

Pre Primary 2017

Term 2 Outline

Fine Motor	Gross motor
<p>Correct pencil grip- core and hand strength Cutting- holding scissor correctly, cutting on the line. Emphasis on beginning letters and numerals in the correct spot.</p>	<p>Hopping Skipping Balancing Animal walks</p>

Social skills	Values	Religious Education Units baptism Love
<p>Considering options in decision making Problem solving skills Listening and speaking behaviours</p>	<p>St Luke's Values: create a whole class rainbow. Focus on a colour/value per week. Use St Luke's Values Rainbow to revise/establish values in our class.</p>	<p>My Family (Penance) I Can Talk to God (prayer) Gift of Life (Baptism)</p>
Critical and Creative Thinking (General Capability WA Curriculum)		Thinking Tools
<p>* Generating ideas, possibilities and actions- consider alternatives. *Reflecting on thinking processes -transferring information to new context. *Inquiring- identify, explore and organise information and ideas.</p>		<p>PMI (Plus, Minus, Interesting) Venn Diagram Blank, Rose and Berlin Questioning (Four levels of questioning increasing in complexity -matching, analysis, recording and reasoning)</p>

ENGLISH

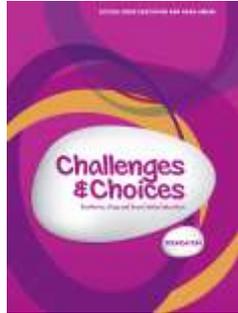
Continue with Alphabet program from Term 1, focusing on letter sound, correct formation& capital and lower case.

English		
<u>The Western Australian Curriculum- Foundation Year</u>		
<u>Language</u>	<u>Literature</u>	<u>Literacy</u>
Recognise rhymes, syllables and sounds (phonemes) in spoken words (continued from Term 1)	Respond to texts, identifying favourite stories, authors and illustrators	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
Recognise that texts are made up of words and groups of words that make meaning(continued from Term 1)	Identify some features of texts including events and characters and retell events from a text.	Produce some lower case and upper case letters using learned letter formations
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	Share feelings and thoughts about the events and characters in texts	Writers write from left to right and from top to bottom
Recognise the letters of the alphabet and know there are lower and upper case letters	Retell familiar literary texts through performance, use of illustrations and images	Begin using Hand writing books
Understand that language can be used to explore ways of expressing needs, likes and dislikes		

NUMERACY

Continuing to build on number understandings, identification and relationships from

<u>Maths</u>		
<u>The Western Australian Curriculum- Foundation Year</u>		
<u>Proficiency Strands</u>	<u>Number and Algebra</u>	<u>Measurement and Geometry</u>
<p><u>Understanding</u> includes connecting names, numerals and quantities</p> <p><u>Fluency</u> includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects</p> <p><u>Problem Solving</u> includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer</p> <p><u>Reasoning</u> includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length</p>	<p><i>Number and Place Value</i> Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond</p> <p>*focus on correct number formation</p> <p>Subitise small collections of objects</p> <p>Establish understanding of the language and processes of counting by naming numbers in sequences (forwards and backwards), initially to 10, moving from any starting point</p> <p>Plots numbers on a number line and use scenarios to aid in showing relationship</p>	<p><i>Using Units of Measurement</i> Connect days of the week to familiar events and actions</p> <p>Use direct and indirect comparisons to decide which is longer, and explain reasoning in everyday language</p> <p>Compare and order duration of events using everyday language of time</p>

HEALTH		TECHNOLOGY AND ENTERPRISE Outcomes from the KPIs (Key Performance Indicators)
Resilience Program Challenges and Choices (SDERA)		Children: *Use and name a range of tools, resources and techniques in investigations *Use a trial and error approach to problems

History The Australian Curriculum- Foundation Year	
Personal and Family History	<u>Historical Skills</u> <u>Chronological, terms & concepts</u>
<ul style="list-style-type: none"> The different structures of families and family groups today and what they have in common 	<ul style="list-style-type: none"> Sequence familiar objects and events Distinguish between the past, present and future



<u>Science</u> <u>The Western Australian Curriculum- Foundation Year- Primary Connections</u>		
Physical Science	Communicating	Questioning & Predicting
Objects are made of materials that have observable properties	Science involves exploring and observing the world using the senses.	Questioning and predicting Planning and conducting Processing and analysing data and information Communicating

