



# Statement of Intent: Kindy

Term 2 Weeks 1-5

2024

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><b>Social (Community)</b> 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><b>Language (Communication)</b> Begin to understand key literacy and numeracy concepts and processes, such as sounds of language, concepts of print.</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, capacity and names of numbers.</p> <p>Use language to communicate thinking about quantities to describe attributes of objects and collections and to explain</p>	<p><b>Religion</b> For the children to understand that God helps them to grow and change.</p> <p><b>Mathematics</b> Use appropriate language of measurement to describe, compare and order size and height. (4.4)</p> <p>Use positional language such as on, under, behind, between. (4.4)</p> <p>Answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets. (4.4)</p> <p><b>English</b></p> <p>Use simple sentences when speaking. (5.1)</p> <p>Know that spoken and written language can be broken into smaller parts. (5.1)</p> <p>Hear and identify first sounds in simple words. (5.1)</p> <p>Explore letter/sound relationships (introduce SATPIN) (5.1)</p> <p>Identify simple punctuation such as full stops and question marks. (5.3)</p> <p>Become aware that words are separated by spaces.</p> <p>Become aware that numbers are different from letters. (5.3)</p>	<p>Water / Mud Dress ups Cars/Trains Blocks Beauty Salon Animals Treasure</p>	<p><b>Focus</b></p> <p><b>Week 1</b> MOB Sleepover</p> <p><b>Week 2</b> Anzac Day (Thurs)</p> <p><b>Week 3</b> Mother's Day</p> <p><b>Week 4</b></p> <p><b>Week 5</b> Monday – Mother's Day Pamper Session</p>	<p><b>Dramatic Play</b> ANZAC area, Beauty Salon, Farm</p> <p><b>Sensory</b> 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><b>Construction / Craft</b> Wooden blocks, natural materials, farm animals, cards of buildings from around the world, large trucks, cars</p> <p><b>Collage/Creating</b> A3 sheets paper, assorted materials/items for gluing (bottle tops, patty pans, popsticks etc), boxes, glue and brushes, paints</p> <p><b>Reading</b> Fiction and non-fiction books on ANZAC Day, Mothers/Grandmothers/family, farms, animals</p> <p><b>Writing.</b> Paper, writing materials (pens, textas, crayons, pencils) literature – magazines, notebooks, envelopes, coloured paper in different shapes, writing patterns, names</p> <p><b>Maths</b> Number books, tape measures, Stamps/Bears for patterns, clocks, dice, small manipulatives, number cards and puzzles, sorting activities.</p> <p><b>Tinkering table</b> Nails and hammers, wood, small tools, tool belts and hats and vests</p> <p><b>ICT</b> IPad, Beebots, Pic collage app, Office set up Green screen, QR codes</p>	<p><b>Assessment</b></p> <p>Anecdotal observation records on the children through investigations and throughout the day.</p> <p>Walker – Individual Observatriuon Planning Record (IOPR)</p> <p>Checklists when completing activities with educators.</p> <p>Di Rigg (catch up assessments from Term 1)</p>

<p>mathematical ideas.</p> <p><b>Cognitive (Learning)</b> 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><b>Physical (Wellbeing)</b> 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 needs of others.</p> <p><b>Emotional (Identity)</b> Be open to new challenges and discoveries.</p> <p>Empathise with and express concern for others.</p>	<p><b>H.A.S.S.</b> Build and understanding that stories of the past can be communicated in different ways such as photos, artefacts and oral stories (ANZAC Day). (2.2)</p> <p>Participate appropriately in a positive social context (Mother's Day). (1.4)</p> <p><b>Science</b></p> <p>Describe the basic needs of people, plants and animals and places where they live. (2.3)</p> <p><b>ICT</b></p> <p>Develop simple skills to use information and communication technologies. (5.5)</p> <p><b>Health &amp; Physical Education</b></p> <p>Demonstrate an increasing capacity to self-regulate their feelings emotions and behaviour appropriate to the situation. (Zones of Regulation). (3.1)</p> <p>Explore ways to promote own and others health and safety (3.2)</p> <p>Develop correct fundamental skills such as jumping, hopping and balancing.</p> <p>Develop perceptual motor skills strength, flexibility and muscle tone.</p>			<p><b>Health</b> Face and emotion matching, egg faces and rice play Calm down tool kit/area, zones posters</p> <p><b>Science and Nature</b> Goldfish, light table with variety of materials</p> <hr/> <p>Religion – Growing &amp; Changing</p> <hr/> <p><b>God in People and Creation</b> 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><b>Human Experiences of God</b> Share experiences of celebrating birthdays and Baptisms.</p> <p><b>Knowing Jesus</b> Stories about Jesus as a baby, as a child in Nazareth and in the Temple as a child. Parable of the mustard seed.</p> <p><b>Living Like Jesus</b> 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><b>Catholic Practices</b> Sign of the Cross Prayer – Hail Mary Children create prayers to Thank God for helping us to grow.</p> <p><b>Wonder Questions</b> 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>	
---	---	--	--	---	--

