

# Pre Primary 2017 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.

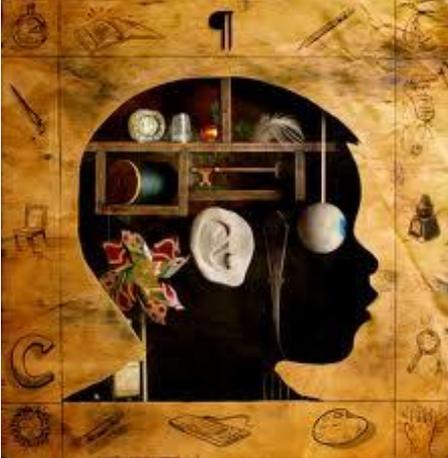
They are developing their curiosity,  
problem solving, intentionality, flexibility,  
and verbal & non verbal skills.

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!**

<b><u>Fine Motor</u></b>		<b><u>Gross motor</u></b>	
<p>Correct pencil grip- core and hand strength          Continue fluency activities to aid with letter &amp; number writing          Cutting activities- encourage correct scissor grip &amp; 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>	
			
<b><u>Social skills</u></b>		<b><u>Values</u></b>	
<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><a href="#">“We can't solve problems by using the same kind of thinking we used when we created them.”</a></i>  <i>Albert Einstein</i></p>			
<b><u>Historical Knowledge- WA Curriculum</u></b>		<b><u>TECHNOLOGY AND ENTERPRISE KPIs (Key Performance Indicators)</u></b>	
<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>	

<b>English</b>		
<b>Language ( Outcomes The Australian Curriculum)</b>	<b>Literature (Outcomes The Australian Curriculum)</b>	<b>Literacy (Outcomes The Australian Curriculum)</b>
<p>* Explore the different contribution of words and images to meaning in stories and informative texts.</p> <p>* Understand that some language in written texts is unlike everyday spoken language.</p> <p>* Recognise that sentences are key units for expressing ideas, with a focus on spaces in-between words and matching sentences with a corresponding image.</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 List word- see above)</p> <p style="text-align: center;"><i>Continue to consolidate letters/sounds and digraphs.</i></p> <p><i>Continue to introduce and consolidate Fry's first 25 high frequency words.</i></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>*Listen to and choose books for pleasure.</p>	<p>*Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge.</p> <p>*Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.</p> <p>*Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.</p> <p>*Understand concepts about screen, including how simple digital texts work.</p> <div style="text-align: center;">  </div>

## 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 &amp; 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

