



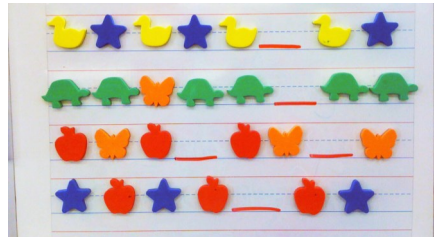
Bimbi Unit Term 4, 2016 Overview

Mathematics: 4 sessions per week

In Numeracy this term Kindergarten students will be focusing on:

Numbers to 20

- Counting and writing numerals 1-20
- Identifying one more than
- Ordering numbers on a number line
- Comparing numbers using 20



Patterns

- Developing pattern awareness
- Investigating growing patterns
- Exploring the relationship between growing patterns and skip counting

Measurement

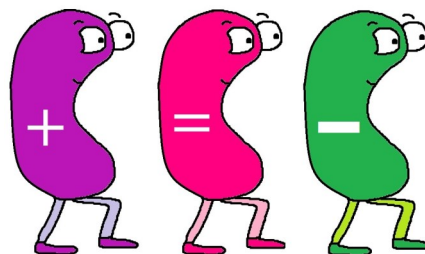
- Matching time on the hour
- Listing and ordering days of the school week
- Sorting events by duration of time

Addition Strategies

- Friends of 10
- Number lines
- Doubling numbers
- Counting on basic facts

Subtraction

- Counting on and back using a number line
- Word problems
- Recognising and using symbols



Mathematics lessons will be differentiated to support the diverse range of learning needs across Kindergarten. This includes students who require additional support and those who need to be extended.

Parental Involvement:

Discussing these concepts and asking your child to 'teach' you may help them to further consolidate/extend their understandings. Additionally, working with your child through Mathematics activities and/or playing dice board games can also be beneficial. If you are looking for some fantastic number games to play, ask the school for the game booklet handed out at Numeracy Night. All you need is dice and a deck of cards!

Literacy: 5 sessions per week

Speaking & Listening

For the children to:

- Demonstrate basic skills of classroom and group interaction and make brief oral presentations to their peers and teacher.
- Plans and presents a news item each week.
- Students use interaction skills such as, listening while others speak, appropriate voice levels, body language and eye contact.
- Listen with reasonable attentiveness.

Reading & Viewing

For the children to:

- Read short, predictable texts with familiar vocabulary and supportive images and when ready, self selecting riveting literature from the class library. They will be drawing on their developing knowledge of concepts about print and letter/sound knowledge.
- Identify connections between texts and their personal experience.
- Listen for rhyme, letter patterns and sounds in words.
- Share feelings and thoughts about the events and characters in texts.
- Utilise reading strategies such as predicting, making connections, picture cues and sounding out.

Writing

For the children to:

- Produce lower case and upper case letters using learned letter formations through weekly explicit handwriting sessions.
- Explore the text type of narratives, information texts and recounts.
- Use known concepts about print, sound/letter and word knowledge and punctuation to create texts about familiar topics.

Spelling

For the children to:

- Know that spoken sounds and words can be written down using letters of the alphabet.
- Write some high-frequency sight words and known words.
- Begin to use onset and rime to spell words.
- Continue to explore blends and digraphs.

Parental Involvement:

Parents are encouraged to read with their child each night, and engage in a verbal retell of the story. Helping children to choose 'good fit' books is also an important skill to focus on. You are also encouraged to support your child in instantly recognising high frequency words (in text and in isolation) from the Magic 100 word program.

Inquiry Learning– Science & Visual Arts

Inquiry Learning Unit 1: Until week 5 of Term 4, students will have the opportunity through hands on activities and experiments to demonstrate how weather affects and influences the way we dress, feel and the types of activities we participate in. They will observe and describe weather features such as cloud cover, temperature, wind and weather forecasts. Students will demonstrate their understanding through the creation of a weather journal. Throughout the inquiry we will be investigating seasonal changes that occur throughout the year. Using technology we will design and create devices to gauge weather e.g. wind vane or rain gauge. The essential learning questions that students will explore in this unit include:

- What are the features of weather including the season?
- How does weather influence and affect our lives in Australia?
- How can we use technology to determine the weather?

Parental Engagement– Parents are asked to engage in conversations with their child about the weather. Discuss what types of clothes they might need to wear, activities they might like to do and how they might feel in these different types of weather. Create with your child a wind or rain gauge and discuss how they are used in checking the weather. **If you have any plastic bottles or boxes please bring them in.**

Inquiry Learning Unit 2: From week 5 until the end of the term, students will explore how Visual Art is used to express feelings and emotions, explore ideas, experiences and foster imagination and creativity in our daily lives. Our responses to art influence the way we feel and our connection to the art. Through this unit students will have the opportunity to inquire and explore feelings and emotions through art. They will experiment with different painting techniques such as colour, line and shape through examining paintings at the National Gallery of Australia (including Jackson Pollock's 'Blue Poles', Piet Mondrian, and Monet's 'Waterlilies'). Students will be required to respond to these artistic works and to express opinions about what they like and dislike. Students will actively engage in creating their own interpretation of artworks based around colour, line and shape and the feelings they create. The essential learning questions that students will explore in this unit include:

- How do artists use colour, line and shape?
- How does art influence our feelings and opinions?
- How can we create our own artworks using the elements of colour, line and shape to evoke feelings?

Parental Engagement– Parents could encourage their children to create art pieces at home. You might like to talk about different art pieces you may have around your home and chat about why you like them or choose to hang them.



Important Days to Remember in Bimbi

Library: Tuesday (all classes)
Sport: Wednesday and Friday (all classes)
Japanese: KC & KA– Tuesday

Upcoming Events:

- Art Gallery Excursion– 20th October (Week 2)
- Swimming– Weeks 4 & 5 (31st October– 11th November)
- End of Year Concert– Week 9 (6th December)
- Reports Home– Week 9 (9th December)

Japanese

This term in Japanese, Kindergarten students, through reading, singing and watching performances of *The Very Hungry Caterpillar*, will learn counting, colours, food and role-play shopping. Student outcomes are aligned with the Australian Curriculum. Student outcomes are aligned with the Australian Curriculum.

To assist your child you could look at images of Japanese money, watch a video about shopping in Japan, learn a song about food and find out about counting and numbers. Please visit the following sites:

<http://www.thejapanfaq.com/japanfaq1c.html>
<https://www.youtube.com/watch?v=OWi2ycWUmHI>
<https://www.youtube.com/watch?v=-8dwiRLrBaU>
<https://www.youtube.com/watch?v=D3won-7W3Js>

Kitchen/Garden

Throughout Term 4, Kindergarten students will be identifying actions that keep them healthy and safe through exploring different healthy snacks they can prepare at home. Students will explore the benefits of eating healthier snacks, while at the same time learning to be safe when working in a kitchen. During the term, students will reflect and share their observations of our crop's growth and also discuss how the environment may be affecting the garden's production. Kindergarten are also going to be spending time in the garden tending to our plants and learning to safely transplant seedlings and harvest crops as the seasons move from Spring into Summer.

Parental Engagement:

Discuss with your child the growth of our snow peas that we have been observing since planting them in Term 3. Jump into the kitchen with your child and prepare one of our quick, easy, and healthy snack recipes that we are making throughout the term!