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| **Term overview C3 – Foundation**  ***Term 3*** | | |
| **Developmental Domain Intentions or Early Years Framework Outcomes** | **Key Learning Intentions** | |
| **EMOTIONAL (Identity):**  *For the children to be able to:*   * Continue to develop strategies for self regulation * Show gratitude * Practice being resilient   **SOCIAL (Community):**  *For the children to be able to:*   * Work with different children * Show kindness and empathy towards each other * Be bucket fillers   **PHYSICAL (Wellbeing):**  *For the children to be able to:*   * Develop their fine motor skills * Feel confident in their abilities   **COGNITIVE (Learning):**  *For the children to be able to:*   * Cultivate a growth mindset * Learn to ignore distractions that prevent them learning * Show persistence when they find learning difficult   **LANGUAGE (Communication):**  *For the children to be able to:*   * Use active listening * Participate in dialogue * Share their ideas | **ENGLISH*: Reading:***  *For the children to be able to:*   * Read words using graphemes that they know * Identify common digraphs * Apply their reading knowledge in decodable texts * Blend and segment more complex words   ***Writing:***  *For the children to be able to:*   * Begin to write a simple sentence * Write letters with correct letter formation * Think like authors in bookmaking * Use taught text features in their writing   **Speaking and Listening:**  *For the children to be able to:*   * Retell information about what they have done * Retell a simple narrative with Character, problem, feeling, action and ending   **MATHEMATICS: Number**  *For the children to be able to:*   * Understand different ways of representing numbers (numeral, ten frame, word, tally) * Orally count to 20 * Count larger groups of objects (to 20) maintaining 1:1 correspondence * Perform simple additions   **Measurement and geometry**  *For the children to be able to:*   * Describe position and movement * Compare the weight of different objects * Make connections between the days of the week and events that happen | **SCIENCE:**  *For the children to be able to:*   * Understand some properties of different materials * Explore how different materials are used for different purposes * Describe 3 things a plant needs to survive * Recognize that observation helps them to explore and investigate   **HASS:**  *For the children to be able to:*   * Explore key features of a map * Understand what a birds eye view is * Identify a place which is special to them   **TECHNOLOGIES:**  *For the children to be able to:*   * Design a solution to a problem using appropriate materials   **AUSLAN:**  *For the children to be able to:*   * Sign colours * Count to 10 using Auslan signing   **THE ARTS (MUSIC):**  *For the children to be able to:*   * Sing in tune * Keep a beat * Create rhythms * Follow changes in tempo |

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| **Learning Experiences *(Afternoon Investigations) Possibilities which may change in response to children’s needs and interests***  ***Possible learning which can occur in each area.*** | | | | |
| **COLLAGE:**   * Shape * Procedure * Sequencing * Joining techniques * Materials and their properties * Oral language * Giving directions * Sharing understandings | **DRAMATIC PLAY: Supermarket**  **??Child consultation**   * weight * money * environmental print * list writing * sorting * healthy eating * retells * role play | **NUMERACY RESOURCE:**   * Shells with numerals inside * Shell tins * puzzles | **STORY BASKET:**  **Rosie’s Walk**   * Retell * Positional language * Mapping | **SENSORY:**  **Moon Sand**  **Playdough??**   * Story telling * Shape * Scientific discovery * Understanding our world * Sharing ideas * collaboration |
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| **CONSTRUCTION:**  **Lego**   * Planning * Oral language * Shape * Design * Step by step instructions * Collaboration * Reading diagrams | **SMALL WORLD PLAY:**  **Create a neighbourhood**   * Special places * Location * Position * Mapping (reading and creating) * Story telling * Places where we belong * Birds eye view | **PAINTING AND DRAWING:**   * Shape * colour * materials * expressing ideas | **SCIENCE AND NATURE:**  **Floating and sinking**  **Plants**   * Properties of materials * Floating and sinking * Designed solutions * Observation * Growing plants * Guided experiments * Recording observations * Investigations * Making hypothesis’s | **TINKERING:**  **Circuits**  **Dismantling elctronics**   * Design solutions * Problem solving * Name the components of a digital system * Oral language |