



Statement of Intent: Kindy

Term 2 Weeks 1-5

2022

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions	Children's Current Interests	Staff- School-Community Interests	Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment
<p>Social (Community) Cooperate with others and negotiate roles and relationships in play and group experiences.</p> <p>Begin to show concern for others.</p> <p>Begin to be empowered to make choices and problem solve to meet their needs in particular contexts.</p> <p>Language (Communication) Begin to understand key literacy and numeracy concepts and processes, such as sounds of language, concepts of print (punctuation – full stops and question marks)</p> <p>Sing and chant rhymes, jingles and songs.</p> <p>Listen and respond to sounds and patterns in speech, stories and rhymes in context.</p> <p>Take on roles of literacy and numeracy uses in their play.</p> <p>Demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume,</p>	<p>Religion For the children to: understand that God helps them to grow and change.</p> <p>Mathematics <u>Number & Algebra: (4.4)</u> Copy and create simple two part patterns. Subitise small quantities of objects. Compare collections of objects and describe whether there is more, less, the same or not the same. Count objects by using one to one correspondence. know that numbers always happen in a conventional order (stable order). recite number names in order, initially to 5, then to 10 consistently. <u>Measurement & Geometry (4.4)</u> Recognise names, sort and match basic two dimensional shapes such as square, triangle and circle. Use positional language such as on, under, behind, between. <u>Statistics & Probability (4.4)</u></p>	<p>Water / Mud Dress ups Cars/Trains Blocks Beauty Salon Animals</p>	<p>Focus <u>Week 1</u> Monday – Anzac Day <u>Week 2</u> Mother's Day <u>Week 3</u> <u>Week 4</u> Buddy Week Family Mass <u>Week 5</u> Monday – Mother's Day Pamper Session Chicken Hatching Wednesday – National Simultaneous Storytime</p>	<p>Dramatic Play ANZAC area Beauty Salon Farm</p> <p>Sensory Selection of materials on the table for children to choose from to use with play dough. Sensory tubs with a different item each week eg. rice, oats, cloud dough, water beads</p> <p>Construction / Craft Wooden blocks, Natural materials, farm animals, cards of buildings from around the world, large trucks, cars</p> <p>Collage/Creating A3 sheets paper Assorted materials/items for gluing (bottle tops, patty pans, popsticks etc) Boxes Glue and brushes Paints</p> <p>Reading Fiction and non-fiction books on ANZAC Day, Mothers/Grandmothers/family, farms, animals</p> <p>Writing. Paper Writing materials (pens, textas, crayons. pencils) Literature – magazines, notebooks Envelopes Coloured paper in different shapes Peggy Lego prompts Names</p>	<p>Assessment Anecdotal observation records on the children through investigations and throughout the day. Checklists when completing activities with educators. Di Rigg (catch up assessments from Term 1 due to COVID absences) ASSESSMENT FOR ZONES. (Oral video for each kid, one to two scenarios). Assess can they name/label an emotion, the zone they would be in, the size of the problem, how to solve it and what calming strategies could they use. Asses the children at the end of the term on each skill, jumping, running, and balancing.</p>

<p>capacity and names of numbers.</p> <p>Use language to communicate thinking about quantities to describe attributes of objects and collections and to explain mathematical ideas.</p> <p>Cognitive (Learning) Use play to investigate, imagine and explore ideas.</p> <p>Participate in a variety of rich and meaningful inquiry-based experiences.</p> <p>Explore their environment.</p> <p>Physical (Wellbeing) Recognise their individual achievements.</p> <p>Recognise the contributions they make to shared projects and experiences.</p> <p>Manipulate equipment and manage tools with increasing competence and skill.</p> <p>Show an increasing awareness of healthy lifestyles and good nutrition.</p> <p>Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama.</p> <p>Show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and</p>	<p>Answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets.</p> <p><u>Problem Solving, Investigation & Inquiry Strategies (4.2)</u></p> <p>Create and use simple representation to organise, record and communicate mathematical and scientific ideas and concepts.</p> <p>English</p> <p><u>Build Aural & Oral Language (5.1)</u></p> <p>Listen to others.</p> <p>Use simple sentences when speaking.</p> <p>Use turn taking in conversations.</p> <p><u>Phonological Awareness Skills (5.1)</u></p> <p>Know that spoken and written language can be broken into smaller parts.</p> <p>Discriminate rhyme in words.</p> <p>Hear and identify first sounds in simple words.</p> <p><u>Reading, Writing & Viewing Behaviours (5.2)</u></p> <p>Recognise familiar written symbols in context.</p> <p>Use images, marks and approximations of letters and words to convey meaning.</p> <p><u>Develop Concepts of Print (5.3)</u></p> <p>Identify simple punctuation such as full stops and question marks.</p> <p>Build an understanding of book features, such as title, author and illustrator.</p> <p>Become aware that words are separated by spaces.</p>			<p>Maths Number books Stamps/Bears for patterns Clocks, Dice, small manipulatives, number cards and puzzles, sorting activities.</p> <p>Tinkering table Nails and hammers, wood, Small tools Tool belts and hats and vests</p> <p>ICT IPad Beebots Pic collage app Office set up Green screen QR codes</p> <p>Health Face and emotion matching Egg faces and rice play Calm down tool kit/area Zones posters</p> <p>Science and Nature Goldfish Chickens Light table with variety of materials</p> <hr/> <p>Religion – Growing & Changing</p> <hr/> <p>God in People and Creation Create height charts to compare how much we have grown since we were babies. Display baby photos with names and guess who each child is. Ask a mother to bath a baby in class (or use a doll if no baby)</p> <p>Human Experiences of God Share experiences of celebrating birthdays and Baptisms.</p> <p>Knowing Jesus Stories about Jesus as a baby, as a child in Nazareth and in the Temple as a child. Parable of the mustard seed.</p>	
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<p>needs of others.</p> <p>Emotional (Identity) Demonstrate increasing awareness of the needs and rights of others.</p> <p>Explore aspects of identity through role play.</p> <p>Be open to new challenges and discoveries.</p> <p>Express a wide range of emotions, thoughts and views constructively.</p> <p>Empathise with and express concern for others.</p> <p>Demonstrate an increasing capacity for self-regulation.</p>	<p><u>Investigate Symbols & Pattern Systems (5.3)</u></p> <p>Become aware that numbers are different from letters.</p> <p>Copy simple patterns. (Peggy Lego).</p> <p><u>Explore diversity of culture, heritage, background & tradition (2.2)</u></p> <p>Build and understanding that stories of the past can be communicated in different ways such as photos, artefacts and oral stories (ANZAC Day).</p> <p><u>Participate positively as part of a group (1.4)</u></p> <p>Participate appropriately in a positive social context (Mother's Day).</p> <p>Science</p> <p><u>Investigate the interactions between the environment and its people (2.3)</u></p> <p>Describe the basic needs of people, plants and animals and places where they live.</p> <p>Investigate places where people, plants and animals live.</p> <p>Infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.</p> <p>ICT</p> <p><u>Children in Kindergarten are effective communicators when they express ideas and make meaning using a range of media (connects to The Arts Curriculum) (5.4)</u></p> <p>View and listen to simple printed, visual and multimedia texts and music</p> <p><u>Children in Kindergarten are effective communicators when they explore resources, tools and information</u></p>			<p><u>Living Like Jesus</u> Identify our special gifts and provide opportunities to use them. Brainstorm ways to care for others. Provide opportunities for children to use their gifts to help things grow (watering plants)</p> <p><u>Catholic Practices</u> Sign of the Cross Prayer – Hail Mary Children create prayers to Thank God for helping us to grow.</p> <p><u>Wonder Questions</u> I wonder how God helps me to learn to do things? I wonder why God wants us to grow? I wonder how I learn to do new things? I wonder who's proud of me for the things I can do? I wonder what it's like to grow old?</p>	
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	<p><u>communication technologies to represent ideas and their thinking (connects to the Technologies Curriculum) (5.5)</u></p> <p>Use a range of tools, technologies and resources safely and appropriately.</p> <p>Create simple information for a purpose using tools, resources and technologies.</p> <p>Develop simple skills to use information and communication technologies.</p> <p>Experiment with a range of tools, media, sounds and graphics in ICT play and discovery.</p> <p>Engage with information communication technologies for fun and to promote thinking and learning.</p> <p>Use imaginary technologies as props in their play.</p> <p>Health</p> <p><u>Children in Kindergarten have a strong sense of identity when they act with increasing autonomy, interdependence, resilience and sense of agency (1.2)</u></p> <p>Persevere with tasks when faced with challenges. (Zones of Regulation).</p> <p>Demonstrate simple goal-setting strategies with adult support. (Zones of Regulation).</p> <p>Make decisions and choices and describe options. (Zones of Regulation).</p> <p><u>Children in Kindergarten have a strong sense of identity when they interact with others with care, empathy and respect (1.4)</u></p> <p>Empathise with and express concern for others. (Zones of Regulation).</p> <p>Show respect for others, their views and property. (Zones of Regulation).</p> <p>Listen to others opinions and points of view. (Zones of Regulation).</p>				
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	<p>Apply simple strategies for conflict management and resolution with assistance. (Zones of Regulation).</p> <p>Reflect on their actions and consider consequences. (Zones of Regulation).</p> <p><u>Recognise simple emotions and build self regulation (3.1)</u></p> <p>Recognise basic emotions (Zones of Regulation).</p> <p>Demonstrate an increasing capacity to self-regulate their feelings emotions and behaviour appropriate to the situation. (Zones of Regulation).</p> <p><u>Explore ways to promote own and others health and safety (3.2)</u></p> <p>Engage in experiences, conversations and routines that promote practices, healthy lifestyles, good nutrition, safety and personal hygiene.</p> <p>Practicing hygiene and hand washing, using the tissue and sunscreen stations.</p> <p>Demonstrating spatial awareness in the environment.</p> <p>Develop perceptual motor skills strength, flexibility and muscle tone.</p> <p>Develop hand/eye and hand/foot coordination.</p> <p>Demonstrate positive attitudes to physical movement and exercise.</p> <p>Suggest ways to keep themselves, others and their surroundings safe. (Zones of Regulation).</p> <p><u>Children in Kindergarten are confident and involved learners when they develop a range of skills and processes for learning and thinking (4.2)</u></p>				
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	<p>Adapt successful strategies and skills to new situations. (Zones of Regulation).</p> <p>Apply a range of thinking strategies to engage with situations and solve problems and adapt these strategies to new situations. (Zones of Regulation).</p> <p><u>Children in Kindergarten are effective communicators when they interact verbally and non-verbally with others for a range of purposes (5.1)</u></p> <p>Use simple non-verbal ways of communicating through gesture and signs. (Zones of Regulation).</p>				
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Daily Concepts

- Initiate interactions and conversations with peers, teachers and others in a range of contexts(1.1)
- Show initiative by asking questions, negotiating and sharing (1.2)
- Respond to ideas and suggestions from others.(1.2)
- Take turns in small group situations (1.4)
- Act upon simple instructions and statements (5.1)
- Adapt successful strategies and skills to new situations (4.2)
- Listen to others and share own ideas(2.1)
- Describe both verbally and non verbally what they can see, hear, touch, feel and taste(2.1)
- Respond, express and communicate ideas, feelings in a variety of ways to a range of stimuli, for example music and art works(4.3)
- View and listen to simple printed, visual and multimedia text and music 5.4)
- Express ideas and feelings and make meaning using creative arts such as drawing, painting, sculpture, drama, dance, movement and storytelling(5.4)
- Demonstrate correct fundamental movement skills, such as running, hopping, jumping, catching, kicking, balancing, striking, dodging, galloping and leaping (3.2)
- Demonstrate a willingness to participate in energetic physical activity including dance, drama, movement and games (3.2)

- Explore music with a variety of instruments or improvised instruments(5.4)
- Use books/texts appropriately, turn pages and identify the front cover(5.2)
- Recognise familiar written symbols in context such as road signs and their name(5.2)
- Display reading/writing/viewing like behaviours in play and experiences(5.2)