



KINDERGARTEN SEMESTER 1 CURRICULUM OVERVIEW

This overview supports the understanding of our Learning Summaries by providing a clear explanation of the semester's curriculum coverage.

Unit of Inquiry

Who We Are

In this Unit of Inquiry, Kindergarten learners inquired into how "Our senses help us learn about ourselves, form relationships and understand the world around us". Through hands-on experiences and discussions, children investigated how the senses work, how they support communication and relationships, and how people may experience the world differently. This unit emphasised key concepts like perspective, function, and connection. Learners developed skills in communication, thinking, and social interaction, while building their identities as caring, thoughtful, and risk-taker learners.

How We Organise Ourselves

In this Unit of Inquiry, Kindergarten learners explored the central idea that "Signs and symbols help us communicate and organise ourselves". Through interactive experiences like observing signs in the environment, creating symbols, and discussing them, they explored different types of signs and symbols. They inquired into how these visual tools are used to share information, guide actions, and support organisation in communities. Learners developed their communication, thinking, and research skills, growing as inquirers, communicators, and thinkers who understand the important role signs and symbols play in our daily lives.

Language Arts

In Language Arts, we have been exploring a love for books and storytelling. Children are enjoying a growing range of stories and are beginning to select and revisit their favorite texts for enjoyment. They are learning that books can provide information and that they can relate stories to their own experiences. We have also focused on recognising basic book conventions, such as the front and back cover, title, and author. The children are developing confidence in expressing themselves by sharing personal experiences, real events, and imaginative ideas through spoken language and early writing. They have been learning to apply their phonics knowledge when drawing and writing. The children have been practising listening attentively to stories and discussions, and to respond thoughtfully using words, drawings, or actions.

Mathematics

This semester, we have been building foundational skills in number, pattern and shape. The children have been practicing reciting numbers to 20, counting objects accurately using one-to-one correspondence, and matching numerals to quantities from 1 to 10. They are also beginning to subitise, quickly recognising small groups of objects without counting. Alongside this, we have been exploring patterns in everyday life, through sounds, actions, objects, and nature. The children have been describing, creating, and extending patterns using words, drawings, materials, and movements. We have been identifying, naming and sorting shapes in our environment and the language used to describe the characteristics of shapes. These experiences support their number sense, reasoning, and ability to recognise order in the world around them.

Languages

Please refer to the section applicable for your child.

English as an additional language

EAL learners have been supported in developing English through language linked to their Units of Inquiry. This was done mainly through the context of storybooks, including *Rosie's Walk* and *Brown Bear, Brown Bear, What do you See?*. Learners explored vocabulary and structures connected to themes such as relationships and senses. They used functional language including prepositions, descriptions, and imperatives. Learners extended their skills through hands-on tasks like creating characters from playdough and engaging in role-play with puppets.

French

This semester, learners developed foundational French skills in speaking, listening, and reading through playful activities. They practised greetings, introducing themselves, numbers 1–10, colours, feelings, and school objects using songs, games, and flashcards. They talked about families, pets, birthdays, and routines. The final project was a family collage. By term's end, learners showed confidence, self-expression, and cultural awareness.

Chinese

In Semester 1, young learners embarked on a foundational journey to understand themselves and the world around them. The semester began with body parts and senses, where learners learned to describe appearances using basic adjectives, colours, and numbers. They also practised essential greetings and classroom language. Later, they explored signs and symbols, learning how visuals convey meaning. Learners practised recognising familiar signs in their environment, like stop signs and smiley faces, to comprehend their important messages.

Specialist Learning Areas

Music

Children strengthened musical awareness through the senses and symbols. They compared loud/soft, fast/slow and high/low; created "sound carpets" for stories; and read, clapped and played simple rhythms (ta, ti-ti, shh). Invented and traditional marks helped them organise ideas, and AB form guided movement and song. Most kept a steadier pulse, described timbres clearly and composed short pieces to match images, explaining choices with growing confidence.

Visual Arts

In Semester 1, Kindergarten learners explored their senses through hands-on art experiences. They responded to different styles of music through expressive drawing, painting, and scraping. Using their sense of touch, they created textured crayon rubbings, painted over them, and added layers of texture to their papers. Inspired by Eric Carle, learners used shape tracers to design their own imaginative animal collages. They also explored the artwork of Keith Haring, creating lively pieces that celebrated movement, rhythm, and symbolic expression.

PHE

In PHE, the learners in Kindergarten have been refining their balance, proprioceptive (body) awareness, and fundamental movement skills through exploration and challenging activities. This included a range of motor patterns, coordination and control, demonstrating improved control and purpose with and without equipment. Through these activities, learners are encouraged to apply their skills to solve movement challenges and understand the importance of safe play and personal space.

Aquatics

In Swimming, the children have been learning through play and guided discovery. They have practised stroke foundation drills that will help them to improve body alignment and timely breathing. Currently, they are developing streamlined kicking over a short distance, as well as flutter kicking with breaststroke (pizza) and front crawl arm action.

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