Maronite College of the Holy Family



**Grade Curriculum Notes: Kindergarten**

***2017***

***Teaching Staff***

***Grade: Kindergarten***

***Stage Coordinator Ms Rozario***

***Grade Teachers : Ms Khodeir***

 ***Ms Dib***

***Ms Faddoul***

 ***Ms Manolakos***

***Arabic Teachers: Mrs Chalhoub***

***Mrs Farah***

***Mrs Zaiter***

***Mrs Sassine***

***Learning Centre Supervisor: Ms Roumanus***

***Integration/ESL Staff: Ms Rozario***

 ***Ms Le Merle***

***Ms Pantaleone***

**Curriculum Notes**

Homework:

Your child should be spending 10 – 15 minutes on homework each night.

Each term the children will receive a homework booklet and are to complete two pages per week. They include the sound and sight words of the week and spelling lists which are to be practised daily and they are to complete a different box each night from Monday to Wednesday. This goes home on the Monday and is to be returned on the Thursday. Homework activities for the week include sounds, learning a rhyme, sight words, handwriting, number work, spelling, home readers and Arabic work.

English/Mathematics:

Some of the key concepts covered in English and Mathematics include:

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| English* Recites known nursery rhymes
* Use correct grammar when speaking to others
* Following directions and instructions
* Use knowledge of sounds (phonics) when reading and writing
* Reads irregular (tricky) words as a sight word list
* Spells sight words
* Understand what they have read
* Progress through leveled books at an individual rate
* Writes letters of the alphabet using the correct NSW Foundation Style letter formation
* Writes different types of texts (recount, information reports, descriptions, narratives)
* Uses capital letters, full stops and word spacing in the writing experience
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| Mathematics* Counting, recognising and labelling groups of objects to 10
* Recognising number names to twenty
* Counting to 30; recognising numbers to 20; counting and labelling to 20
* Numbers before and after a given number; counting on from a given number
* The beginnings of addition (joining) and subtraction (taking away)
* The beginnings of multiplication (grouping) and division (sharing)
* Identify three dimensional shapes
* Recognize that there are different coins and notes and exchange money in play situation

Count Me In Too (CMIT) activities, which focus on teaching Numeration to the students, are completed in each of the classrooms daily. |

Below are the allocated times for specialist classes:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Kinder White** | **Kinder Red** | **Kinder Blue** | **Kinder Rose** |
| **Learning Centre** | Tuesday(Borrowing Day Thursday) | Thursday(Borrowing Day Thursday) | Monday (Borrowing Day Thursday) | Monday (Borrowing Day Thursday) |
| **Arabic** | Daily **11:20-11:50** | Daily **11:20-11:50** | Daily **11:20-11:50** | Daily **11:20-11:50** |
| **Sport** | Wednesday | Wednesday | Wednesday | Wednesday |

Integrated Units:  *The following units are covered throughout the year:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| Religion | - Lent / Easter- God Loves Me | My Family Loves Me |  God Is Our Creator | - The Community That Celebrates God- Christmas- Jesus Is Born |
| Science and Technology/History/Geography  | Science: Earth & Space Sciences: Weather in my World Physical Sciences: On The Move | History: Personal and Family Histories | Science: Chemical Sciences: What’s it made of?Biological Sciences: Staying Alive  | Geography:People live in places  |
| Creative Arts | Creative Arts is integrated with thematic units |
| PDHPE | **Physical Education Gymnastics**-Non-locomotor & Locomotor skills- Elements of Movement and Composition.**Personal Development & Health****Safe Living****-**Students will cover content on various Safety measures that need to be taken atschool, home, rural, road, water, personal safetyand will also learn about what to do in case of anEmergency. | **Physical Education Athletics and Active Lifestyle**This term the students will be focusing onAthletics (Games and Sports- Athletics)including the skills ofrunning, jumpingand throwing.-They will also look atWays to be Activethrough playingball games and participating inobstacle courses**.****Personal Development & Health****Personal Health Choices****-** The students will be learning about the various ways in which they can make decisions which will influence their health in the areas ofnutrition, health services and products, drug use, environmental health and preventative measures.**Active Lifestyle-** Components of an Active Lifestyleand theEffects of Physical Activitywill also be taught this term**.** | **Physical Education Minor Games**The students will actively participate inminor gamesincluding:miming/imitating, running, chasing, circle, simple ball games, cooperation games and parachute games.**Personal Development & Health****Interpersonal Relationships****-** This term the students will learn about Relationships, Communication, Families, Peers and Groups. This will look at communicating feelings, developing positive relationships, working and playing with others. | **Physical Education****Dance**The students will learn various dance styles, including folk, social, bush and creative. This will focus on developing appropriate non-locomotor and locomotor skills and will look at elements and compositions of various dances.**Personal Development & Health****Growth and Development** **-** This term the students will be learning about theirPersonal Identity,the differentparts of the bodyincluding their senses and changes that occur from birth. They will also discuss Values, looking at likes, dislikes, acceptance of people’s uniqueness and differences. |

**Kindergarten - Term 4 Overview 2017**

This is a term overview for the teaching and learning for each subject in Kindergarten for Term 3.

|  |  |  |
| --- | --- | --- |
| **KLA** | **Outcome Description** | **Unit Outline** |
| **English****Mathematics****Religion****Geography****Personal Development, Health & Physical Education****Creative Arts** | **English****ENe-1A** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction**ENe-2A** Composes simple texts to convey an idea or message**ENe-3A P**roduces most lower case and upper caseletters and uses digital technologies to construct texts**ENe-4A** Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies**ENe-5A** Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling**ENe-6B** Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language**ENe-7B** Recognises some different purposes for writing and that own texts differ in various ways**ENe-8B** Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter**ENe-9B** Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts**ENe-10C**thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts**ENe-11D**responds to and composes simple texts about familiar aspects of the world and their own experiences**ENe-12E**demonstrates awareness of how to reflect on aspects of their own and others’ learning**Number and Algebra*****Whole Number*** **MAe-4NA** Counts to 30 and orders, reads and represent numbers 0 to 20.**Statistics and Probability*****Data*****MAe-17SP** Represents data and interprets data displays made from objects. **Whole Number*****Patterns & Algebra*** **MAe-8NA** recognizes, describes and continues repeating patterns**Measurement & Geometry*****Mass*** **MAe-12MG** describes and compares areas using everyday language**Measurement & Geometry*****Time*****MAe-13MG** sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks**Measurement & Geometry*****Position*** **MAe-16MG** describes position and gives and follows simple directions using everyday language**Whole Number** ***Addition and Subtraction*** **MAe-5NA** combines, separates and compares collections of objects, describes using everyday language, and records using informal methods**Whole Number*****Number*** **MAe-4NA** counts to 30, and orders, reads and represents numbers in the range 0 to 20**Christmas: Jesus is Born** The focus is getting ready for Christmas.**O1 - God****Outcome:** demonstrate an understanding and appreciation of God as our loving creator, ever-present and experienced in people and the world around us.**O2 - Jesus****Outcome:** demonstrate an understanding and appreciation of Jesus as the incarnate Son of God who loves us and invites us to grow in relationship with him.**O4 - Sacraments****Outcome:** demonstrate an understanding and appreciation of the Church’s sacraments as sacred actions by which we are welcomed to community, reconciled and invited to share the special presence of Jesus.**GEe-1:** Identifies places and develops an understanding of the importance of places to people.**GEe-2:** Communicates geographical information and uses geographical tools. **Growth & Development** **GDES1.9** Identifies how people grow and change**DMES1.2** Identifies some options available when making simple decisions. **V1-**refers to a sense of their own worth and dignity**V4**- increasingly accepts responsibility for personal and community health**GSES1.8 –** demonstrates fundamental movement skills while playing with and sharing equipment**ALES1.6-** Develops a repertoire of physical activities in which they can participate**.****DAES1.7 –** moves in response to various stimuli**V2-** respects the right of others to hold different values and attitudes from their own**V3 -** enjoys a sense of belonging**.** **V4 –** Increasingly respects responsibility for personal and community health**V5 -** willingly participates in regular physical activity**Visual Arts***Making***VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.**VAES1.2** Experiments with a range of media in selected forms.*Appreciating***VAES1.3** Recognises some of the qualities of different artworks and begins to realise that artists make artworks.**VAES1.4** Communicates their ideas about pictures and other kinds of artworks. **Drama***Making***DRAES1.1** Uses imagination and the elements of drama in imaginative play and dramatic situations.*Performing***DRAES1.3** Dramatises personal experiences using movement, space and objects.*Appreciating***DRAES1.4** Responds to dramatic experiences.**Dance****DAES1.1** Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.**DAES1.2** Explores movement in response to a stimulus to express ideas, feelings or moods.**DAES1.3** Responds to and communicates about the dances they view and/or experience. | **Speaking and Listening**Students will be presenting their news item once a week and they will be asked questions about their news by their peers. Student’s news presentation will be assessed throughout the term. Parents will be provided with an outline of the topics each week.Students will be involved in various listening activities and will be assessed accordingly. For example, students will listen to a series of instructions to complete a task.**Reading and Viewing**Reading groups will be heldfour times a week for 40 minutes. The students are also expected to read at home every night for 10 minutes.Every two weeks the Kindergarten children will read a Shared Reading text. Texts include, A House for Hermit Crab, A Swim in the Sea, I’m the Biggest Thing in the Ocean, Santa’s Secret, Cats, What Will Baby Do? Christmas Advert, There was an Old Lady who Swallowed a Star, There was an Old Bloke who Swallowed a Present, An Aussie Day before Christmas, Santa Koala The children will then complete related activities involving reading, comprehension, grammar, writing and talking and listening.**Writing and Representing**Writing in Term 4 focuses on writing informative and imaginative text and The focus this term are the family sounds: Silent k, all ill, ell, eat, eep, eet, est, ock, ick, eck, ack, oon, ook, oom, oop ump, unk, ing, earail, ain,ang, uck, out, ink, ight, oat, ash, air, atch, ite. We focus on correct pencil grip and correct letter formation and using NSW Foundation Writing.* understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns
* recognise basic book conventions, eg open and hold books correctly, turn pages
* select simple print, visual and/or digital texts to read independently for enjoyment and pleasure
* respond to a range of imaginative and creative texts, including visual media

Students will:* count forwards to 30.
* counts with one to one correspondence.
* write numbers to 30 using numerals.
* present numbers to 10 using dot patterns and objects.
* sequence numbers to 30.
* students use the calculator to play a number guessing game.
* Students will answer yes/no questions to collect information and organise objects into simple data displays and interpret the displays
* Student will copy, continue and create patterns with sounds, actions, objects and drawings. Students will create or continue a repeating pattern using simple computer graphics and recognise when an error occurs in a pattern and explain what wrong.
* Students will use direct and indirect comparison to decide which is heavier, and explain their reasoning using everyday language
* Students will compare and orders the duration of events using the everyday language of time
* Tell time on the hour on analog and digital clocks
* Students will describe position and movement of objects and use positional language to locate various objects.
* Student will record positions using ordinals.
* Students will continue to play Count Me In Too games in number lessons. These games are “hands on” activities to reinforce counting, number recognition, sequencing and dot patterns. The students are assessed continuously with the Sena 1 test to determine the mathematical skills level for each student. This information is then used to inform the student group levels and decide the activities for the students at their level.
* Students will count to 30 and represent numbers to 20 with objects, pictures, numerals and words.

Concepts covered are: * Demonstrate an appreciation of Jesus as the incarnate Son of God.
* Students prepare for the Glorious season of the birth of the Lord.
* Students respond to Gospels about Christmas.

**Important places**Students will:* Investigate the importance of places they live in and belong to.
* Discuss why places are special and how people care for them
* Explain why people need to take care of places

**Aboriginal and Torres Strait Islander places**Students will:* Investigate the [Country/Places](https://syllabus.bostes.nsw.edu.au/glossary/ge/countryplace/?ajax) important to Aboriginal or Torres Strait Islander
* Discuss why the site, Country or Place is important
* **Locating places**

Students will* Investigate how the location of places can be represented, for example:
* Location of familiar and local places on maps
* Describe the location of places

**Personal Development and Health –** Students will be learning about their Personal Identity, the different parts of the body including their senses and changes that occur from birth. They will also discuss Values, looking at likes, dislikes, acceptance of people’s uniqueness and differences. **Physical Education** - Students will learn various dance styles, including folk, social, bush and creative. This will focus on developing appropriate non-locomotor and locomotor skills and will look at elements and compositions of various dances.**Visual Arts** - Students develop knowledge and understanding, skills, values and attitudes in *Making* and *Appreciating* by engaging with the concepts of artists, artworks, the audience and the world. **Drama** -Students will develop knowledge and understanding, skills, values and attitudes in Making, Performing and Appreciating by engaging in role, dramatic contexts, elements and forms. In making drama, students learn how to investigate their world through devising plays, role-plays and imagined situations. **Dance -** Students will develop knowledge and understanding, skills, values and attitudes in Performing, Composing and Appreciating by engaging with the elements of dance (action dynamics, time, space, relationships and structure) through a range of contexts within a planned and sequential process of teaching and learning.  |