

Pre Primary 2018 Term 4 Outline

it's not "just play"



Play is an essential part of early learning.
It is the lifeblood of the learning process.
As children play they are developing the
cognitive, socio-emotional and physical
skills they will need to take them into a
successful adulthood.

They are developing their curiosity,
problem solving, intentionality, flexibility,
and verbal & non verbal skills.

Socio-emotionally they are developing
their emotional intelligence - learning
confidence, cooperation, negotiation,
sharing, empathy and how to
communicate appropriately.

Physically their fine motor and gross
motor skills are being practised and
developed.

It's not "just play" they are
skills for life!

<u>Fine Motor</u>		<u>Gross motor</u>	
<p>Correct pencil grip- core and hand strength Continue fluency activities to aid with letter & number writing Cutting activities- encourage correct scissor grip & cutting technique Emphasis on beginning letters and numerals in the correct spot.</p>		<p>Eye tracking Upper body strength – wheel barrow, monkey bars, using/pushing tyres etc Crossing the mid line</p>	
			
<u>Social skills</u>		<u>Values</u>	
<p>Waiting for your turn Talking to solve problems by expressing what we are feeling. Listening and speaking behaviours</p>		<p>Empathy and Resilience Consolidate St Luke School Values Respect for others</p>	
<p><i>“We can't solve problems by using the same kind of thinking we used when we created them.”</i> <i>Albert Einstein</i></p>			
<u>Historical Knowledge- WA Curriculum</u>		<u>TECHNOLOGY AND ENTERPRISE KPIs (Key Performance Indicators)</u>	
<p>Personal and Family Histories •Children relate a story about their past using a range of texts. •Children sequence and retell familiar events</p>		<p>*Uses familiar tools and simple procedures to operate equipment with care and safety when creating and modifying technologies.</p>	

English

Language (Outcomes The Australian Curriculum)

- * Explore the different contribution of words and images to meaning in stories and informative texts.
- * Understand that some language in written texts is unlike everyday spoken language.
- * Recognise that sentences are key units for expressing ideas, with a focus on spaces in-between words and matching sentences with a corresponding image.
- * Recognise that sentences are key units for expressing ideas.
- * 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 List word- see above)

Continue to consolidate letters/sounds and digraphs.

Continue to introduce and consolidate Fry's first 25 high frequency words.

Literature (Outcomes The Australian Curriculum)

- *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.
- *Listen to and choose books for pleasure.

Literacy (Outcomes The Australian Curriculum)

- *Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge.
- *Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.
- *Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.
- *Understand concepts about screen, including how simple digital texts work.



Ongoing English Outcomes

Language (Outcomes The Australian Curriculum)	Literature (Outcomes The Australian Curriculum)	Literacy (Outcomes The Australian Curriculum)
<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>*Recognises that texts are made up of words and groups of words that make meaning.</p> <p>*Know that spoken sounds (phonemes) can be written down using letters of the alphabet.</p> <p>*Know how to use onset and rime to spell words.</p> <p>*Recognises the letters of the alphabet and know there are lower and upper case letters.</p>	<p>*Share feelings and thoughts about the events and characters in the texts.</p>	<p>*Listen to and respond orally to texts and to communication of others in informal and structured classroom situations.</p> <p>*Use interaction skills including listening while others are speaking, using appropriate voice levels, articulation and body language gestures and eye contact.</p> <p>*Produce some lower & upper case letters using learned letter formations.</p>

MATHS

Number and Place Value

- *Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.
- *Connect number names, numerals and quantities including zero, initially up to 10 and then beyond
- *Represent practical situations to model addition, subtraction and sharing using concrete materials.
- *consolidate correct number formation

Measurement and Geometry

- *Use direct and indirect comparisons to explore capacity and decide which holds more and explain reasoning in everyday language

Science- The WA Curriculum Primary Connections 'On the move'

Physical Science

Communicating

Questioning & Predicting

The way objects move depends on a variety of factors, including their size and shape

Share observations and ideas.

Respond to questions about familiar objects and events

