



## 2024 Kindergarten Term 1 Learning Journey

Important Days and Information		Homework	
<b>Sport Day:</b> Friday <b>PE Day:</b> Wednesday <b>Library Days:</b> KB, KD, KO, KR: Tuesday (Odd weeks)    KW: Thursday (Even weeks) <b>Scripture/Non-Scripture:</b> Tuesday		<ul style="list-style-type: none"> <li><i>Jolly Phonics Sound Card – Sent home from Week 4</i></li> <li><i>Home Reading Program – Commences Week 6 (More information to come)</i></li> <li><i>Numeracy at Home Games Program – Commences Week 6</i></li> <li><i>Online - Reading Eggs, Mathseeds</i></li> </ul>	
English		Mathematics	
<b>English Units</b> Early Stage 1 English units are structured around 2 ‘components’ that support cumulative, explicit and systematic teaching. Further information can be found: <a href="#">English K-2 Units</a> <ul style="list-style-type: none"> <li><i>Component A</i> (foundational literacy skills) 60 minutes daily</li> <li><i>Component B</i> (conceptual understandings of subject English) 45 minutes daily</li> </ul> <b>In Component A:</b> Students will participate in lessons that cover, Phonic Knowledge, Reading Fluency, Reading Comprehension, Spelling and Handwriting. Students will also undertake daily guided reading using decodable texts and a wider range of rich quality texts. Students use the Jolly Phonics Program, working through a progression of sounds to learn to decode (read) and encode (spell and write). <b>In Component B:</b> Students will participate in ‘Conceptual Units’ that cover, Oral Language and Communication, Vocabulary, Reading Comprehension, Creating Written Texts and Understanding and Responding to Literature. <b>Unit 1:</b> Context Focus Text – <i>Starting School</i> by J. Godwin & <i>Little Nic’s Big Day</i> by N. Naitanui <b>Unit 2:</b> Narrative Focus Text – <i>We’re Going on a Bear Hunt</i> By M. Rosen <b>Unit 3:</b> Character Focus Text – <i>Edward the Emu</i> By S. Knowles & <i>Edwina the Emu</i> by S. Knowles & <i>Thelma the Unicorn</i> by A. Blabey <b>Unit 4:</b> Imagery, Symbol and Connotation Focus Text - <i>The Book With No Pictures</i> by BJ. Novak & <i>My Book With No Pictures</i> by BJ. Novak <b>Unit 5:</b> Perspective and Argument Focus Text – <i>Chip</i> by K. Howarth		<b>Maths Warmups:</b> Students will engage in 5-to-10-minute lessons designed to review lesson content taught previously and practice skills required for the lesson/s to come. <b>Number Talks:</b> Students will participate in number talks which are brief discussions focusing on carefully chosen mental math problems. Students will share their thinking and teachers will guide students in their use of efficient strategies. <b>Mathematics Units:</b> Students will undertake 5 two-week units that reflect the ‘big ideas’ of mathematics in the early years of school. All units highlight and reinforce the role of working mathematically and student reasoning and they include rich mathematical tasks and resources. Teacher will be differentiating activities to teach to each student’s point of need. Further information can be found: <a href="#">Mathematics K-2 Units</a> <b>Unit 1:</b> Attributes can be used to sort objects <b>Unit 2:</b> Patterns have something that repeat over and over <b>Unit 3:</b> What needs to be measured determines the unit of measurement <b>Unit 4:</b> Smaller numbers can be found in bigger numbers <b>Unit 5:</b> New shapes can be made by joining (combining) or partitioning (breaking apart) existing shapes	
Science and Technology	History	Creative Arts	PD/Health/PE
<b>Material World</b> Through investigations, students develop skills of observing, describing, comparing and communicating whilst exploring our environment and the materials which are used to construct it. They will identify objects that are made of different materials that have observable properties and recognise how familiar products, places and spaces are made to suit their purpose. Students will explore materials and their properties through the use of their 5 senses.	<b>Personal and Family Histories</b> This unit of work provides students with the opportunity to learn about their own history and that of their family. Students explore their lives and special characteristics. The focus is on students’ backgrounds, past experiences and memories. This includes stories from a range of cultures and other parts of the world. Students will learn the difference between past, present and future as well as explore celebrations that are important to them and others around them.	<i>The Term One Strand is <b>Visual Arts</b>.</i> <b>Visual Arts</b> This visual arts unit of work will cover three elements of art; shape, colour and texture. Students will focus on fine motor development to build their understanding of line, size, shape and colour. Students will then consolidate this knowledge by appreciating and creating art works using these skills.	<b>Personal Development &amp; Health</b> <u><i>Relationships and Routines</i></u> This unit of work supports students to learn about the importance of creating and maintaining healthy relationships as well as practise social skills such as recognising emotions, effective communication methods and being kind and respectful.  <b>Physical Education and Sport</b> <u><i>Circuits and Games</i></u> Students will participate in circuit activities focusing on a range of small activities which will assist students in progressing their Fundamental Movement Skills (FMS).