



Bimbi Unit Term 3, 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

Addition Concepts

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

Making and Sharing groups

- Identifying and creating groups
- Identifying more than one group
- Sharing objects
- Sharing equally

Data and Graphs

- Collecting Data
- Understanding Data
- Representing Data on a picture graph
- Making a graph

Number Patterns

- Skip counting by 2s and 5s
- Counting groups of 10
- Counting backwards
- Looking for a pattern
- Understanding ordinal numbers

Subtraction

- Acting out subtraction stories
- Understanding separation stories
- Understanding take away stories
- Understanding comparison stories



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.



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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. Please see us for a handy booklet full of number games that need only dice and a deck of cards!

Literacy: Everyday

Speaking & Listening

For the children to:

- Demonstrate basic skills of classroom and group interaction and make brief oral presentations to their peers and teacher. Students will be continuing with the News program to achieve this.
- 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, 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, fairy tales and procedures.
- Use beginning concepts about print, sound/letter and word knowledge and punctuation to create short 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.
- 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 riveting literature 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– History & Science *3 sessions per week*

Inquiry Learning Unit 1: Students will continue to 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. Some examples include 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 and authentic 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– Students are being asked to bring in an artefact that tells a story about their family. Please discuss with your child about why this artefact is important and its history. Talk with your child about events which are significant to your family .

Inquiry Learning Unit 2: From Week 6 of Term 3, the 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, for 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 seasons?
- 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/ren 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.

Important Days to Remember in **Bimbi**

Library: Tuesday (All Classes)
Explicit Gross Motor Skills: Wednesday and Friday (All Classes)
Japanese: KC & KA– Tuesday
Students also participate in daily fitness sessions.

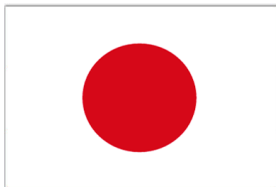
Upcoming Events:

- Parent/Teacher interviews– 8th August– 11th August
- Fire Education program– 19th August Week 5
- Kindergarten Assembly– 23rd September Week 10

Japanese:

This term, KB will be finishing off our inquiry unit about living things, while KC will be learning about Japan in general, greetings, and classroom language. Both KA and KC will then move onto our inquiry into weather in Japanese.

Students will learn weather related language, the seasons in Japan, and why the seasons are opposite in Japan and Australia.



Kitchen/Garden:

This term, Kindergarten will be engaging in a range of areas throughout the Kitchen Garden. Inside, students will be discovering how to be safe in the kitchen and learn how to prepare healthy and easy snacks to make at home. Outside in the garden, students will be investigating how plants go from seeds to fully grown as well as how to care for our Monash chooks.



Health and Wellbeing:

This term, the students will be participating in a Social and Emotional Literacy unit. This unit will be focused on the Monash School Values and is designed to support the Friendly Schools Plus units conducted within each class. Through the use of picture books and role plays students will identify situations where they disagree with someone. Students will demonstrate different strategies to work through these problems. Students will be identifying unfriendly behaviours and learn how to respond appropriately.

Parental Engagement– Parents are encouraged to read the newsletter item on Friendly Schools Plus and further discuss with your child the current social/ emotional strategies that we are focusing on in class.