Mathematics

• Counting forwards and backwards from different starting points.
• Addition strategies such as ‘friends of ten’, ‘doubles’, number lines, ten frames, counting up.
• Beginning to develop an understanding of simple subtraction and develop strategies such as counting backwards, counting down, number lines and pictorially representing subtraction facts to 10.
• Using units of measure to make direct and indirect comparisons between what is longer, shorter, heavier, or hold more.
• Comparing and ordering duration of events
• Introduction to o’clock on both digital and analogue clocks
• Connecting days of the week to familiar events
• Asking basic questions in order to collect data
• Using picture graphs to represent data

Literacy

Reading
- Students will participate in modelled, shared, guided and independent reading sessions
- The reading strategies ‘inferring’, ‘comparing’, ‘synthesising’, ‘scanning’, ‘self-questioning’ and ‘adjusting reading rate’ will be taught to students through a variety of reading sessions
- Targeted and differentiated guided reading program focussing on use of taught strategies, comprehension and fluency
- Revision of taught reading strategies

Writing
- Students will continue to have exposure to modelled, shared and independent writing texts
- Students will write their own recounts
- Students will be taught strategies for quality procedure writing and will write their own procedure texts
- They will be explicitly taught to utilise the writing strategies ‘summarising/paraphrasing’, ‘determining importance’, ‘comparing’ and ‘using meaning’.

Fine Motor
- Elements of the ‘Write On’ program will continue to be used to support handwriting. Our focus in term 3 will be letter formation including correct starting point and correct placement within lines, letter size and finger spacing.

Grammar
- Correct use of full stops, capital letters and question marks

Unit of Inquiry

SHARING THE PLANET

Central Idea: All living organisms have the urge to survive

Concepts: Responsibility and change

Lines of Inquiry
- Living/non-living
- How living things grow
- Needs of living things
- Human management of living organisms

Assessment
- Students will be asked to identify a living organisms’ strategies for survival

HOW THE WORLD WORKS

Central Idea: Materials behave and interact in certain ways, which determines how people use them

Concepts: Causation and change

Lines of Inquiry
- Behaviour of materials
- Changing properties of materials
- Manipulation and application of materials for new purposes

Assessment
- Choose a material and design an experiment to show how it can change.

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