

TERM 2 2021 - Term Overview

Outcome 1: Children have a strong sense of identity

- Support children in respecting themselves, others and our Kindy environment & equipment.
- Support children in sustaining friendships- reciprocal nature of friendship
- Support confident self-identities- sharing culture & language

Outcome 2: Children are connected with and contribute to their world

** Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation*

- CPC – Fair/unfair, safe/unsafe
**Children respond to diversity with respect*
- Unpack Kaurua Acknowledgement; acknowledge Reconciliation Week & NAIDOC week, dreaming stories- session with Trent Hill : Mother's Day (9/5)
- **Children become socially responsible and show respect for the environment*
Connect with our Natural Environment- Nature Kindy Sessions on Fridays (focus on elements of earth, wind, fire, water). Exploring natural and manmade habitats and lifecycles: Adelaide Zoo Excursion, pond life inquiry through Nature Ed animals.
- Rebecca Mumford Seasonal Food Garden Project (week 2 & 3), Nude Food Project - "no plastic, that's fantastic"; Reduce, Reuse, recycle;
- Henny Penny Chicken Hatching Program (24/5)

Outcome 3: Children have a strong sense of well-being

- **Children become strong in their social and emotional well-being--*You Can Do It program – Pete Persistence, Gabby Get-a-long; **Zones of Regulation**.
**Children take increasing responsibility for their own health & physical well-being*
- Reinforce Healthy Lifestyle – focus – healthy snacks
Child Protection Curriculum Key areas to be covered: Safe/Unsafe, Warning signs, Fair/Unfair

Outcome 4: Children are confident and involved learners

- Encourage dispositions for learning: confidence, commitment, persistence, enthusiasm, imagination, curiosity, growth mindset
- **Executive Functioning**: working memory, self-regulation, listening skills.
Parent conversations support shared learning goals for each child.

Outcome 5: Children are effective communicators

**Children interact verbally and non-verbally with others for a range of purposes*

** Links to Literacy & Numeracy indicators*

Literacy Focus: PQIP Inquiry: Pretend play sequencing and narrative development (de-contextualized language)– Term 2 focus: Inquiry learning with field trips and expert visits building knowledge of roles; oral language; vocabulary; comprehension; Book Based Learning: "The Hip Hop Barn" (Simultaneous Story 27th May – I need some space!); Book making

**Children express ideas and make meaning using a range of media*

- **EXPLORING THE ARTS:** - explore a range of creative arts including performing arts (drama, music), painting styles, artists and drawing as we prepare for our **ART SHOW**
- collect data of children's phonological awareness (rhyme, syllables & initial sounds; Story of learning reflecting children's literacy learning (100 languages)
- **Numeracy Focus:** Rich vocabulary & mathematical knowledge; executive functioning skills, intellectual stretch, being good noticers
- **Information & Communication Technologies:** I-pads to document learning with children, use of technology integrated into inquiry topics and research.