

MARONITE COLLEGE OF THE HOLY FAMILY



Grade Curriculum Notes: Kindergarten

2018

Teaching Staff

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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 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, home readers and Arabic work.

English/Mathematics:

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

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
- 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

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)
- Counting by two and five as a number pattern
- Creating and reading information from picture graphs
- Time: reading o'clock times on digital and analogue clocks, morning/night/afternoon, yesterday/today/tomorrow, days of the week, months of the year
- Shapes and shape names

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

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	<p>Physical Education Gymnastics</p> <p>-Non-locomotor & Locomotor skills - Elements of Movement and Composition.</p> <p>Personal Development & Health</p> <p>Safe Living</p> <p>-Students will cover content on various Safety measures that need to be taken at school, home, rural, road, water, personal safety and will also learn about what to do in case of an Emergency.</p>	<p>Physical Education Athletics and Active Lifestyle</p> <p>This term the students will be focusing on Athletics (Games and Sports- Athletics) including the skills of running, jumping and throwing. -They will also look at Ways to be Active through playing ball games and participating in obstacle courses.</p> <p>Personal Development & Health</p> <p>Personal Health Choices</p> <p>- The students will be learning about the various ways in which they can make decisions which will influence their health in the areas of nutrition, health services and products, drug use, environmental health and preventative measures.</p> <p>Active Lifestyle- Components of an Active Lifestyle and the Effects of Physical Activity will also be taught this term.</p>	<p>Physical Education Minor Games</p> <p>The students will actively participate in minor games including: miming/imitating, running, chasing, circle, simple ball games, cooperation games and parachute games.</p> <p>Personal Development & Health</p> <p>Interpersonal Relationships</p> <p>- 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.</p>	<p>Physical Education Dance</p> <p>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.</p> <p>Personal Development & Health</p> <p>Growth and Development</p> <p>- This term the 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.</p>

Below are the allocated times for specialist classes:

	Kinder White	Kinder Red	Kinder Blue	Kinder Rose
Learning Centre	Tuesday (Borrowing Day Thursday)	Friday (Borrowing Day Thursday)	Thursday (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
ICT	Monday	Tuesday	Friday	Friday

Term 1 Overview

Below is a term overview for the work carried out for each subject in Kindergarten. You will also receive a similar outline at the beginning of terms 2, 3 and 4.

KLA	Outcome Description	Unit Outline
English	<p><u>Early Stage 1 Outcomes</u></p> <p>A student:</p> <p>communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p><u>ENe-1A</u></p> <p>composes simple texts to convey an idea or message</p> <p><u>ENe-2A</u></p> <p>produces most lower case and upper case letters and uses digital technologies to construct texts</p> <p><u>ENe-3A</u></p> <p>demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p><u>ENe-4A</u></p> <p>demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p> <p><u>ENe-5A</u></p> <p><u>recognises that there are</u> different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p> <p><u>ENe-6B</u></p> <p>recognises some different purposes for writing and that own texts differ in various ways</p> <p><u>ENe-7B</u></p> <p>demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p>	<p><u>Speaking and Listening</u></p> <p>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.</p> <p>Students will be involved in various listening activities and will be assessed accordingly. For example, students will construct a sheep or a rabbit by listening to a series of instructions.</p> <p><u>Reading and Viewing</u></p> <p>Every two weeks the Kindergarten students will read a shared reading (modelled reading) text. The students will then complete related activities involving reading, comprehension, grammar and speaking and listening.</p> <p>During Modelled Reading, the teacher models correct reading behaviours and exposes students to the skills and strategies that are vital to develop awareness of purpose, audience and subject matter.</p> <p>Students will:</p> <ul style="list-style-type: none"> -build book and print awareness in students by modeling reading behaviours, such as reading from top to bottom and left to right -build phonics skills in students by providing instruction and repeated practice in decoding books on their independent level <p>Texts:</p> <ul style="list-style-type: none"> - I like Myself by Karen Beaumont -What would we do without Missus Mac? By Gus Clarke - Big Earth, Little Me by Thom Whiley - Look see, look at me! by Leone Norrington and Dee Huxley

	<p><u>ENe-8B</u> demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p> <p><u>ENe-9B</u> thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p><u>ENe-10C</u> responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p><u>ENe-11D</u> demonstrates awareness of how to reflect on aspects of their own and others' learning</p> <p><u>ENe-12E</u> reflect on own reading and discuss the pleasure and challenges of learning to read</p>	<p>- I went walking by Sue Machin</p> <p>Reading groups will be held four times a week for 40 minutes. The students are also expected to read at home every night for 5 to 10 minutes.</p> <p>Students explore,</p> <ul style="list-style-type: none"> • Caring for books: clean hands, book handling, keeping books safe • Familiarisation with the Junior Fiction section <p>Borrowing and returning</p> <p><u>Writing and Representing</u> Writing in Term 1 focuses on Imaginative and Informative texts. Children will begin their writing experience with “magic writing” and will progress into formal writing using NSW Foundation Writing.</p> <p>Phonics: The letters focused on this term are, s,a,t, p,i,n. We focus on correct pencil grip and correct letter formation.</p>
Mathematics	<p>Number and Algebra -Whole Number MAe-4NA Counts to 30, and orders, reads and represents numbers in the range 0 to 20</p> <p>Number and Algebra-Patterns & Algebra MAe-8NA Recognises, describes, creates and continues repeating patterns</p> <p>Statistics and Probability MAe-17SP Represents and interprets data displays made from objects.</p> <p>Measurement and Geometry- Length MAe-9MG Describes and compares length and distance using everyday language.</p> <p>Measurement and Geometry - Area MAe-10MG Describes and compares area using everyday language.</p> <p>Measurement and Geometry - Time</p>	<p>-Students will:</p> <ul style="list-style-type: none"> • count forwards to 30. • counts with one to one correspondence. • write numbers to 10 using numerals. • present numbers to 10 using dot patterns and objects • sequence numbers to 10. <p>-Students will be divided into Count Me In Too Groups and will play CMIT games to reinforce counting, number recognition, sequencing and dot patterns.</p> <p>-Students will create and continue 2 or 3 repeat patterns using everyday objects. Students will then create and draw 2 or 3 repeat-patterns in their book or on their worksheet.</p> <p>-Students represent data informally using picture graphs. Students create a column graph based on the number of people in their family.</p>

	<p>MAe-13MG Sequences events and uses everyday language to describe the duration of events, and reads hour time on clock.</p> <p>Measurement and Geometry- Position</p> <p>MAe-14MG Manipulates, sorts and represents three dimensional objects and describes them using everyday language.</p>	<p>-Students use streamers to measure their height and make direct comparisons.</p> <p>-Students measure the area of an object using smaller objects.</p> <p>-Students will:</p> <ul style="list-style-type: none"> • identify when certain activities take place. • recognize and sequence the days of the week. <p>-Students describe where specific objects are using everyday language, i.e. under, between, beside etc.</p>
<p>Religion</p> <p>Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings.</p>	<p>(1KC2) 01 * Lent / Easter</p> <p>(1KC2) 01 * God Loves Me</p> <p>The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta</p>	<ul style="list-style-type: none"> • Students prepare for Lent and learn about the story of Easter. • Students discuss how much God loves us and how we can be more like God.
<p>Science and Technology</p>	<p>Outcomes</p> <p>STe-1VA shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities</p> <p>STe-2VA demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives and to shaping sustainable features</p> <p>STe-7NE observes, using their senses, how daily and seasonal changes in the environment affect them and other living things</p> <p>STe-6NE: Identifies that the way objects move depends on a variety of factors.</p> <p>STe-5WT: Uses a simple design process to produce solutions with identified purposes</p> <p>STE-4WS explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas</p>	<p>Earth and Space Sciences – Weather in My World.</p> <p>This unit explores the effect of air, sun and wind on weather through a series of collaborative inquiry-based learning activities. Observational skills and appropriate language to describe the characteristics of weather are covered, as well as how weather affects our daily lives.</p> <p>Physical Sciences: On The Move</p> <p>This unit explores push and pulls forces used to move objects, in ways such as sliding, bouncing and spinning, through a series of collaborative inquiry-based learning activities. Investigations are conducted to observe and gather evidence about rolling objects and explore the idea of fair testing.</p>

<p>Personal Development, Health & Physical Education</p>	<p>Personal Development and Health INES1.3 – Relates well to others in work and play situations.</p> <p>COES1.1- expresses feelings, needs and wants in appropriate ways.</p> <p>PSES15 - seeks help as needed when faced with different problems.</p> <p>SLES1.13 - demonstrates an emerging awareness of the concepts of safe and unsafe living.</p> <p>V4 - increasingly accepts responsibility for personal and community health.</p> <p>PHE1.12 - Displays basic positive health practices.</p> <p>Cross-curricular- DRAES1.3 dramatises personal experiences using movement, space and objects</p> <p>Physical Education GYES1.10 Performs basic movement patterns to show actions of the whole body V3- enjoys a sense of belonging V4 - willingly participates in regular physical activity V5 – commits for realizing their full potential</p>	<p>Personal Development and Health Children also consider safe rules for the classroom and the playground, healthy and unhealthy foods and health and hygiene i.e. showering and importance of brushing teeth.</p> <p>Physical Education Gymnastics- This term the students will focus on developing Non-locomotor, Locomotor skills, Elements of Movement and Composition.</p>
<p>Creative Arts</p>	<p>Music Performing MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts. Organising Sound MUES1.2 Creates own rhymes, games, songs and simple compositions. Listening MUES1.4 Listens to and responds to music.</p>	<p>In Music, students are being introduced to the basic elements of Music with a particular emphasis on the beat. They have clapped, walked, marched, sang and played instruments to the beat while they are learning fun songs and games.</p>

	<p><u>Visual Arts</u> <i>Making</i> 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. <i>Appreciating</i> 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.</p> <p><u>Drama</u> <i>Making</i> DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations. <i>Performing</i> DRAES1.3 Dramatises personal experiences using movement, space and objects. <i>Appreciating</i> DRAES1.4 Responds to dramatic experiences.</p>	<p>In Visual Arts, students depict different art mediums through techniques such as using sponges, paint, weaving, crayons and drawing.</p> <p>In Drama, students will partake in dramatizing simple and well known nursery rhymes.</p>
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