to 10, positional language
- Talking about daily routine, sequence of activities
- Learning days of the week and discussing which day it is today
- Experiment with a variety of mediums and tools; draw, paint, manipulate, construct, invent
- Tuning in to shape and picture cues, displaying concentration, focus when completing increasingly difficult puzzles
- Choose resources for particular purposes

## **Outcome 5: Children are effective communicators**

- Recognising and write our full names, this term the daily sign in will include surnames as well
- Retelling stories - individually and in groups, discussing who, when, where and what happened
- Continue to work on conventions for turn taking during group discussions (e.g. hands up and wait for a turn). Discuss ideas about how long to keep our hands up, whether to put them down while somebody else is talking, how the teacher may not choose you for a turn right away but tries to share turns around
- Continue to learn about letter/sound relationships through whole group and classroom activities
- Use a variety of texts to develop confidence as readers. Teach the children skills in predicting, questioning, connecting and comparing when reading or listening to texts. Discuss some of the conventions of print – left to right, words and spaces, and looking at basic punctuation. Talk about author & illustrator’s role, title, plot, blurb, etc.