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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
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