

Lyneham Primary School

Preschool to Year 6

Kindergarten 2020

Term 4 Learning Overview Vicki, Laura, Margie and Meg

English

This term we are continuing to develop our reading strategies to create independent, thoughtful and confident readers. Each week we continue to focus on reading strategies as a class and as individuals that enhance comprehension, accuracy, fluency and expand our vocabulary. We are exploring a range of comprehension strategies including predicting, understanding the main idea, inferring and asking questions.

This term we continue to spend time working on authentic writing tasks. This means we write to real people and for real reasons. Writing time in Kindergarten encourages participation, having a go, the sharing of ideas and increasing confidence through continued practise and reflection. This term we are continuing to edit our writing using our 5 Star Writing Guide and introducing a "Bump it Up" wall which assists us to set our writing goals. Through our inquiry into looking at *Change* we will reflect on our growth as readers and writers. This will provide us with wonderful and authentic contexts to view, share and create. As part of our *Interactive Writing* we incorporate handwriting focussing on letter size, shape, formation and pencil grip and the conventions of print.

We will continue our *Tuesday Newsday* where we practise speaking to a group and listening to others.

Library

Students will continue to visit the library on Friday to borrow books.

Mathematics

This term we will continue to consolidate our skills in numeral identification and number sense. We will continue to explore simple addition and subtraction problems and thinking about where these occur in our everyday life. We will explore mathematical concepts through problem solving and we will be looking at sharing things equally and making equal groups.

This term we will explore the concept of "time" through our daily maths routines. We will be inquiring into the mass and capacity of different objects and comparing them using informal units of measurement.

The Arts

Musical and visual art experiences will be linked to all key learning areas. During our weekly routine there will be opportunities for singing and visual arts. The students will make a variety of artworks using different mediums and make evaluations of artworks expressing what they like and why. We are very excited to welcome back Mr Tim for our end of year performance.

Physical Education and Health

This term we will continue to participate in weekly gross motor activities on Wednesday. During this time we will be focusing on balancing and practising movement sequences using different body parts. We would like to welcome Nigel who is working with kindergarten on cooperative games in Physical Education.

Science

Big Question; How can living things be used to meet our needs? In this unit, students recognise that plants and animals can be used as food or materials for clothing and shelter. They will explore a range of foods from plants and animals and a range of foods from different cultures and they will investigate items that are designed and produced from fibres that are sourced from plants and animals.

SeeSaw

We strongly encourage you to engage with SeeSaw to enjoy your children's learning journey!

Important Dates:

Week 1

Week 2 Book Week
BASE Assessment
Whole School
Kindergarten Assembly

Week 3 BASE Assessment

Week 4 Market Day

Week 5 Remembrance Day
Assembly

Week 6

Week 7

Week 8 Junior Concert

Week 9 Senior Concert

Week 10 Reports Home, Fun Day
(Wednesday)

Last Day-**THURSDAY 17TH
DECEMBER**

Unit of Inquiry Overview

How can we make our playground a happy and safe place?

Key Concepts

- How can we care for a familiar place?
- How have we grown and changed this year?
- Where can we be active at school and how can we move and play safely?
- How can we work with others cooperatively in a range of activities?

Understandings

The students will understand that:

- They have the right to feel safe and happy at school
- They have changed physically (height, size, teeth, feet) emotionally, academically and socially

Skills

Students will:

- Identify and describe the different emotions people experience.
- Identify actions that help them be healthy, safe and physically active.
- Identify and compare changes
- Define what it means to be safe

Learning Assets - What do we want our students to be able to do/be? <i>See pages 102-103 of 'The Power of Inquiry' for examples</i>	
As thinkers we...	Wonder, question, predict, hypothesise and evaluate
As communicators we...	Explain, contribute, share ideas and observations
As researchers we...	Experiment, propose and record
As self-managers we...	Take risks, plan, organise ourselves and persist
As collaborators we...	Take turns, share and encourage

Friendly schools

The Friendly school program is designed to promote positive peer relationships and explicit teaching related to emotions, social knowledge and social skills. Through literature and activities children will develop social and emotional competencies to allow them to recognise and control their emotions, build positive relationships, show consideration to others, make thoughtful and sensible choices and cope successfully with difficult situations.

Supporting children's emotional, social and behavioural development enables them to more effectively engage in their learning.

