

Pied Piper Kindergarten

School Readiness – Scope and Sequence

This document is a representation of our school readiness teaching for children enrolled at Pied Piper Kindergarten. It demonstrates the outcomes for young children under the Early Years Learning Framework [EYLF] with acknowledgement of the outcomes for kindergarten aged children under the Australian Curriculum. The educators of Pied Piper Kindergarten will utilise this document as a support tool in developing an emergent based school readiness program within our 4-5 years room.



Key themes to be explored in the early childhood setting

	Term 1	Term 2	Term 3	Term 4
HSIE	This is me, this is who I am <i>exploring each child's identity</i>	Places we know and places we go <i>exploring the difference between natural and built environments in our world</i>	My Community <i>learning about the people in our community and our shared cultures and values</i>	Look at us <i>understanding our roles and responsibilities in our community</i>
Science	Exploring our environments	Natural environments Made Environments Investigating with technology		
PDHPE	Communicating my needs – <i>expressing my needs in a positive way</i> Making decisions in my learning – <i>developing the ability to make safe/positive decisions independently</i> Social skill development – <i>developing skills to operate as a positive member of a group/team</i> Movement and balance – <i>developing/refining gross motor skills</i> Physical activity – <i>demonstrate fundamental movement skills in games and sports</i> Safe living – <i>demonstrates an emerging awareness of safe and unsafe situations and choices</i>			
English Literacy	Book conventions – <i>author, title, fiction/non-fiction, etc.</i> Sequencing – <i>first, then, next, after that (progressive story telling)</i> Recount – <i>who, what, where, when, why, how</i> Development of talking and listening skills – <i>developing confidence to speak in front of peers and listen to their stories/discussion</i> Identifies letter/s of the alphabet/own name Expression through language and images – <i>engage in writing/drawing experiences to convey meaning or purpose</i> Reflecting on own learning – <i>engage in discussion with peers and educators about new learning and ideas</i>			

Mathematics Numeracy	Counts to 10 – 1-1 <i>correspondence i.e. 1, 2, 3, 4, 5</i> Reads numerals to 5 Identifies basic 2D shapes Draws using 2D shapes Use basic mathematical language throughout day – <i>e.g. big, small, more, less</i>	Counts to 10 – 1-1 <i>correspondence i.e. 1, 2, 3, 4, 5</i> Reads numerals to 5 Describe and compare length Identify halves Identifies basic 2D shapes Draws using 2D shapes Use basic mathematical language throughout day – <i>e.g. big, small, more, less</i>	Counts to 20 – 1-1 <i>correspondence i.e. 1, 2, 3, 4, 5</i> Reads numerals to 10 Describe and compare length Identify halves and quarters Describes position and gives/follows directions Identifies 2D and basic 3D shapes Draws using 2D shapes Sequence events through time language Use basic mathematical language throughout day – <i>e.g. big, small, more, less</i>	Counts to 30 or more – 1-1 <i>correspondence i.e. 1, 2, 3, 4, 5</i> Reads numerals to 20 Describe and compare length Identify halves and quarters Describes position and gives/follows directions Identifies 2D and basic 3D shapes Draws using 2D shapes Sequence events through time language Use basic mathematical language throughout day – <i>e.g. big, small, more, less</i>
Creative Arts Music, Dance, Drama, Visual Arts	<p><i>A range of art, craft, music, dance and drama will be imbedded throughout the elements of each key learning area within the program.</i></p> <p><i>The children will be encouraged to create, perform and appreciate the works of others.</i></p>			