



# Kindergarten Semester 1 Overview 2020

ENGLISH			
<p><b>Speaking and Listening</b> <i>Student Learning Goals</i> <i>I can:</i> <i>(ENe-1A, ENe-12E)</i></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>present news to an audience</li> </ul> <p><b>Discussions in class</b></p> <ul style="list-style-type: none"> <li>contribute to group discussions about familiar texts and topics</li> <li>actively listen to the teacher and peers</li> <li>put my hand up when I have something to say</li> </ul>	<p><b>Reading and Viewing</b> <i>Student Learning Goals</i> <i>I can:</i> <i>(ENe-4A, ENe-6B, ENe-11D)</i></p> <p><b>Viewing Text</b></p> <ul style="list-style-type: none"> <li>identify nursery rhymes</li> <li>identify an imaginary text</li> </ul> <p><b>Reading Text</b></p> <ul style="list-style-type: none"> <li>begin to read with my finger</li> <li>blend my phonemes together to make words</li> <li>identify camera words</li> </ul> <p><b>Comprehending Text</b></p> <ul style="list-style-type: none"> <li>draw a picture to show connection to the story</li> </ul> <p><b>Phonemes to be covered:</b> /s/m/c/t/g/p/a/o/r/l/d/b/f/h/i/u/v/w/y/z/i/k/e</p>	<p><b>Writing and Representing</b> <i>Student Learning Goals</i> <i>I can:</i> <i>(ENe-2A)</i></p> <ul style="list-style-type: none"> <li>use the correct grip when writing with a pencil</li> <li>form the letters of the phonemes I have learnt</li> <li>write my name independently</li> <li>form letters to make a word</li> <li>write a simple sentence that uses capital letters and full stops</li> <li>write from left to right</li> </ul>	
MATHEMATICS			
Number and Algebra		Statistics and Probability	Measurement and Geometry
<p><i>Student Learning Goals</i> <i>I can:</i></p> <p><b>Whole Number MAe-4NA</b></p> <ul style="list-style-type: none"> <li>count forwards and backwards by ones describing the sequence of numbers to at least 10 and 20.</li> <li>write numerals 1 to 10</li> <li>recognise numerals 1 to 10</li> <li>recall numbers before and after a given number</li> <li>subitise a small collection of numbers.</li> </ul> <p><b>Addition and Subtraction MAe-1WM</b></p> <ul style="list-style-type: none"> <li>count items with one to one correspondence</li> <li>recognise that counting forwards is adding 1</li> <li>describes solutions to problems using actions, materials and informal recordings</li> </ul>	<p><i>Student Learning Goals</i> <i>I can:</i></p> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>recognise that counting backwards is taking away 1</li> </ul> <p><b>Patterns and Algebra MAe-8NA</b></p> <ul style="list-style-type: none"> <li>copy and continue patterns of sounds, actions, objects, shapes and pictures, identifying the part that repeats</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Use the term 'group' to describe a collection of objects</li> <li>form equal and unequal groups</li> </ul>	<p><i>Student Learning Goals</i> <i>I can:</i></p> <p><b>Data MAe-17SP</b></p> <ul style="list-style-type: none"> <li>organise yes/no questions and record the data in a chart in rows</li> </ul> <p><b>Measurement and Geometry</b></p> <p><b>Time MAe-13MG</b></p> <ul style="list-style-type: none"> <li>name and order the days of the week</li> <li>sequence events in time</li> </ul> <p><b>Position MAe-16MG</b></p> <ul style="list-style-type: none"> <li>identify positions of objects</li> <li>give and follow directions</li> </ul> <p><b>Two Dimensional Objects MAe-15MG</b></p> <ul style="list-style-type: none"> <li>sort, describe, and names familiar two dimensional shapes</li> </ul>	<p><i>Student Learning Goals</i> <i>I can:</i></p> <p><b>Three Dimensional Objects</b></p> <ul style="list-style-type: none"> <li>compare three-dimensional and two-dimensional shapes</li> <li>identify and explore three-dimensional shapes</li> </ul> <p><b>Length MAe-9MG</b></p> <ul style="list-style-type: none"> <li>compare different length, heights and distances of objects</li> <li>compare 3 or more lengths</li> </ul>

# HISTORY, SCIENCE & TECHNOLOGY, GEOGRAPHY

## (Mappen Integrated Unit)

### Term 1 Unit: Shaping Identity

Students will learn ways of expressing what they like, set and reach new goals. They will investigate:

- \* the identity of people in the class
- \* safe ways to use dangerous goods
- \* how and who to ask for help
- \* sometimes foods and always foods
- \* ways to keep safe in the sun
- \* how our bodies change and how we use our bodies

Students will ask and respond to essential questions such as:

- \* what is my identity?
- \* how should I ask for help?
- \* how do I stay safe and healthy?
- \* what is the classroom identity?
- \* who should I ask for help?

Students will strive to reach adventurous goals. They will be aware of how people are different and practise strategies to be safe and healthy at home and in the classroom.

(HTE-1, HTE-2)

#### Student Learning Goals

I can:

- o communicate stories of my own family heritage
- o identify activities I enjoy doing
- o identify ways I am similar and different to other people
- o describe the difference between sometimes foods and always food
- o talk about ways I use my body parts
- o name who I can ask for help in the classroom and schoolyard
- o identify ways I can be safe in the classroom and in the sun

## PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

### Personal Development and Health

Students will learn about the school expectations of 'being safe, being respectful and being a learner' across all school settings. Students will also learn about life skills and how to make a healthy relationship with their peers.

#### Student Learning Goals

(PDe-1, PDe-3, PDe-7) I can:

- o identify how people grow and change
- o communicate ways to be caring, inclusive and respectful of others
- o recognise safe and unsafe situations
- o recognise how to be safe, respectful and how to be a learner at school

### Physical Education

Students participate in regular daily physical movement activities. Students will learn the basic fundamental movement skills of balance, running, vertical jumping, skipping, striking, catching and throwing.

#### Student Learning Goals

(PDe-4, PDe-10) I can:

practise and demonstrate fundamental movement skills and sequences using different body parts including:

- o balance on an uneven surface
- o run with the correct technique
- o catch an object with my hands
- o throw an object with the correct technique

## CREATIVE ARTS

### Drama

Students will use their imagination to create drama

#### Student Learning Goals

I can:

(DRAES1.1, DRAES1.3, DRAES1.4)

- \* use my body and actions to create a story
- \* respond in personal ways to drama, eg talking about the feelings associated with the roles I adopted

### Visual Arts

Students will make simple artworks in various ways

#### Student Learning Goals

I can:

(VAES1.1, VAES1.2, VAES1.3, VAES1.4)

- \* mix primary colours to make a secondary colour
- \* appreciate and identify some aspects of Aboriginal artworks