Maronite College of the Holy Family



**Grade Curriculum Notes: Kindergarten**

***2019***

***Teaching Staff***

***Grade: Kindergarten***

***Stage Coordinator: Mrs Vrontas***

***Special Needs Coordinator: Mr Perret***

***Grade Teachers : Ms Bechara***

***Ms Alweddy***

***Ms Delos Reyes***

***Ms Hanna***

***Arabic Teachers: Mrs Chalhoub***

***Mrs Farah***

***Mrs Zaiter***

***Mrs Sassine***

***Learning Centre Supervisor: Ms Le Merle/ Ms Hort***

***Integration/EAL Staff: Ms Pantelone***

***Ms Maxwell***

***Learning Support:* Katie Zdrilic**

**Curriculum Notes**

Homework:

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

Each term the student will receive a homework grid focusing on English, Mathematics, Religion and Physical Education concepts. Students also receive a home reader and Magic Sight words that are to be completed every night. This goes home on the Monday and is to be returned on the Friday. Homework starts in Week 3

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 on 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 (Factual, Informative and Imaginative) * 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:  Physical Sciences: On The Move  Earth & Space Sciences: Weather in my World | 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. |

Below are the allocated times for specialist classes:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Kinder White | Kinder Red | Kinder Blue | Kinder Rose |
| Learning Centre | Tuesday  (Borrowing Day Thursday) | Tuesday  (Borrowing Day Thursday) | Wednesday  (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 | Thursday | Wednesday |

**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.

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| --- | --- | --- |
| KLA | Outcome Description | Unit Outline |
| English | **Early Stage 1 Outcomes**  A student:  communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction  **ENe-1A**  composes simple texts to convey an idea or message  **ENe-2A**  produces most lower case and upper case letters and uses digital technologies to construct texts  **ENe-3A**  demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies  **ENe-4A**  demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling  **ENe-5A**  **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-6B**  recognises some different purposes for writing and that own texts differ in various ways  **ENe-7B**  demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter  **ENe-8B**  demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts  **ENe-9B**  thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts  **ENe-10C**  responds to and composes simple texts about familiar aspects of the world and their own experiences  **ENe-11D**  demonstrates awareness of how to reflect on aspects of their own and others’ learning  **ENe-12E**  reflect on own reading and discuss the pleasure and challenges of learning to read | 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.  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.  Reading and Viewing  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.  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.  Students will:  -build book and print awareness in students by modelling reading behaviours, such as reading from top to bottom and left to right  -build phonics skillsin students by providing instruction and repeated practice in decoding books on their independent level  Texts:  - 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  - I went walking by Sue Machin  Reading groups will be heldfour times a week for 40 minutes. The students are also expected to read at home every night for 5 to 10 minutes.  Students explore,   * Caring for books: clean hands, book handling, keeping books safe * Familiarisation with the Junior Fiction section   Borrowing and returning  Writing and Representing  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. |
| Mathematics | **Number and Algebra -Whole Number**  **MAe-4NA** Counts to 30, and orders, reads and represents numbers in the range 0 to 20  **Number and Algebra-Patterns & Algebra**  **MAe-8NA** Recognises, describes, creates and continues repeating patterns  **Statistics and Probability**  **MAe-17SP** Represents and interprets data displays made from objects.  **Measurement and Geometry- Length**  **MAe-9MG** Describes and compares length and distance using everyday language.  **Measurement and Geometry - Area**  **MAe-10MG** Describes and compares area using everyday language.  **Measurement and Geometry - Time**  **MAe-13MG** Sequences events and uses everyday language to describe the duration of events, and reads hour time on clock.  **Measurement and Geometry- Position**  **MAe-14MG** Manipulates, sorts and represents three dimensional objects and describes them using everyday language. | -Students will:   * 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.   -Students will be divided into Count Me In Too Groups and will play CMIT games to reinforce counting, number recognition, sequencing and dot patterns.  -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.  -Students represent data informally using picture graphs. Students create a column graph based on the number of people in their family.  -Students use streamers to measure their height and make direct comparisons.  -Students measure the area of an object using smaller objects.  -Students will:   * identify when certain activities take place. * recognize and sequence the days of the week.   -Students describe where specific objects are using everyday language, i.e. under, between, beside etc. |
| **Religion**  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. | **(1KC2) 01 \* Lent / Easter**  **(1KC2) 01 \* God Loves Me**  The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta | * Students prepare for Lentand learn about the story of Easter. * Students discuss how much God loves us and how we can be more like God. |
| **Science and Technology** | **Science**  **Physical World**  **- STe-1WS-S** observes, questions and collects data to communicate ideas  **- STe-2DP-T** develops solutions to an identified need  **- STe-5PW-ST** observes the way objects move and relates changes in motion to push and pull forces  **Earth and Space**  **-STe-1WS-S** observes, questions and collects data to communicate ideas  **-STe-6ES-S** identifies how daily and seasonal changes in the environment affect humans and other living things  **Digital Technologies**  **STe-2DP-T** develops solutions to an identified need  **STe-7DI-T**identifies digital systems and explores how instructions are used to control digital devices | **Science**  The **Physical World** strand focuses on the physical characteristics of objects and the effects of these on how they move. This Early Stage 1 strand allows  students to investigate how push and pull forces create movement and introduces the fundamental concepts of force and motion.  The **Earth and Space** strand focuses on daily and seasonal changes in the environment. Students investigate how living things respond to these changes in the environment. Early Stage 1 of this strand introduces students to the foundational understanding of the Earth as a dynamic interrelated part of physical and biological systems.  **Digital Technologies**  Early Stage 1 of the Digital Technologies strand focuses on digital systems and how they are used to communicate. Students explore how algorithms can be used to solve problems. Early Stage 1 of this strand introduces students to computational thinking.    In this unit, students are introduced to digital technologies through a series of guided investigations using the technology available in classroom, school and home environments.  Students develop their use of correct terminology to clearly and precisely communicate instructions necessary when engaging with digital technology. Students use design activities to develop sequencing skills, enabling the achievement of larger tasks by breaking them into smaller, carefully ordered steps. In turn, they participate in following steps each has created to achieve a goal. When activities suggest the use of a device, an ‘unplugged’ option has been included for alternative delivery. |
| **Personal Development, Health & Physical Education** | Personal Development and Health  **INES1.3** – Relates well to others in work and play situations.  **COES1.1-** expresses feelings, needs and wants in appropriate ways.  **PSES15 -** seeks help as needed when faced with different problems.  **SLES1.13 -** demonstrates an emerging awareness of the concepts of safe and unsafe living.  **V4** - increasingly accepts responsibilty for personal and community health.  **PHES1.12 -** Displays basic positive health practices.  **Cross-curricular-**  DRAES1.3 dramatises personal experiences using movement, space and objects  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 | **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.  **Physical Education**  **Gymnastics-** This term the students will focus on developingNon-locomotor, Locomotor skills, Elements of Movement and Composition. |
| **Creative Arts** | **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.  **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 Re**sponds to dramatic experiences. | 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.  In Visual Arts, students depict different art mediums through techniques such as using sponges, paint, weaving, crayons and drawing.  In Drama, students will partake in dramatizing simple and well known nursery rhymes. |