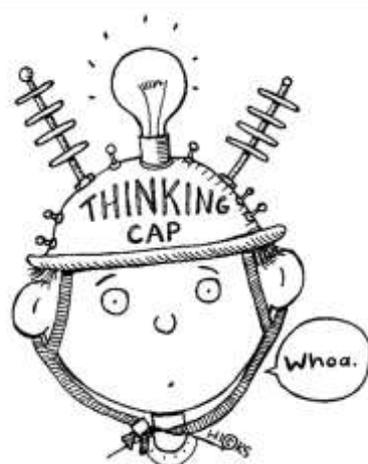


Pre Primary 2017 Term 3 Outline

Children need to **PLAY** to
BE ADAPTABLE **PLAY** to
CONSTRUCT KNOWLEDGE
PROBLEM LEARN CREATE
SOLVE PROCESS EMOTIONS
INTERNALISE EXPERIENCES
DISCOVER CHALLENGE
BE HEALTHY THEMSELVES
LAUGH & HAVE FUN
LEARN TO WORK IMAGINE
TOGETHER LEARN TO LEAD
EXPRESS EXPLORE SPEAK
IDEAS DEVELOP READ
MANAGE AN INQUIRING
STRESS MIND WRITE
Because **PLAY** **COUNT**
matters.

Fine Motor		Gross motor	
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.		Obstacle courses Crossing the mid line Skipping Balancing	
Social skills		Values	
Considering options in decision making Problem solving skills Listening and speaking behaviours		Empathy and Resilience Continue St Luke School Values Respect for others	
		Religious Education Units	
		My Family (Family- Penance) Gift of Life (Memory- Love) The Church Community (Church)	
Creative Skills		Thinking Skills	
Children: *Explore different ways of doing things. *Use resources and material creatively *Engage in dramatic play *Use language creatively (creating rhymes, stories, role playing etc)		Red (feelings), Black (negative) and Yellow (positive) Thinking Hats Venn Diagram Justifying/proving reasoning for responses	



<u>Specialist Areas</u>	
Library/HASS	Music
Sport	Dance
Italian	

ENGLISH- WA Curriculum

Continue introducing and revising single sounds, hearing individual sounds in CVC words (consonant vowel consonant) and blending.
 Correct letter formation (capital and lower case) through the use of a handwriting book.
 Introduction of digraphs for the semester- /sh/, /th/, /ch/, /wh/ & /ng/ sounds.
 Sight words for the semester- I, a, is, in ,it, and, at, he, be, on, as, of, his , to, the, this, that, they, you , was, for, are, from, have
 (first 25 of Fry’s Sight Words)

Language	Literature	Literacy
<p>*Understands that punctuation is a feature of written text different from letters; recognise how capital letters are used for names and that capital letters and full stops signal the beginning and end of sentences.</p> <p>* Recognise that sentences are key units for expressing ideas.</p> <p>*Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (Fry’s First 25 List Words- see above)</p> <p>*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</p> <p>*Know how to use onset and rime to spell words in particular end blends at/et/it/ot/ut, an/en/in/on/un, ag/eg/ig/og/ug & ad/ed/id/od/ud (continue to revise- Term 2 concept)</p> <p>*Recognises the letters of the alphabet and know there are lower and upper case letters. (continue to revise letters taught previously and introduction of new letters and sounds)</p>	<p>*Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry.</p> <p>*Identify some features of texts including events and characters and retell from a text. (continue to revise – Term 2 concept)</p> <p>*Share feelings and thoughts about the events and characters in the texts.(continue to revise – Term 2 concept)</p>	<p>*Identify some differences between imaginative and informative texts.</p> <p>*Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.</p> <p>*Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</p> <p>*Produce some lower case and upper case letters using learned letter formations (continue to revise letters taught previously and introduction of new letters and sounds)</p>



Mathematics - WA Curriculum

Measurement and Geometry		
Number and Algebra	<u>Using units of measurement</u>	<u>Statistics and Probability.</u>
<p>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then</p> <p>Compare, order and make correspondences between collections, initially to 20, and explain reasoning</p>	<p><u>Units of Measurement</u> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language</p> <p>Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</p>	<p><u>Data Collection</u> Answer yes/no questions to collect information and make simple inferences.</p>
<h2>Proficiency Strands</h2> <p>Understanding includes connecting names, numerals and quantities</p> <p>Fluency includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects</p> <p>Problem Solving 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>Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length</p>		



History – WA Curriculum

Historical Knowledge Personal and Family Histories	Historical Skills Chronological, terms & concepts
<ul style="list-style-type: none"> • Who the people in their family • The different structures of families and family groups today and what they have in common • How they, their family and friends commemorate past events that are important to them eg Baptism • How the stories of families and the past can be communicated, for example through photographs 	<ul style="list-style-type: none"> • Pose questions about the past using sources provided

Science- The WA Curriculum Primary Connections ‘Staying Alive’

Science Understandings	Science as a Human Endeavour	Science Inquiry
Living things have basic needs, including food and water	Science involves exploring and observing the world using the senses	<p>Respond to questions about familiar objects and events</p> <p>Explore and make observations by using the senses</p> <p>Engage in discussions about observations and use methods such as drawing to represent ideas</p> <p>Share observations and ideas</p>