

YEAR Kindy /Room K

- Term Three Outline 2016-



CURRICULUM

The theme this term is '**On the Farm**'. Through this theme we will look at farm animals and we will learn real facts about them through non-fiction books. We will learn a bit about where our food comes from and how it gets from the farm to our plates. Each week we will focus on a different story about farms and farm animals to sequence, retell, role play and to use as a spring board for investigations.

Literacy Blocks:

We will continue using the Letters and Sounds programme Phase 1 for planning which is all based on developing children's ability to hear, distinguish and identify sounds. During our mat sessions the children will be engaging in singing, talking, stories and playing games that help to develop these skills.

Understanding Sounds: We will be focusing on letter sounds (phoneme-grapheme correspondence) otherwise known as Phonics. Each day the children will learn a new sound (phoneme), its symbol (grapheme) and a hand action to help the kinaesthetic learners. We will continue to revise rhyming, syllables, and alliteration, although this term we will be moving onto oral phoneme blending and then segmenting using CVC (consonant-vowel-consonant) words. Children need to be able to hear the beginning, middle and final sounds in words (segmenting) as well as put sounds together (blending) orally, without any letters (graphemes) before they even begin to learn to read and write.

Writing: The children will continue refining their handwriting as they write their name each morning when they come to school with white board markers on their name card. With practise and repetition the children will begin to write their names independently on their own work. Many of the children are now able to write their names without a need for a name label. Children are always given opportunities to role play write (mark making) through sensory experiences and in play.

Reading: The children love to listen to stories, each week we will focus on a different story about farms and farm animals. We will read to them each day and many of the children have been role play reading on their own during quiet time. On Wednesdays, Marnee will focus on a story or non-fiction text each week and build her curriculum around that.

Mathematics:

Mathematics is always taught through exploration with materials, games and problem solving during play. We will focus on learning the five principles of early counting, numbers 0-10 which includes grouping, numerals, matching, ordering and sorting, we will

learn about measurement (capacity, length) and focus on more complex patterning (ABB, ABC). We will of course continue revising shapes and colours.

Science:

The children will learn that science is about making predictions to questions and then testing it out to see if you were correct. We will learn a bit about life cycles (the chicken), and we will be doing many experiments this term such as: How is rain formed? What happens when you mix vinegar and bi-carb soda? Why do some objects float and others sink? As always, the children will investigate and discover the world around them through play and we will make from scratch, set up and use sensory and manipulative materials such as, oobleck, play-dough, finger paint, frozen paints, slime, water play, sand play and much more.

Homework Requirements:

We will continue to send home show and tell bags with two different children each Kindy session and would love for children to bring something in to share with the class.

Classroom Management:

We like to use positive reinforcement as a way to help to motivate our students and keep them on task. We tend to stay away from materialistic 'rewards' for positive behaviour as this tends to leave the children expecting a reward for behaving as expected. In Kindy, we use encouragement and praise to acknowledge a student that is displaying the school's values of Care, Respect, Trying and being Responsible (CRTR).

For the times where children find it difficult to manage their behaviour and emotions in a positive way, we use 'Restorative Practice' to help the child to 'Restore' or fix their behaviour i.e. if they said a hurtful thing to another child they are helped to think of ways to make that child feel better and act upon it.

Teacher Contact Details:

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