



# Statement of Intent - Kindergarten - Weeks 1-5

Term 4, 2024

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions	Children's Current Interests	Staff- School- Community Interests Focus	Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment
<p><b>Emotional</b> Demonstrate increasing awareness of the needs and rights of others</p> <p>Take considered risk in their decision making and cope with the unexpected</p> <p>Use effective routines to help make predicted transitions smoothly</p> <p>Openly express their feelings and ideas in their interactions with others</p> <p>Explore different identities and points of view in dramatic play</p> <p><b>Social (community)</b> Broaden their understanding of the world in which they live</p> <p>Notice and react in positive ways to similarities and differences among people</p> <p><b>Language/Communication</b> Use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning</p> <p>Listen and respond to sounds and patterns in speech, stories and rhymes in context</p> <p>Engage with technology for fun and to make meaning</p>	<p><b>Numeracy 4.4</b> Recite number names in order 1-20 consistently.</p> <p>Subitise small quantities of objects.</p> <p>Identifying what number is missing on a number line to 10.</p> <p>Copy and create simple two part patterns (revision)</p> <p><b>Literacy</b> <b>Interacting verbally and non verbally with others for a range of purposes (5.1)</b></p> <p>Using simple sentences to comment, or explain (take home bags).</p> <p>Investigate and explore individual sound units (phonemes) in spoken words. (PLD Set 3 &amp; 4)</p> <p>Explore letter/sound relationships.</p> <p><b>Engage in reading, writing and viewing behaviours. 5.2</b></p> <p>Use images, marks and approximations of letters and words to convey meaning.</p> <p><b>Develop understanding of purpose and meanings of a range of texts 5.2</b> Recognise and engage with written and oral constructed texts</p> <p>Start moving from literal interpretation of text to inferential</p> <p><b>Develop concepts of print 5.3</b> become aware that words are separated by spaces</p>	<p>Music</p> <p>Superheros</p> <p>Rock gardens</p> <p>Insects – Silkworms/Moths</p> <p>Dress ups</p> <p>Babies</p> <p>Rubbish trucks</p> <p>Cooking</p> <p>Sea life</p>	<p><b>Week 1</b></p> <p><b>Week 2</b></p> <p><b>Week 3</b> T – Naturescape Excursion</p> <p><b>Week 4</b> W – Constable Care Incursion</p> <p><b>Week 5</b> T – Kindy Cup</p>	<p><u>Sensory play</u> Play dough Moon sand / Kinetic sand Coloured sand for letter formation Foam play / paint Coloured rice Frozen ice scenes with sea life</p> <p><u>Small world</u> Sea life and beach scenes Barbie house Construction</p> <p><u>Reading areas</u> fiction and non fiction - sea life cushions and couch, lighting</p> <p><u>Construction</u> Big/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 Alphabet available Assorted types of paper and envelopes Added letters and numbers – satpin/mchdre/flgoub. Add dotted templates for tracing/copying.</p> <p><u>Numeracy resources</u> Rulers Number lines Scales Dice Counters Number cards Number beads, Threading and counting boards</p>	<p><b>Assessment</b> Anecdotal observation records</p> <p>PLD Re-testing Sounds Onset/Rime</p> <p>Count and recognise numbers assessment (depending on math group)</p> <p>Checklists when completing activities with educators.</p>

<p>Develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them</p> <p><b><u>Cognitive/Learning</u></b> Participate in a variety of rich and meaningful inquiry-based experiences</p> <p>Make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using mathematical language and symbols</p> <p>Transfer knowledge from one setting to another</p> <p><b><u>Physical/Wellbeing</u></b> 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>Become aware that sentences are made up of words, that words are made of sounds and sounds are represented by letters or groups of letters</p> <p><b><u>Religion – ‘Oceans &amp; Rivers’</u></b></p> <p>Human Experiences of God</p> <ul style="list-style-type: none"> <li>• Share experiences of swimming in the ocean.</li> <li>• Share experiences of building sand castles.</li> <li>• Share stories of going fishing.</li> <li>• Discuss sun safety.</li> <li>• What does your family do at the beach?</li> <li>• I wonder what things Jesus liked to do at the sea?</li> </ul> <p><b><u>Physical/Social emotional Health</u></b></p> <p>Demonstrate a willingness to participate in energetic activity including dance, drama, movement and games</p> <p><b><u>Recognise simple emotions and build self-regulation3.1</u></b></p> <p>show an increasing capacity to act and speak appropriately when resolving conflict</p>			<p>Height charts and experiment with tape measures</p> <p><b><u>Science/wonder</u></b></p> <p>Lifecycles – butterflies, silkworms Insects Magnifying glasses Natural materials Floating and sinking Sunscreen Experiment Exploration table</p> <p><b><u>Dramatic play</u></b></p> <p>Beach scene Beachside Cafe</p> <p><b><u>Creative</u></b></p> <p>Collage Construction Still life paintings Drawings</p> <p><b><u>Direct Instruction</u></b></p> <p>Counting and recognising numbers to 1 - 20 PLD Alphabet Sound Recall - Set 3 (m,c,h,d,r,e) &amp; Set 4 (w,i,j,v,k,z,y,q,x) Blending 3 phonemes Number lines (missing numbers) Christmas concert items</p>	
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