Outcome 1: Children have a strong sense of identity
- Developing confidence – speaking with adults, contributing our ideas to play, speaking in front of the group (Declan the Dolphin, Pete the Penguin, Tommy the Turtle)
- Developing independence – organising our own things (bags, coats, 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 when we want a turn; contributing our ideas to class discussion; if conflict arises
- Discuss and identify places we know or have heard of within Australia, mark them on our SMART board map
- Talk about the unique animals of Australia
- Implement values lessons from the school program

Outcome 2: Children are connected with and contribute to their world
- Celebrate Aboriginal and Torres Strait Islander Children’s Day (Thursday August 4th)
- Duncan Smith Incursion (August 2nd & 12th)
- Use a range of resources that depict aspects of Aboriginal and Torres Strait Islander cultures
- Consolidating friendships, developing play skills - asking to join in; approaching others in a friendly way; giving input to games; negotiating
- Sharing - making sure everyone has materials; giving others things they ask for; asking for things we need
- Taking turns - asking for a turn, waiting; using the words, “Can I be next?”; negotiating an order for popular activities
- Reinforcing community links through Preschool Fun Day (September 11th) & Father’s Day Breakfast (August 31st)
- Use a range of resources that depict aspects of Aboriginal and Torres Strait Islander cultures
- Sharing words, “Can I be next?”; Taking turns - asking for a turn, waiting; using the words, “Can I be next?”

Outcome 3: Children have a strong sense of wellbeing
- Listen to stories and talk about friendship to learn about being a friend and having friends. Incorporate ‘Super Friends’ into daily routines.
- Practice skills such as communication, assertion, negotiation, e.g. expressing affection, avoiding unwanted physical contact
- Cooperate and negotiate with others in games and play
- Continue development of gross motor skills: climbing, balancing, hopping, jumping, throwing, catching (L J)
- Continue development of fine motor skills: hand-strength, cutting skills, pencil grip, dexterity, drawing, writing skills (L J)
- Participate in experiences focusing on healthy food and healthy choices
- Discuss ways of keeping safe, recognise safe and unsafe situations; Kenny Koala visiting (August 15th & 19th)

Outcome 4: Children are confident and involved learners
- Experiment with different mediums and tools; draw, paint, manipulate, construct, invent
- Tuning in to shape and picture cues, displaying concentration, focus when completing puzzles (L J)
- Choose resources for particular purposes
- Maths – 1 to 1 correspondence, more and less, bigger and smaller, counting forwards and backwards Begrippen activity
- Numerical recognition to 10 – matching the numerals to collections correctly Countwell activity (L J)
- Conduct experiments focusing on floating and sinking, magnets and light during Science week (August 15 – 19)

Outcome 5: Children are effective communicators
- Talk about what questions are, play What’s In The Box game – finding out by asking questions
- Using conventions of conversations: taking turns with listening and speaking, appropriate responses
- Recognising and write our names, including daily sign in (L J)
- Retelling stories (L J) – individually and in groups, discussing who, when, where and what happened
- Sequencing – left to right sequencing of story cards (3 or 4), organising the sequence then telling the story
- Predict what they think may happen in the story using the title, the front cover, the blurb, the contents page, key words from the story, illustrations, a quick flick through
- Continue to learn about letters, sounds and words using the Reading Eggs program on the iPads
- Use Communicate activity (L J) to develop descriptive language and practise following directions

Rainbow Unit
Term 3 Outline
2016

Kylie, Virginia, Carolyn, Hayley & Marion

(L J) Learning Journey - September 7th (D & P) & 9th (T)