



## Kindergarten Curriculum Overview Term 1

Taken from Early Years Learning Framework and  
Kindergarten Curriculum Guidelines

<b>Belonging, Being and Becoming</b>	<ul style="list-style-type: none"> <li>• <b>Children have a strong sense of identity.</b></li> <li>• <b>Children are connected with and contribute to their world.</b></li> <li>• <b>Children have a strong sense of well-being.</b></li> <li>• <b>Children are confident and involved learners.</b></li> <li>• <b>Children are effective communicators.</b></li> </ul>
<b>Identity</b>	<p>Build a sense of stability and trust Build a sense of belonging Manage routines, organise self and belongings Show confidence in own learning and capabilities Display a positive image of self, their family and culture All About Me – Painting and drawing self-portraits, family portraits History – I belong to my family Personal timeline Participate positively as part of a group</p>
<b>Connecting and contributing</b>	<p>Develop skills for working and playing with others Playing with friends, learning names of our friends Develop inquiry and communication skills Respect, care for and sustain the environment Planting in kindergarten vegetable garden</p>
<b>Wellbeing</b>	<p>Become strong in their social and emotional wellbeing Interact positively to form relationships and friendships Recognise simple emotions and build self-regulation Build knowledge, skills and positive attitudes to physical movement Climb ladders and A-frames safely Daily obstacle course Develop gross motor and fine motor skills Practice pre-writing patterns, scissor skills, threading, playdough and other fine motor activities Explore ways to promote own and other’s health and safety – hand washing and independent toilet skills</p>
<b>Learning and Thinking</b>	<p>Develop positive dispositions for learning Build enthusiasm, confidence, cooperation, and persistence Develop curiosity Make choices and organise self for learning Develop knowledge of number, principals of counting, recognising numbers to 5, subitising numbers on a dice. Develop knowledge of measurement and geometry: 2D shapes, positional language Represent ideas, feelings and experiences in creative ways</p>
<b>Communicating</b>	<p>Whole body listening skills “All About Me” vocabulary building Build oral and aural skills Concepts of Print Shared reading of picture books and Library books Phonological awareness Simple songs and rhymes, music and dance – percussion, shake maracas, tapping sticks</p>



## Kindergarten Curriculum Overview Term 2

Taken from Early Years Learning Framework and Kindergarten Curriculum Guidelines

<p>Belonging, Being and Becoming</p>	<ul style="list-style-type: none"> <li>• <b>Children have a strong sense of identity.</b></li> <li>• <b>Children are connected with and contribute to their world.</b></li> <li>• <b>Children have a strong sense of wellbeing.</b></li> <li>• <b>Children are confident and involved learners.</b></li> <li>• <b>Children are effective communicators.</b></li> </ul>
<p><b>Identity</b></p>	<p>Build a sense of stability and trust            Build a sense of belonging            Manage routines, organise self and belongings            Show confidence in own learning and capabilities            Display a positive image of self, their family and culture.            All About Me – Painting and drawing self-portraits, family portraits.            History – I belong to my family. Personal timeline            Participate positively as part of a group</p>
<p><b>Connecting and contributing</b></p>	<p>Develop skills for working and playing with others            Playing with friends, including others in play developing social skills.            Develop inquiry and communication skills            Respect, care for and sustain the environment            Planting in kindergarten vegetable garden – potatoes            Cooking with produce from the garden.</p>
<p><b>Wellbeing</b></p>	<p>Become strong in their social and emotional wellbeing            Interact positively to form relationships and friendships            Recognise simple emotions and build self-regulation            Build knowledge, skills and positive attitudes to physical movement            Climb ladders and A frames safely            Daily obstacle course to develop gross motor and fine motor skills.            Practice pre-writing patterns, scissor skills, threading, playdough and other fine motor activities, name writing.            Explore ways to promote own and others health and safety – teach handwashing and independent toilet skills.            Explore and discuss healthy eating.</p>
<p><b>Learning and Thinking</b></p>	<p><i>Develop positive dispositions for learning and curiosity</i>  <i>Build enthusiasm, confidence, co-operation, and persistence</i>  <i>Make choices and organise self for learning</i>  <i>Develop knowledge of number, principals of counting, recognising numbers to 5, subitising numbers on a dice.</i>  <i>Develop knowledge of pattern.</i>  <i>Develop knowledge simple shapes, positional language; (in, on, under, next to).</i>  <i>Sorting and classifying shapes and objects.</i>  <i>Represent ideas, feelings and experiences in creative ways</i></p>
<p><b>Communicating</b></p>	<p><i>Whole body listening skills</i>  <i>Build oral and aural vocabulary and oral language skills to communicate for a range of purposes in Standard Australian English.</i>  <i>Develop Concepts of Print and written symbols, recognising own name</i>  <i>Demonstrate knowledge of the first sound in words.</i>  <i>Shared reading of picture books, Simple songs and Rhymes</i>  <i>Uses paints, pencils and other tools to express ideas</i>  <i>Music and dance – percussion, shake maracas, tapping sticks.</i></p>



## Kindergarten Curriculum Overview Term 3

Taken from Early Years Learning Framework and Kindergarten Curriculum Guidelines

<b>Belonging, Being and Becoming</b>	<ul style="list-style-type: none"> <li>• <b>Children have a strong sense of identity.</b></li> <li>• <b>Children are connected with and contribute to their world.</b></li> <li>• <b>Children have a strong sense of wellbeing.</b></li> <li>• <b>Children are confident and involved learners.</b></li> <li>• <b>Children are effective communicators.</b></li> </ul>
<b>Identity</b>	<p>Build a sense of stability and trust            Build a sense of belonging            Manage routines, organise self and belongings            Show confidence in own learning and capabilities            Display a positive image of self, their family and culture.            All About Me – Painting and drawing self-portraits, family portraits.            History – I belong to my family. Personal timeline            Participate positively as part of a group</p>
<b>Connecting and contributing</b>	<p>Develop skills for working and playing with others            Playing with friends, including others in play developing social skills.            Develop inquiry and communication skills            Respect, care for and sustain the environment            Planting in kindergarten vegetable garden            Cooking with produce from the garden.</p>
<b>Wellbeing</b>	<p>Become strong in their social and emotional wellbeing            Interact positively to form relationships and friendships            Recognise simple emotions and build self-regulation            Build knowledge, skills and positive attitudes to physical movement            Climb ladders and A frames safely            Daily obstacle course to develop gross motor and fine motor skills.            Practice pre-writing patterns, name writing, scissor skills, threading, playdough and other fine motor activities.            Explore ways to promote own and others health and safety – teach handwashing and independent toilet skills.            Explore and discuss healthy eating.</p>
<b>Learning and Thinking</b>	<p>Develop positive dispositions for learning and curiosity            Build enthusiasm, confidence, co-operation, and persistence            Make choices and organise self for learning            Develop knowledge of number, principals of counting, recognising numbers to 10, subitising numbers on a dice.            Develop knowledge of pattern.            Develop knowledge simple shapes, positional language; (in, on, under, next to).            Sorting and classifying shapes and objects.            Represent ideas, feelings and experiences in creative ways</p>
<b>Communicating</b>	<p>Whole body listening skills            Build oral and aural vocabulary and oral language skills to communicate for a range of purposes in Standard Australian English.            Develop Concepts of Print and written symbols, recognising own name            Demonstrate knowledge of the first sound in words.            Shared reading of picture books, Simple songs and Rhymes            Uses paints, pencils and other tools to express ideas            Music and dance – percussion, shake maracas, tapping sticks.</p>



## Kindergarten Curriculum Overview Term 4

Taken from Early Years Learning Framework and Kindergarten Curriculum Guidelines

<b>Belonging, Being and Becoming</b>	<ul style="list-style-type: none"> <li>• <b>Children have a strong sense of identity.</b></li> <li>• <b>Children are connected with and contribute to their world.</b></li> <li>• <b>Children have a strong sense of wellbeing.</b></li> <li>• <b>Children are confident and involved learners.</b></li> <li>• <b>Children are effective communicators.</b></li> </ul>
<b>Identity</b>	<p>Build a sense of stability and trust            Build a sense of belonging            Manage routines, organise self and belongings            Show confidence in own learning and capabilities            Display a positive image of self, their family and culture.            All About Me – Painting and drawing self-portraits, family portraits.            History – I belong to my family. Personal timeline            Participate positively as part of a group</p>
<b>Connecting and contributing</b>	<p>Develop skills for working and playing with others            Playing with friends, including others in play developing social skills.            Develop inquiry and communication skills            Respect, care for and sustain the environment            Planting in kindergarten vegetable garden            Cooking with produce from the garden.</p>
<b>Wellbeing</b>	<p>Become strong in their social and emotional wellbeing            Interact positively to form relationships and friendships            Recognise simple emotions and build self-regulation            Build knowledge, skills and positive attitudes to physical movement            Climb ladders and A frames safely            Daily obstacle course to develop gross motor and fine motor skills.            Practice pre-writing patterns, name writing, scissor skills, threading, playdough and other fine motor activities.            Explore ways to promote own and others health and safety – teach handwashing and independent toilet skills.            Explore and discuss healthy eating.</p>
<b>Learning and Thinking</b>	<p>Develop positive dispositions for learning and curiosity            Build enthusiasm, confidence, co-operation, and persistence            Make choices and organise self for learning            Develop knowledge of number, principals of counting, recognising numbers to 10, subitising numbers on a dice.            Develop knowledge of pattern.            Develop knowledge simple shapes, positional language; (in, on, under, next to).            Sorting and classifying shapes and objects.            Represent ideas, feelings and experiences in creative ways</p>
<b>Communicating</b>	<p>Whole body listening skills            Build oral and aural vocabulary and oral language skills to communicate for a range of purposes in Standard Australian English.            Develop Concepts of Print and written symbols, recognising own name            Demonstrate knowledge of the first sound in words.            Shared reading of picture books, Simple songs and Rhymes            Uses paints, pencils and other tools to express ideas            Music and dance – percussion, shake maracas, tapping sticks.</p>