



Statement of Intent: Kindy

Term 3 2022 ~ Weeks 1-5.

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions	Religion	Staff- School- Community Interests	Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment
<p>Outcome 1: Children have a strong sense of identity (Relates to Social/Emotional/ Aesthetic Domain) Show Resilience</p> <ul style="list-style-type: none"> Persevere with tasks when faced with challenges (connects to the Health & Physical Education Curriculum) Make new discoveries and celebrate their own efforts and achievements and those of others (connects to the Science Curriculum) <p>Make Choices and Decisions (by themselves and with others)</p> <ul style="list-style-type: none"> Demonstrate an increasing capacity for self-regulation (connects to the Health & Physical Education Curriculum) Show initiative by asking questions, negotiating and sharing 	<p><u>Numeracy</u> Number 4.4 Count objects by using 1:1 correspondence initially to 10 and then beyond. Recognise numerals initially to 5 and then to 10 and begin to order them. Recall what number is missing in a number line 1-10. Subitise small quantities of objects or standard patterns on a die. 4.2 Create and use simple representation to organize, record and communicate mathematical and scientific ideas and concepts Answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets (and 5.3). symmetry Measurement 4.4</p>	<p><u>Creepy Crawlies</u> Celebrating new life through the life cycle of butterflies and silkworms. Go on a 'nature hunt' to see if we can see any creepy crawlies in the environment. Collect some insects in bug catchers and give them food. Include some magnifying glasses observe the markings and shapes of the insects. Discuss how we can care for the creepy crawlies in our</p>	<p>Week 1 Speech Assessments cont.</p> <p>Week 2 AWCH Incursion Pyjama day St Benes Feast Day Health Nurse Assessments</p> <p>Week 3 Soup day School Disco Health Nurse Assessments</p> <p>Week 4 Family Mass Health Nurse Assessments</p> <p>Week 5 Catholic Day Health Nurse Assessments</p> <p>Children's Current Interests</p>	<p><u>Sensory play</u> Play dough Moon sand Coloured sand for letter formation Foam play Eye dropper fine motor</p> <p><u>Small world</u> Fairy garden/castle Dolls house Felt boards Construction Insects</p> <p><u>Reading areas</u> fiction and non fiction (with books relating to health) insects Fathers Day</p> <p><u>Construction</u> Big blocks, small blocks lego recycled materials wood and natural materials construction cards – “can you make it?”</p>	<p>Assessment</p> <p>Anecdotal observation records</p> <p>Di Rigg – re-testing of initial sounds</p> <p>Count and recognise numbers assessment (depending on math group)</p>

<p>(connects to the English Curriculum and the Science Curriculum)</p> <ul style="list-style-type: none"> • Make decisions and choices and describe options • Demonstrate simple goal setting strategies with adult support <p>Manage Routines, organise self and belongings</p> <ul style="list-style-type: none"> • Take increasing responsibility for their own actions and learning • Manage and participate in setting routines and processes • Respond to ideas and suggestions from others (connects to the English Curriculum) • Organise and look after own belongings <p>Outcome 2: Children are connected with and contribute to their world (Relates to Social Domain)</p> <p>Develop inquiry and communication skills</p> <ul style="list-style-type: none"> • Plan and carry out a few simple sequenced steps when exploring and investigating 	<p>Compare collections of objects and describe if there is more/less/the same or not the same.</p> <p>Sorting objects according to one similar attribute. Then progress to more such as size, shape, colour (and 5.3)</p> <p><i>Build aural and oral language. 5.1</i></p> <ul style="list-style-type: none"> - use speech that can be understood by others (bags) - listen to others <p><i>Develop phonological awareness skills. 5.1</i></p> <ul style="list-style-type: none"> - discriminate rhyme in words - investigate and explore individual sounds and sounds in spoken words - hear and begin to identify first sounds in simple words - investigate and explore onset and rime in simple CVC words. - Explore letter/sound relationships - introduce SATPIN <p><i>Develop understanding of purposes and meanings of a range of texts. 5.2</i></p> <ul style="list-style-type: none"> - display reading/writing/viewing like behaviours in play and experiences - recognise familiar written symbols in context, such as road signs and their names 	<p>environment?</p> <p>Make butterfly paintings (symmetry). Make a spider web.</p> <p>Tell the creation story and discuss God's love and care for creation.</p> <p><i>I wonder how many different insects there are in the world?</i></p> <p><i>I wonder if insects have feelings?</i></p> <p><i>I wonder if insects are scared of people?</i></p>	<p>Dough</p> <p>Cars</p> <p>Animals</p> <p>Painting</p> <p>Cooking</p> <p>Castles</p> <p>Princesses/Princes</p> <p>Police</p> <p>Jungles (Lion King)</p>	<p><u>Literacy resources</u></p> <p>Variety of books in different areas of the room</p> <p>Writing materials provided in investigation areas of the room and the writing table</p> <p>Alphabet available</p> <p>Assorted types of paper and envelopes</p> <p>Added letters and numbers - satpin.</p> <p>Add dotted templates for tracing/copying.</p> <p><u>Numeracy resources</u></p> <p>Rulers</p> <p>Number lines</p> <p>Scales</p> <p>Dice</p> <p>Counters</p> <p>Number cards</p> <p>Egg cartons</p> <p>Number beads, Threading and counting boards</p> <p>Height charts and experiment with tape measures</p> <p>Symmetry mirrors</p> <p><u>Science/wonder</u></p> <p>Lifecycles – butterflies, silkworms</p> <p>Insects</p> <p>Magnifying glasses</p> <p>Bee materials and dress ups</p> <p>Natural materials</p> <p><u>Dramatic play</u></p>	
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<p>(connects to the Science Curriculum)</p> <ul style="list-style-type: none"> • Use simple language of measurement to describe, compare, order or sort the observations made when exploring (connects to the Science Curriculum and the Mathematics Curriculum) • Describe both verbally and non-verbally what they hear, touch, feel and taste (connects to the Science Curriculum and the English Curriculum) • Use ICT to collect information and communicate it simply (connects to the English Curriculum) • Represent findings and communicate ideas in a variety of ways (connects to the Science Curriculum, the Mathematics Curriculum, the English Curriculum and The Arts Curriculum) <p>Outcome 3: Children have a strong sense of wellbeing (Relates to Physical Domain)</p> <ul style="list-style-type: none"> • Use small muscles and implements with some 	<ul style="list-style-type: none"> - share a range of texts for enjoyment - make connections between their own experiences and ideas in text <p>5.3 <i>Develop concepts of print.</i></p> <ul style="list-style-type: none"> - Become aware that numbers are different than letters - Use symbols in play to make meaning - Identify patterns in the environment - Copy simple patterns <p>Pencil grip (3.2)</p> <ul style="list-style-type: none"> - Fine motor skills to develop hand strength - describe how the illustrations connect to the text - identify simple punctuation, such as full stops and question marks - build an understanding of book features, such as title, author and illustrator - recognise some letter names, for example the letters in their own name <p>5.2 use images, marks and approximations of letters and words to convey meaning show an awareness that print holds meaning recognise familiar written symbols in context, such as road signs and</p>			<p>Hospital Home corner Space centre</p> <p><u>Creative</u> Collage Construction Still life paintings Drawings</p> <p><u>Interest areas:</u> Still life representations Insect exploration area</p>	
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<p>control and coordination such as scissors, paintbrushes</p> <ul style="list-style-type: none"> • Develop hand eye and hand foot coordination • Develop perceptual motor skills, strength, flexibility, muscle tone and flexibility • Combine fine and gross motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama <p>Outcome 4: Children are confident and involved learners (relates to Cognitive Domain)</p> <ul style="list-style-type: none"> • Create and use simple representation to organise, record and communicate mathematical and scientific ideas and concepts (connects to the Science and Mathematics Curriculum) <p>Outcome 5: Children are effective communicators</p>	<p>their name</p> <p>5.1 retell a simple story (Sequencing)</p> <p><u>Science</u></p> <p>2.1 share observations with others as they explore their immediate world using their five senses</p> <p>5.5 develop simple skills to use information and communication technologies</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>2.3 Weather Chart</p> <ul style="list-style-type: none"> - Season - What is weather <p>3.2 Explore ways to promote own and others health and safety</p> <ul style="list-style-type: none"> - suggest ways to keep themselves, others and their surroundings safe - suggest ways of getting help when feeling unsafe - engage in experiences, conversations and routines that promote practices healthy lifestyles good nutrition safety and personal hygiene 				
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<p>(relates to Language and Cognitive Domain)</p> <p>Build aural and oral language.</p> <ul style="list-style-type: none"> • Sustain conversations with others in different situations • Use speech that can be understood by others • Listen to others • Act upon simple instructions and statements • Develop auditory discrimination, for example, able to identify environmental sounds • Modulate voice appropriate to the situation • Use simple sentences when speaking • Use turn taking in conversations • Increase use of vocabulary by exploring meanings of new words and talk about language (metalinguage) <p>Develop phonological awareness skills</p> <ul style="list-style-type: none"> • Investigate and explore individual sounds and sounds in spoken words 	<p>demonstrate self help skills and participate in health routines</p> <p>(Managing self and how to stay healthy in winter. How we practice hygiene and hand washing Germs – where they come from and how to prevent them?)</p> <p><u>Health</u></p> <p>3.2 demonstrate correct fundamental movement skills, such as running, hopping, jumping, catching, kicking, balancing, striking, dodging, galloping and leaping</p> <p>use small muscles to use implements such as pencils, scissor and paintbrushes with some control and coordination.</p> <p>engage in experiences, conversations and routines that promote healthy lifestyles, good nutrition, safety and personal hygiene practices this is above as well</p> <p>demonstrate self-help skills and participate in health routines this is above</p> <p>2.3</p>				
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<ul style="list-style-type: none"> • Hear and clap syllables in simple words • Hear and begin to identify first and last sounds in simple words • Explore letter-sound relationships • Discriminate rhyme in words • Know that spoken and written language can be broken into smaller parts <p>Convey and construct messages for a range of purposes in a variety of contexts</p> <ul style="list-style-type: none"> • Explore ideas and simple concepts verbally, ask questions to clarify concepts • Use imagination to recreate roles and experiences • Retell a simple story • Engage in discussion about narratives and informational texts • Explore common language patterns of narratives <p>Develop simple ICT skills</p> <ul style="list-style-type: none"> • Experiment with a 	<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>describe relationships that are living and non-living things discuss how not caring for the environment might harm it</p> <p>1.2 demonstrate an increasing capacity for self-regulation show initiative by asking questions, negotiating and sharing make decisions and choices and describe options manage and participate in setting routines and processes organise and look after their own belongings</p> <p>Silk worms in the classroom</p>				
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<p>range of tools, media, sounds and graphics in ICT play and discovery</p> <ul style="list-style-type: none">• Develop simple skills to use information and communication technologies• Engage with information communication technologies for fun and to promote thinking and learning• Use imaginary technologies as props in their play					
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