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| <b>Term 3 Overview</b>  |
| <b>Kinder</b>   |
| <b>Religion</b>   |
| <p><b>Weeks 1-5 -Loving God and Others</b><br/>Students learn about the importance of loving God and each other and that God's plan is for people to help each other to live safely and happily together, sharing the world's resources for the good of all. In this unit, students examine the way to interact with others and how actions can reflect the love of God.</p> <p><b>Weeks 6-10 Prayer as Talking to God</b><br/>Students learn that prayer is a special way of talking to and listening to God that enables us to grow in loving relationship with Him. They also learn that there are different ways that believers pray, either alone or with others, including the Sign of the Cross and the Amen.</p>  |
| <b>English -Stories From Other Times (Fairytale)</b>  |
| In this unit students engage with shared stories and join in shared book activities. They are taught specific skills and strategies for reading and comprehension.They develop their knowledge of story structure and interpret and provide relevant explanations of characters and main events. Students will be encouraged to think imaginatively and creatively, making connections between texts and comparing different authors' versions of the same fairytale. They learn to express themselves through retelling stories, sharing their opinions and feelings and expressing their point of view.   |
| <b>Maths - Whole Number, Addition &amp; Subtraction, Multiplication and Division, Data, Patterns &amp; Algebra, 2D Space, Volume &amp; Capacity, Time</b>   |
| <p><b>Whole Number</b><br/>Students learn to count forward to 30 and backwards from 20, describe the number before as 'one less than' and the number after as 'one more than' a given number, read and make the 'teen' numbers.</p> <p><b>Addition &amp; Subtraction</b><br/>Students move from counting and combining perceptual objects, to using numbers as replacements for completed counts with mental strategies (counting on from the larger number). They become confident with taking away from a group (counting back) before being introduced to comparing two groups (ie finding 'how many more').</p> <p><b>Multiplication and Division,</b><br/>Students manipulate concrete objects to model equal groups. They acquire the concept of fair sharing. They identify how many in each group (sharing) and how many groups there are (Grouping). Students record grouping and sharing informally using pictures, words and numerals.</p> |
| <b>Science Living Detectives</b>  |
| In this unit students will explore the observable characteristics of plants, humans and animals and the environment they live in. They will observe, question and collect data to assess the growth of living things. Students will identify the difference between a need and a want by investigating real world examples. They will design and produce a home for a frog that adequately caters for its basic needs.  |
| <b>Geography - People Live in Places</b>  |

Students develop a sense of identity and understanding about their own place as they learn to observe and describe its features. They recognise why some places are special or important to people and how they care for them. They recognise that places can be represented on maps and learn how to read and construct a basic pictorial map and graphs. They pose questions and make observations about their school and home as well as draw conclusions about these observations. They also explore different places that are significant to Aboriginal people and the reasons why they are important.

### **Creative Arts - Visual Arts (Process Art- Experiment, Create)**

Students learn to use a variety of media, techniques and tools to create different effects. They look at and discuss artists and artworks linked to the techniques they will be using. Various techniques are to be explored in printmaking including printing with toys/food, bubble painting, using gravity to create art, marbling, monoprinting. Action Painting will be explored (Jackson Pollock).

### **Creative Arts - Music - Create and Play**

**Unit Description:** Students respond and perform using voice, percussion and body percussion to rhymes and songs. They move to recorded music and experiment with sound sources to represent environmental sound. They create a simple composition.

### **Creative Arts - Drama - Exploring Emotions and Character**

This unit allows students to explore different emotions and how they impact people. Students will improve personal and social competence while working with others and by themselves for different improvisational tasks. Students will explore narrative perspectives of fairy-tale characters and how they can put themselves in someone else's shoes.

### **PDHPE - Keeping Myself Safe**

The focus is on Child Protection Education (CPE). Key questions to be answered are "What can I do to keep myself and others safe?" and "What are safe and unsafe places, people and things?" Students identify people who can help and describe actions such as 'no, go, tell' that might be taken in unsafe situations.