



Statement of Intent: Kindergarten

Term 3 ~ Weeks 1-5

2024

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 Show Resilience 1.1 Children feel safe secure and supported 1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency 1.3 Children develop knowledgeable and confident self-identities 1.4 Children learn to interact in relation to others with care, empathy and respect</p> <p>Outcome 2: Children are connected with and contribute to their world 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation 2.2 Children respond to diversity with respect 2.3 Children become aware of fairness</p>	<p><u>Numeracy</u> Number 4.4 Subitise small quantities of objects or standard patterns on a die.</p> <p>Measurement 4.4 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>Patterning</p> <p><u>Literacy</u> <i>Develop phonological awareness skills. 5.1</i> 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 – PLD Groups 2/3</p>	<p><u>Growing and Changing</u></p> <p>Reflecting on experiences of family, love, care, forgiveness and community</p> <p>Hearing and being immersed in stories about the life of Jesus</p> <p>Engaging in play experiences based on the stories of Jesus</p> <p>Godly play – The Parable of the mustard seed.</p>	<p>Week 1</p> <p>Week 2</p> <p>Week 3</p> <p>Week 4</p> <p>Week 5</p> <p>Children's Current Interests</p> <p>Cars and tunnels Insects Castles Frozen Jumping in Puddles Fish</p>	<p><u>Sensory play</u> Play dough Coloured sand for letter formation Foam play Eye dropper fine motor Rice Water beads</p> <p><u>Small world</u> Fairy garden Dolls house Felt boards Construction Insects Sand toys/cars and trucks</p> <p><u>Reading areas</u> fiction and non-fiction (with books relating to health) insects</p> <p><u>Construction</u> Big blocks, small blocks lego recycled materials wood and natural materials construction cards – "can you make it?"</p> <p><u>Literacy resources</u> Variety of books in different areas of the room Writing materials provided in investigation areas of the room and the writing table</p>	<p>Assessment</p> <p>Anecdotal observation records</p> <p>PLD SATPIN re-assessment</p> <p>PLD initial sound re-assessment</p> <p>Number recognition re-assessment</p> <p>Modifications</p> <p>Small groups/ individual work for initial sounds, SATPIN, number recognition to 10.</p>

<p>2.4 Children become socially responsible and show respect for the environment</p> <p>Outcome 3: Children have a strong sense of wellbeing</p> <p>3.1 Children become strong in their social and emotional wellbeing</p> <p>3.2 Children take increasing responsibility for their own health and physical wellbeing</p> <p>Outcome 4: Children are confident and involved learners</p> <p>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>4.2 Children develop a range of skills and processes such as problem solving</p> <p>4.3 Children transfer and adapt what they have learnt from one context to another</p> <p>4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <p>Outcome 5: Children are effective communicators</p>	<p>5.3 Use symbols in play to make meaning 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> <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 their name</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>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 			<p>Assorted types of paper and envelopes Added letters and numbers – satpin to tabletops Add dotted templates for tracing/copying in morning routines</p> <p><u>Numeracy resources</u></p> <ul style="list-style-type: none"> Rulers Number lines Scales Dice Counters Number cards Egg cartons Number beads, Threading and counting boards Height charts and experiment with tape measures <p><u>Science/wonder</u></p> <ul style="list-style-type: none"> Lifecycles – butterflies, silkworms Insects Magnifying glasses Natural materials <p><u>Dramatic play</u></p> <ul style="list-style-type: none"> Shop Hospital Home corner Camping <p><u>Creative</u></p> <ul style="list-style-type: none"> Collage Construction Still life paintings Drawings <p><u>Interest areas:</u></p> <ul style="list-style-type: none"> Insect exploration area 	
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<p>5.1 Children interact verbally and non-verbally with others or a range of purposes</p> <p>5.2 Children engage with a range of texts and gain meaning from these texts</p> <p>5.3 Children express ideas and make meaning using a range of media</p> <p>5.4 Children begin to understand how symbols and pattern systems work</p> <p>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking</p>	<p>promote practices healthy lifestyles good nutrition safety and personal hygiene</p> <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>Health</p> <p>3.2 demonstrate correct fundamental movement skills, such as running, hopping, jumping, catching, kicking, balancing, striking, dodging, galloping and leaping</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>				
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