

Early Stage 1 Curriculum Overview – Term 1 2020

ENGLISH

Reading and Viewing – To support and extend learning, students will be participating in literacy groups through modelled, guided and independent literacy activities. They will have the opportunity to engage with a variety of rich texts that give them experience of the world around them and the beliefs and value systems of people. Where possible the texts will be integrated with our History unit, *Personal and Family Histories*. Aspects of effective writing techniques used by different authors will be discussed so that it may flow over into each student's own writing. We will have a particular text that is studied in depth, and throughout the unit students will be completing a range of related grammar, writing, drama and art lessons.

Guided Reading lessons will occur five times a week. Students will be divided into groups according to their assessed Benchmark level. They will be exposed to quality literature at their instructional level through Shared Reading with explicit teaching of comprehension skills, grammar and writing techniques. Parent helpers are greatly appreciated during literacy groups. A roster will be created for Term 1. Please add your name to the roster outside your child's classroom if you are able to assist.

Kindergarten students will begin Home Readers in Week 4. We will send the guided reader home each night for the students to reread. As the book will have been introduced and unknown words taught during a lesson with the teacher that day, they should be able to read the text with some fluency. This is an opportunity for the students to confidently read a book they have already read. Please ensure books are returned every day.

During Term 1, 4 single sounds will be explicitly taught each week. Time will be spent during the week introducing the sounds, writing them, blending them and manipulating them using such resources as magnetic boards and letters, whiteboards and markers and other exciting literacy game resources on the Interactive White Board (IWB). During Terms 2, 3 and 4 we will introduce blends and digraphs.

The sight word program will begin the week of Monday February 17 and will involve the students learning sets of sight words from the Magic 100 Words (M100W) program. There are 12 colour-coded sets of words that the students will work through at home. The students will need to bring their book back to school on Fridays once they have mastered their current list. Please be aware that we ask the students to read the words in random order, not in the order they are on the sheet. If your child rote learns them in order, they may not actually be able to read the words at school. Words need to be read without hesitation. If mastered, students will receive a certificate and the next level of words. These will be pasted in their sight word book.

Writing and Representing – The students will be involved in writing lessons each day. Students are encouraged to attempt their own writing after frequent demonstrations by teachers. Initially their writing may be pictures, scribbles and known letters or words. They may dictate a sentence or copy from the whiteboard or IWB at first, however as their skills develop, they are encouraged to write independently using sound charts, sight word groups, word banks and their knowledge of letter/sound relationships to help them.

Handwriting – The students are encouraged to sit up straight and hold their pencils correctly. We use triangle pencils to encourage the students to hold their pencil between their thumb, pointer finger and middle finger with the other two fingers tucked underneath. They will practice their fluency patterns, tracing, copying and tracking the letters in the NSW Foundation handwriting style. Weekly handwriting lessons will relate to single sounds.

Speaking and Listening – Throughout the term the students will be involved in a range of informal talking and listening activities. We will be focussing on developing the students' active listening skills this term and confidence in addressing the class. Students are encouraged to make eye contact with the audience and use a loud clear voice. The News program will begin the week of Monday February 19 and the news topics are attached to this newsletter. Weekly topics will be based on the History and Science units.

MATHEMATICS

Concepts will be covered in the content strands of:

- **Number and Algebra**
- **Measurement and Geometry**
- **Statistics and Probability**

Specifically, during Term 1 students will cover:

Whole Number

Addition

Subtraction

Patterns and Algebra

Data

Time

Position

2D Space

Length

Teaching and learning activities will develop skills in the **Working Mathematically** area: questioning, applying strategies, communicating, reasoning and reflecting. The emphasis is *hands on*, which means the students participate in activities that encourage them to work with concrete materials (materials that they can touch and manipulate). The students participate in a **wide variety of structured and open-ended activities which allow students to work at their own level. Each week our program consists of 5 lessons.**

SCIENCE and TECHNOLOGY

Students will begin a unit entitled *Staying Alive*. Through an inquiry-based approach, students will be engaged in learning about living things and what they require to survive. This strand develops students' understanding of how living things and their environment play a central role in the support for and survival of humans.

The content engages students in the processes of Working Scientifically, and Design and Production. The students will participate in guided investigations, pose and respond to questions and make predictions. Students will collect and represent information using a variety of methods and safely manipulate equipment and materials, making sustainable and time-efficient choices. Students will generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies, where appropriate. They provide explanations about what they have done and evaluate their ideas using predetermined criteria.

Information and Communication Technologies (ICT) are utilised across all Key learning Areas to enhance learning. Students have daily access to iPads. We will be focused on developing students' research, production and presentation skills. The Matific online program will be used in class activities and also for homework.

HISE - HISTORY

The Semester 1 unit is entitled Personal and Family Histories and is taught in conjunction with English Students will be:

- identifying and describing their own history and that of their family;
- describing how the past is different from the present through stories of their own and other cultures; and
- acquiring information by direct observation, talking to others and by viewing, reading and listening to texts.

CREATIVE ARTS

Visual Arts

The visual arts learning program will be linked to the rich texts that students are reading in class. Opportunities will be provided to regularly explore their own creativity through making and appreciating artworks, as well as studying various artists.

Performing Arts

Music and drama will be taught by Ms Luisa Fraser. Please refer to the Specialist timetable and General Information to gain more information.

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION (PD/H/PE)

Physical Education (PE)

Your child's PE / Sport day is **Tuesday and Friday**.

Please ensure your child is in their PE uniform (including suitable footwear) each Tuesday and Friday. The students will participate in a program delivered by Sport in Schools Australia (SiSA). All staff are experts who specialise in teaching sport. During each SiSA session, the students will rotate through 3 programs for the duration of 40 minutes. The programs in Term 1 are:

- **Athletics** program offers a unique service of teaching students basic to advanced track and field skills with innovative and specialised equipment. The program places strong emphasis on fun and fitness.
- **Co-operative learning and social skills** program address the key skills of Sharing, Co-operation, visual communication; verbal communication; problem solving; trust; and adaptability.
- The **Fundamental Movement** program focuses on motor skills and physical activities of locomotion, throwing, launching, tracking, catching, hitting and striking, games, co-operative learning, balance, fitness, co-ordination and core stability.

The students will have their session with SiSA for 2 consecutive weeks and then sport with their classroom teacher in the third week.

Personal Development and Health (PDH)

Students will participate in lessons based on the Mosman Behaviour Code (MBC) that are based on school wide expectations. Rules for all areas of the school will be taught through visual learning strategies and role-play. To complement this, students will also have lessons where social skills will be taught.

SPECIALIST PROGRAM TIMETABLE – TERM 1

	Monday	Tuesday	Wednesday	Thursday	Friday
CAPA	KD		KT	KS	KA KH
Library	KD		KS	KT	KA KH

Oral Presentations

Kindergarten students are encouraged to plan their Term 1 oral presentations so they can present their news confidently to the class.

The oral presentations (news) are important because they encourage speaking and listening behaviours, develop effective questioning techniques and provide opportunities for peer, self and teacher evaluations. Please assist your child by helping them plan news items from the list below each week. Ask your child to think about ways of speaking and listening effectively. For example, speaking clearly, presenting confidently, giving eye contact and making appropriate gestures.

When your child unpacks their bag at school, their news will go in the news box. It will stay in the news box until news time, then it will go back in the box until home time. News items must not be played with during lunchtime or afternoon tea. Please do not send precious or expensive items to school - we are very careful with news items but cannot be responsible for breakages or loss.

Students present the following tasks on their news day each week. News presentations should be half a minute to two minutes long. It will be beneficial to practise at home with an adult.

Your child's news day will be sent out in a separate timetable.

Week	Beginning	Topic
4	February 17	Bring in a favourite photo of you with some or all your family. (It is not the photo you supplied for the Family Tree). Talk to the class about who is in your family photo and what you like to do together. (A USB could be used).
5	February 24	Bring in your favourite toy and tell the class about it and explain why it is your favourite.
6	March 2	Free choice
7	March 9	Bring in your favourite book. Tell the class about it and explain why it is your favourite.
8	March 16	Draw a picture or bring in a picture of your favourite animal. Tell the class why you like this animal more than any other animal.
9	March 23	Talk about your favourite sport or physical activity. Tell the class why you enjoy it so much.
10	March 30	Free choice
11	April 6	Draw a picture of your home. Share what makes your home special and what is your favourite place within your home. (A photo could be used).

Thank you for your co-operation and support.
Kindergarten Teachers

Please use these prompts to help your child order their news.
 Most weeks the students will be able to present their news and answer Who? What? Where? How? and Why?
 Some weeks, you may not need to answer all the questions as they may not be applicable.

Who?

grandmother	grandfather	mother	father
family	brother	sister	friend
team	teacher	neighbours	class

What?

played games	played sport	swam	fed the animals
bought a gift	hurt myself	played PS2	went horse riding
had a party	watched television	ate	danced

Where?

beach	movies	house	farm
park	shops	pet shop	friend's house
home	camping ground	museum	riverbank

When?

today	yesterday	on the weekend	on holidays
morning	night	breakfast	at lunch
bedtime	last week	Monday Tuesday Wednesday Thursday	Friday Saturday Sunday A long time ago

Why?

to see the animals	to adopt a pet	to visit our grandparents	to play
on holiday	for a barbecue	for dinner	for my birthday
because it was a hot day	because it was a cold day	because it was a rainy day	because it was a windy day

How did you get there?

bus	train	car	bicycle
scooter	skateboard	ran	walked
tram	plane	helicopter	boat

How did you feel?

happy	angry	sad	scared
proud	shy	shocked	worried
tired	sceptical	impatient	sick