



PRE-KINDY LEARNING CONCEPT MAP

Term 1 2023

This course overview is subject to change based on school factors, the needs and abilities of the class

MUSIC
(Creativity)

Making Music: Nursery rhymes, Body movements. Untuned percussion/body percussion

Responding to music: Audience etiquette, Personal Responses to Music

LITERACY
(Cognitive)

Using language to ask and answer simple questions, greet people, recall personal experiences, negotiate, tell stories, express feelings, play, communicate information and solve problems

SPIRITUALITY

Let the Little Children Come to Me Curriculum

SOCIAL EMOTIONAL

Forming stable relationships and friendships within the Pre-Kindy environment

Initiating and joining in play with others with enjoyment

Joining in group activities managing and participating in routines

Building knowledge, confidence, cooperation, commitment and persistence to foster a growth mindset for learning

FINE MOTOR

Holding pencils/crayons

Gluing

Painting

Play dough

Sensory play trays

Puzzles, blocks, construction

PHYS ED
(Gross motor)

Get to know children in their environment

Children exploring the oval and equipment

Introduce boundaries and whistle control

Simple cooperative games

Simple directional activities

KEEPING SAFE

Privacy and the Body

Meaning of Private

Our whole body is private

Health and safety rules regarding privacy

EARLY YEARS LEARNING FRAMEWORK

Being, Belonging, Becoming

CHILDREN'S INTERESTS

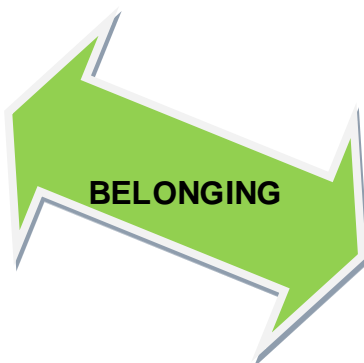
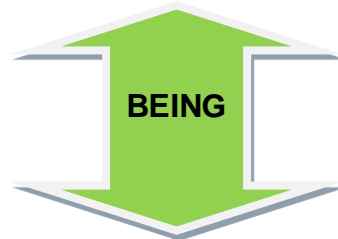
Dinosaurs

Water play

Making friends

Sensory play

Picnic play



CONCEPT MAP

Colours

Shapes

All About Me

My Family

ART
(Creativity)

Explore and experiment with the visual art elements of shape, colour and line

Explore tactile techniques, such as collage

Share artwork with others

Share personal responses and feelings about artwork they view and make

SCHOOL EVENTS

Friday 24 February - P&F evening on the green

IDENTITY

COMMUNITY

WELL-BEING

LEARNING

COMMUNICATION

MATHEMATICS
(Cognitive)

Reciting number names in order, initially to 5, then to 10

Counting objects by using one to one correspondence

Recognising numerals initially to 5

SUSTAINABILITY

Using recyclable materials where possible. Encouraging children to use half flush on the toilets. Encouraging children to turn the water off when they have washed their hands.

DIVERSITY

Embracing differences in gender, disabilities, age, social, and economic backgrounds.