**Kindergarten Overview – Term One**

**September – December 2017**

**Mrs. Zirnhelt**

All areas of the kindergarten Curriculum will be taught through cross-curricular themes when possible, and will emphasize each child’s development and learning through the three Core competencies:

* **Communication - Thinking - Personal & Social**

Communication – *The students will be involved in activities where they will:*

* Connect and engage with others
* Acquire and present information
* Collaborate to plan, carry out and review constructions and activities
* Explain and reflect on experiences and accomplishments

Thinking – *The students will be involved in activities where they will:*

* Think creatively
* Think critically

Personal And Social – *The students will be encourages to develop:*

* Positive personal and cultural identity
* Personal awareness and responsibility
* Social responsibility

The Core Competencies are interwoven in all teaching through all subject areas.

Throughout the kindergarten day:

* The children will be encouraged to develop a realistic and positive self-concept and to share and co-operate with others in every activity. The use of programs, such as *The Virtues Project*, as well as *Bucket Filling*, will help fulfil this goal.
* The children will be encouraged to become responsible citizens – to take care of their belongings as well as the classroom materials.
* The children will be encouraged to take responsibility for their behaviour and the choices that they make. Children are encouraged to follow our *AIR* acronym (**A**ccountability, **I**ntegrity, & **R**espect), *The Virtues Project*, and use our school-wide strategy *TILT* (**T**alk it out, **I**gnore, **L**eave the situation, **T**ell and adult) to problem solve.
* The children will be encouraged to respect cultural similarities and differences. The First People’s Principles will be woven through the curriculum.

**TERM ONE**

***Although the following details my plan for the term, adjustments will be made as necessary throughout the year to accommodate learning styles, needs, and interests.***

To meet curricular content, I use a thematic approach when planning and teaching. In an integrated program the theme is a vehicle we use to plan activities across the subject areas in order to make learning more meaningful and relevant for children. Through Inquiry and Project –Based Learning, the children’s interests may take our learning in a different direction; however, the themes that I intend to cover this term are:

* Fall Changes with a focus on apples and pumpkins
* Thanksgiving
* Hallowe’en
* Me; My Family; My Community
* Bats
* Remembrance Day

The *Big Ideas* of each curricular subject area are the principles that will guide instruction.

**English Language Arts:**

Learning Standards – Content

*Students are expected to know the following:*

* Story
* structure of story ~ beginning/middle/end
* literary elements and devices ~ humourous and creative texts, nursery rhymes, traditional stories
* Strategies and processes
* reading strategies ~ making meaning using predictions and connections; making meaning from text using pictures, patterns, memory, and prior knowledge;

re-telling some elements of story

* oral language strategies ~ focusing on the speaker, taking turns; maintaining a “listening” posture; asking questions related to the topic; making personal connections; and making relevant contributions to discussion
* writing processes ~ using pictures to tell stories
* Language features, structures, and conventions
* the introduction of concepts of print ~ the symbolic nature of writing; the association of letters and sounds; the distinct features of letters; the correspondence between uppercase and lowercase letters; understanding the front and back of a book

**Math:**

Learning Standards – Content

*Students are expected to know the following:*

* number concepts to 10
* introduction and use of Calendar
* counting forwards and backwards
* ordinal numbers
* repeating patterns with two elements
* free exploration with materials, patterning activities and games in groups, individually, and in stations
* single attributes of 2 dimensional shapes
* concrete or pictorial graphs as a visual tool for the class
* financial literacy – attributes of coins and financial role-play

**Social Studies:**

Learning Standards – Content

*Students are expected to know the following:*

* rights, roles, and responsibilities of individuals and groups

During our theme on “Me, My Family, & My Community” we will cover:

* ways in which individuals and families differ and are the same
* personal and family history and traditions
* people, places, and events in their local community, and in local First Peoples communities
* needs and wants of individuals and families

**Science:**

Learning Standards – Content

*Students are expected to know the following:*

During our theme on “Fall Changes” and daily discussion of weather we will cover:

* weather changes
* seasonal changes
* living things make changes to accommodate daily and seasonal cycles
* basic needs of plants and animals
* adaptations of local plants and animals

**Physical and Health Education:**

Learning Standards – Content

*Students are expected to know the following:*

* fundamental movement skills in a variety of activities and in different environments
* P.E. activities with the prep teacher during gym times
* large muscle activities on the playground
* safety in the classroom, on the playground, and in the gym
* fine motor activities, such as using scissors and writing/colouring implements
* Daily Physical Activity (DPA) – everyday in the classroom and outside
* practices that promote health and well-being
* learn about personal hygiene and healthy living
* emotions and their causes and effects
* whole class activities to focus on our feelings, how best to deal with them, and how they affect ourselves and those around us
* caring behaviours in groups and families
* focus on caring for other people in our class (i.e. Bucket Filling) and caring relationships in families during our theme on “Me, My Family, & My Community”

**Physical and Health Education** – with Mrs. Caputo

*Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. The class will participate in activities that support their well-being such as tag games, soccer and volleyball skills and curling.*

* develop and demonstrate safety, fair play, and leadership in physical activities
* participate daily in physical activity at moderate to vigorous intensity levels
* develop and demonstrate respectful behaviour when participating in activities with others
* identify personal skills, interests and preferences

**Assessment:**

* running record of ability to follow directions, safe play, good sportsmanship, skill level
* participation and behaviour
* self-assessment of activities they enjoy doing
* preparedness (proper footwear and comfortable clothing)

**Arts Education:**

Learning Standards – Content

*Students are expected to know the following:*

* elements in the arts – dance, drama, music, visual arts
* personal and collective responsibility associated with creating, experiencing, and sharing in a safe learning environment
* processes, materials, movements, technologies, tools, and techniques to support arts activities

Visual Arts: exploring all art media – related to themes and seasonal topics

* + - drawing & colouring
    - painting
    - cutting and gluing
    - finger painting
    - print making

Music: - Music is taught with Mrs. Eagles

Students will:

- explore characteristics of dance, music, drama, and visual arts

- create artistic works collaboratively and as an individual, using ideas inspired by

imagination, inquiry, experimentation, and purposeful play

- express feelings, ideas, stories, observations, and experiences through the arts

- experience beat/pulse, rhythm, tempo, dynamics, and form while exploring songs and

movement activities.

Drama: movement and drama experiences related to themes and seasonal topics

Dance: creative movement and traditional dance activities

**Career Education:**

Learning Standards – Content

*Students are expected to know the following:*

* risk taking and its role in self-exploration
* cultural and social awareness
* roles and responsibilities at home, at school, and in the local community
* jobs in the local community

**Applied Design, Skills, and Technologies:**

The Big Ideas that 1) Designs grow out of natural curiosity; 2) Skills can be developed through play; 3) Technologies are tools that extend human capabilities will be the guiding principles of this Curriculum. They will be interwoven throughout content from other subject areas of learning. Students will engage in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.

* Applied Design: students will Ideate, Make, and Share products
* Applied Skills: students will use materials, tools, and technologies in a safe manner through play and collaborative work
* Applied Technologies: students will use simple, available tools and technologies to extend their capabilities
* Students will use applied design to participate in a project based learning activity in which they will design their own bat houses

Our class Maker Centre as well as individual, small group, and whole class activities often allow for learning through these Big Ideas.

**ASSESSMENT & EVALUATION**

Evaluation shall be based on:

* Observations of hands-on activities
* Results from periodic assessments
* School District Kindergarten survey results
* Teacher-created checklists
* Teacher-student conferencing
* Student self-assessment
* Photographs of student work and interactions
* Digital Portfolio created through FreshGrade
* Completed teacher-directed assignments and projects
* Large and small group discussions

Thank you for your continued support with your child’s learning. If you ever have any questions or concerns, please feel free to contact me at:

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Mrs. A. Zirnhelt