# Pre Primary 2018

## Term 3 Outline!

### Fine 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.
- Strengthening fingers using fine motor tools.

### Gross motor

- Obstacle courses
- Crossing the mid line
- Skipping
- Balancing
- running

### Social Skills

- Considering options in decision making
- Problem solving skills
- Listening and speaking behaviours

### Values

- Empathy and Resilience
- Continue St Luke School Values
- Respect for others
- Rainbow Ted –raffle tickets
- Making it real like Jesus

### Religious Education Units

My Family (Family- Penance)

Gift of Life (Memory- Love)

The Church Community (Church)

### Creative Skills

Children:

*Explore and think of different ways of doing things.

*Use resources and material creatively.

*Engage in dramatic and social play.

*Use language creatively (creating rhymes, stories, role playing etc)

### Thinking Skills

Red (feelings), Black (negative) and Yellow (positive) Thinking Hats

Venn Diagram.

Justifying/proving reasoning for responses

Think pair and share. .


### Specialist Areas

| | |
|---|---|
| • Library/HASS | • Music |
| • Sport | • Dance |
| • Italian | • Digital Technology |

# English W.A. 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 Dolch Sight Words)

| Language | Literature | Literacy |
|---|---|---|
| *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.<br>* Recognise that sentences are key units for expressing ideas.<br>*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)<br>*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<br>*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)<br>*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) | *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.<br>*Identify some features of texts including events and characters and retell from a text. (continue to revise – Term 2 concept)<br>*Share feelings and thoughts about the events and characters in the texts.(continue to revise – Term 2 concept) | *Identify some differences between imaginative and informative texts.<br>*Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.<br>*Use comprehension strategies to understand and discuss texts listened to, viewed or read independently<br>*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) |

# Mathematics - WA Curriculum

## Measurement and Geometry

| Number and Algebra | Using units of measurement | Statistics and Probability. |
|---|---|---|
| Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point<br><br>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond<br><br>Connect number names, numerals and quantities, including zero, initially up to 10 and then Compare, order and make correspondences between collections, initially to 20, and explain reasoning. | Units of Measurement<br>Use direct and indirect comparisons to decide which is longer or shorter and explain reasoning in everyday language<br><br>Sort, describe and name familiar three-dimensional objects in the environment.<br><br>Groups objects based on common characters and sorts shapes and objects. | Data Collection<br>Answer yes/no questions to collect information and make simple inferences.<br><br>  |

## Proficiency Strands

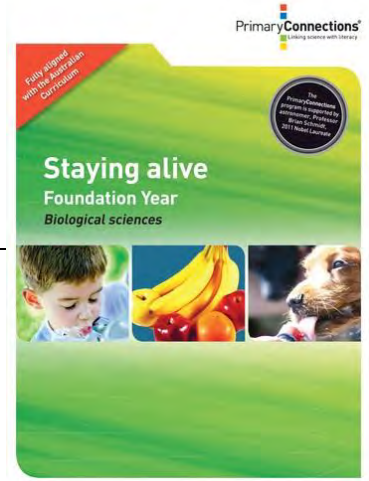
- **Understanding** includes connecting names, numerals and quantities
- **Fluency** includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects
- **Problem Solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer
- **Reasoning** includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length

# History - WA Curriculum

| Historical Knowledge<br>Personal and Family Histories | Historical Skills<br>Chronological, terms & concepts |
|---|---|
| • Who the people in their family<br>• The different structures of families and family groups today and what they have in common<br>• How they, their family and friends commemorate past events that are important to them eg Baptism<br>• How the stories of families and the past can be communicated, for example through photographs | • 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 | • Respond to questions about familiar objects and events<br>• Explore and make observations by using the senses<br>• Engage in discussions about observations and use methods such as drawing to represent ideas<br>• Share observations and ideas |




# Protective Behaviours - WA Curriculum

# KEEPING SAFE

## Recognising and Reporting Abuse

In this unit the children will be supported to know and use the correct names for body parts and understand their whole body is private. The children will understand who they can seek help from in the community if they are lost or unsafe, e.g. police officer, shopkeeper etc. They will also learn and understand the difference between safe and unsafe secrets.


Topics for this term

- Privacy and the body.
- Body awareness.
- Our whole body is private.
- Secrets – defining secrets, recognising unsafe secrets and tricks and trust.

# TECHNOLOGY AND ENTERPRISE

## Design and Technologies

Children will explore needs for designing simple solutions. They generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps. Children will safely use given components and equipment, to make simple solutions and evaluate their success using personal preferences.

***Children will be able to:***

- use and name a range of tools, resources and techniques in investigations.
- use a trial and error approach to problems.

## Digital Techolologies

Children will label digital systems (hardware and software) and where they are used. They will learn how to represent data using pictures, symbols and patterns. The children will follow safety strategies while they collect and use information from an online source with teacher support.

The children will be able to:

- generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps.
- safely use given components and equipment, to make simple solutions and evaluate their success using personal preferences.