



# Bimbi Unit Term 2, 2016 Overview

## Mathematics:

In Numeracy this term Kindergarten students will be focusing on the concepts of number, geometry and measurement.



*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.*



### Numbers to 10

- Counting and writing numerals 1-10
- Identifying one more than
- Ordering numbers on a number line
- Comparing numbers using 10

### Addition Concepts

- Adding groups
- Making numbers in different ways
- Adding numerals to 10
- Using objects to add

### Shapes and Objects

- Recognising 2D shapes
- Describing properties of shapes
- Making pictures of shapes
- Identifying 3D objects

### Time

- Reasoning to find times of the day
- Ordering events
- Understanding more time and less time
- Understanding days of the week
- Telling time to the hour
- Identifying numbers on a clock

### Numbers to 20

- Revising 10
- Counting and writing numbers 11-20

### 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.

## Literacy:

### Speaking & Listening

For the children to:

- Demonstrate basic skills of classroom and group interaction and make brief oral presentations to their peers and teacher.
- Use interaction skills such as, listening while others speak, appropriate voice levels, body language and eye contact.
- Listen with reasonable attentiveness.

### Reading

For the children to:

- Read short, predictable texts with familiar vocabulary and supportive images, 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:

- Use beginning concepts about print, sound/letter and word knowledge and punctuation to create short texts about familiar topics.
- Produce lower case and upper case letters using learned letter formations through weekly explicit handwriting sessions.

### 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.
- Recognise the letters of the alphabet and most common sounds.
- Begin to understand the difference between lower and upper case letters.

### Parental Involvement:

Parents are encouraged to read with their child each night, and engage in a verbal retell of the story. 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 & History

**Inquiry Learning Unit 1:** Students will investigate the differences between living and non-living things by exploring the characteristics of living things (feeding, drinking, breathing, sensitivity, growth, excretion and reproduction). They will then investigate the needs of all living things, such as shelter, food, water, movement and growth. Using this knowledge students will be required to create a suitable environment for a living thing to survive. They will then be required to explain how they will care and look after their living thing over time. They will work together to compare and contrast the needs of their chosen living thing and themselves and how these are similar. The essential learning questions that students will explore in this unit include:

- What are the characteristics of living and non-living things?
- What do living things need to survive?
- How are these basic needs the same for humans, plants and animals?

**Parental Engagement**– Parents are asked to discuss the concept of living and non-living at home. If you have a pet, talk with your child about what your pet needs to survive and what makes it living. Enjoy looking at all different types of living and non-living things.

**Inquiry Learning Unit 2:** From Week 8 of Term 2, students will investigate who the people are in their family, where they were born and raised and how they relate to each other. Students will then investigate how stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media, and museums. Using this knowledge the students will then share the story of an artefact from their family such as an object, photograph, old toy, medal, or a piece of artwork. Guest speakers from different families will share their stories from the past and present with the class so that students can gain varied perspectives of personal and family histories. The essential learning questions that students will explore in this unit include:

- How is my family different to others?
- What is my family history and what are their stories?
- What stories do objects/photographs/artefacts/letters tell us about the past?

**Parental Engagement**– Parents are asked to complete the questionnaire about their families to support their child in discussions about family structures. Students are being asked to bring in an artefact that tells a story about their family. Share with your child any significant events about your family.

## Important Days to Remember in **Bimbi**

**Library:** Monday (All Classes)

**Sport:** Wednesday and Friday (All Classes)

**Japanese:** KB & KA – Monday

**Upcoming Events:**

- Kinder Health Screens – 8 and 9 June (Week 7)
- Reports Out – Wednesday 29 June (Week 10)

### Japanese:

This term students will be learning Japanese within the unit 'Pets of Japan', which relates to their mainstream unit, 'Living Things'. While accessing the Australian Curriculum, students will answer the question 'What pets do people keep in Japan?' We will be learning about the names of animals and their respective Kanji. We encourage you to practise Kanji with your child to maximise their exposure.



### Literature:

In Literature lessons, students in Kindergarten will be learning about the school values through a range of high quality books. In addition, students will participate in weekly Friendly School's Plus lessons which aim to develop their self management skills. Students will reflect on their personal feelings and strategise ways they can control angry feelings. Students will also take an in depth look into NAIDOC week and explore activities which develop their understanding of Indigenous culture. We encourage you to discuss the school values with your child and help them understand how these values may be applied outside of the school context. This may support students in developing a meaningful understanding of these important values.

### Health and Wellbeing:

This term Kindergarten will explore the different healthy foods required to maintain a nutritious diet. Students will be learning to incorporate the 'Five Food Groups' and the 'Traffic Light System' to enable them to start making healthy eating choices. The Essential Questions for this unit are; *What is healthy food?* and *How can I make my school lunch 'Green Food' friendly?* While eating meals try to discuss with your child which of the 'Five Food Groups' (Grains, Vegies, Fruit, Dairy/Alternatives, and Meat/Alternatives) are being represented in what you are eating. When available, try to investigate how 'Green Food' friendly your child's lunchbox is, and also have discussion about that kinds of 'sometimes foods' your family likes to indulge on.