



**Kindergarten
Curriculum Handbook
2026**

Term 1	
Religion – Pedagogy of Encounter	<p>Knowing God the Father</p> <p>This module is an introduction to encounter with God. Students will come to know God through a sense of wonder and awe about who God is and what God is like. They will understand that God created human beings in His own image, in order to form a loving relationship with them and that they are special. Students will explore the experience of God in the created world, through prayer and reflection. They will communicate their ideas, feelings and thoughts about God throughout the various learning experiences presented as part of this module. There will be a special focus on the links between knowing God and the seasons of Lent and Easter as a special time.</p>
English	<p>Writing to recount an event or convey a story</p> <p>Punctuation – capital letter to start a sentence, capital letters for proper nouns and full-stop to end a sentence</p> <p>Sentence Level Grammar – nouns, verbs, personal pronouns, articles to write simple sentences</p> <p>Phonological Awareness - Introduction to print, linking speech to print, words in a spoken sentence, rhyme, syllable segmenting and counting, blending onset and rime</p> <p>Spelling – Phoneme/grapheme – m, s, t, a, p, i</p> <p>Comprehension – Prior Knowledge and Imagery/Visualisation</p>
Mathematics	<p>Number – Students will learn to instantly name the number of objects within small collections, use the counting sequence of ones flexibly, connect counting and numerals to quantities, model addition and compare quantities and identify relationships in numbers up to 10. They will also recognise number patterns and connect counting and numerals to quantities.</p> <p>Measurement & Space – Students will sort, describe and name familiar 2D-shapes. They will represent shapes and identify and compare their areas. Students will also use direct and indirect comparisons to decide which is length is longer and create half a length.</p>
HSIE	<p>History</p> <p><i>Personal and Family Histories</i> provides students with the opportunity to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.</p>
Science	No Science is taught in Term 1
PDHPE	<p>PDH - Look at Me!</p> <p>Students will identify the physical, social and emotional characteristics that make them similar and different to others. They will recognise the people around them they can trust and</p>

	<p>gain support from when required. Through exploring a range of scenarios, students will describe the strengths they can draw on, and the actions they can take to remain safe in a variety of situations.</p> <p>The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p>Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<p>Creative Arts</p>	<p>Visual Art Students make artwork experimenting with different media, such as paper tearing, use of 2D-shapes, painting and paper craft.</p> <p>Dance – I Can Dance</p> <p>Students will participate in an engaging dance unit designed to help them explore movement, creativity and expression. Through a range of fun and structured dance experiences, students will learn to demonstrate awareness of different body parts and develop increasing control over their movements. They will explore how to use expressive qualities in the dances they perform on their own and with a partner, helping them build confidence while moving safely and purposefully.</p> <p>Throughout the unit, students will experiment with the dance elements of time, space and action as they respond to music, stories and visual stimuli. These explorations will support them in creating their own short movement sequences, using imagination and simple choreographic choices to communicate an idea.</p> <p>Students will work individually and with others as they explore how their bodies can move in different ways. They will have opportunities to share their dance experiences with their peers and to express ideas or feelings in response to the dances they see and perform. This unit encourages body awareness, coordination, confidence and creativity, while introducing students to the joy and expressive possibilities of dance.</p>

Term 2	
Religion – Pedagogy of Encounter	<p>Knowing God the Son This module leads to an encounter with God through the person of Jesus Christ. Students will learn that Jesus is the Son of God who leads us to the Father. Students begin to explore the person of Jesus, as revealed in scripture texts. They listen and respond to stories about Jesus that are found in the Gospels. The students are introduced to Jesus as the one who loves us, who seeks out the lost and who humbly serves others. They will develop an awareness of God’s plan of love and care for others through the teachings and actions of Jesus.</p>
English	<p>Writing to describe and explain (Informative Texts) Punctuation – capital letter to start a sentence, capital letters for proper nouns, full-stop to end a sentence and question mark Sentence-level Grammar – adjectives, prepositional phrases to write simple sentences Spelling – Phoneme/grapheme – f, r, o, c, d, h, e, n, g, l, k, u, b Comprehension – Questioning & Clarifying/Monitoring</p>
Mathematics	<p>Number – Students will continue to model addition and compare quantities and identify relationships in numbers. Students will instantly name the number of objects within small collections and investigate and form equal groups by sharing. They will record grouping & sharing Measurement & Space – Students will identify and compare mass using weight and compare and order the duration of events using the language of time. Students will begin to tell time on the hour on analog and digital clock. Students will describe position and movement of oneself. Statistics & Probability – Students will respond to questions, collect information, and discuss possible outcomes of activities. They will organise objects into simple data displays and interpret the displays.</p>
HSIE	No History/Geography taught in Term 2
Science	<p>I like to Move It! Students explore familiar objects in their school and classroom environments. They use their senses to observe, describe and draw objects using everyday language to describe shape, size, colour and feel. They compare materials from which objects are made, observe their properties, and explain how these are appropriate or inappropriate for particular purposes. They test different materials for water resistance and use their growing knowledge about materials and their properties to design outdoor weather-resistant objects.</p>
PDHPE	<p>PDH – Keeping Safe Students will identify signs that may indicate they are in a potentially unsafe situation. They will develop their knowledge</p>

	<p>of strategies and actions they can apply to promote their safety and wellbeing in a range of situations and environments.</p> <p>The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p>Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<p>Creative Arts</p>	<p>Visual Art Students make Self-Portraits using a variety of media, including painting, clay and oil pastels. Students develop an understanding of creating emotions through color and texture.</p> <p>Music: Sing and Move Kindergarten students will be exploring music through singing, playing and moving activities that help them develop an understanding of the elements of music. They will perform simple speech rhymes and songs, gaining confidence as they learn to maintain a steady beat and demonstrate a developing sense of rhythm. Through listening and responding activities, students will begin to recognise how different musical elements—such as beat, rhythm, pitch and tone colour—can be expressed in the music they experience.</p>

Term 3	
Religion – Pedagogy of Encounter	<p>Knowing God the Holy Spirit This module introduces students to God the Holy Spirit as the third way of knowing God. The Holy Spirit is presented as an equal part of the Trinity with God the Father and the Son. Students will pose and respond to questions about the presence of the Holy Spirit in their own lives. They will learn about the coming of the Holy Spirit to the Apostles at the time of Pentecost and ways that the Spirit is God's presence in the world today. They will also be introduced to symbols and signs of the Holy Spirit and the special gifts of the Holy Spirit that help to strengthen people's relationship with God.</p>
English	<p>Writing to give an opinion (Persuasive Texts) Punctuation – capital letter to start a sentence, capital letters for proper nouns, full-stop to end a sentence, question mark and exclamation mark Sentence-level Grammar – time connectives, experiment with writing compound sentences and recognise that each clause makes meaning by itself Spelling – Phoneme/grapheme – j, w, ck, ll, ff, ss, sh, qu, ee, z/zz Comprehension – Evaluating & Making Connections</p>
Mathematics	<p>Number - Students will continue to consolidate their understanding of addition, numeral identification, grouping and addition. They will experiment with more complex patterns. Measurement & Space – Students will connect days of the week to familiar events and actions</p>
HSIE	No History/Geography taught this term
Science	<p>OK – Go Upside Down and Inside Out! Students describe how objects move and observe the effects of push and pull forces. Students engage in the process of working scientifically, design and production to make sense of the world around them. They will explore their immediate surroundings and ask questions about their observations and experiences. They will collect data and communicate their ideas and observations in a variety of ways. Students will investigate possibilities and solutions.</p>
PDHPE	<p>PDH – Staying Healthy Staying healthy physically and mentally. Students will explore strategies and behaviours they can incorporate into their daily lives to maintain and promote their emotional, social and physical health and wellbeing The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being, Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities. Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read</p>

	<p>the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<p>Creative Arts</p>	<p>Visual Art Students experiment with the use of everyday items to create artworks and sculptures, such as Styrofoam, kitchen utensils, natural resources e.g. leaves, bark etc.</p> <p>Drama: Drama with The Cat in the Hat & Dinosaur Roar</p> <p>Students will engage in a drama unit inspired by <i>The Cat in the Hat</i> by Dr. Seuss and <i>Dinosaur Roar</i> by Henrietta and Paul Stickland. These well-loved stories provide a rich foundation for imaginative play as students explore characters, settings and actions through drama.</p> <p>Throughout the unit, students will participate in process drama, drama games, movement activities and simple role improvisations. These experiences help them learn how to use their bodies, voices and movement to convey meaning, express ideas and step into a range of imagined situations. As they engage with the drama elements of role, situation and expressive skills, students develop confidence, cooperation and the ability to communicate their ideas to others.</p> <p>By exploring story-based dramatic play, students build early performance skills while discovering the fun and creativity of bringing stories to life.</p>

Term 4	
Religion – Pedagogy of Encounter	<p>Loving like God</p> <p>This module introduces students to the Christian concepts of love and relationship. This module focusses on ways of loving and caring for others as part of God’s plan for people to live happily and peacefully together. It invites students to consider how they can be more like God in the ways they care for self and others, sharing what they have. The last section focuses on God’s special gift of love to the world with the birth of Jesus. It serves as an introduction to the concepts of Advent and Christmas as special times for Christians to thank God for his love.</p>
English	<p>Writing – Review All Texts</p> <ul style="list-style-type: none"> • Recount an event or convey a story – Fiction or non-fiction narratives • Describe and explain – Descriptions about a living or non-living thing • Give an opinion – A letter to a familiar person <p>Punctuation – capital letter to start a sentence, capital letters for proper nouns, full-stop to end a sentence, question mark and exclamation mark</p> <p>Sentence-level Grammar – experiment with writing compound sentences and recognise that each clause makes meaning by itself</p> <p>Spelling – Phoneme/grapheme – ch, v, x, y, wh, th, oo, ng, ay, CVCC words, CCVC words, Suffix ‘s’ plurals</p> <p>Comprehension – Summarising, Predicting, Inferring</p>
Mathematics	<p>Number – Students will use their understanding of number quantities and relationships to solve problems.</p> <p>Measurement & Space – Students will explore familiar three-dimensional objects and compare internal volume by filling, packing and building.</p>
HSIE	<p>Geography</p> <p><i>Places</i></p> <p>Students identify places and develop an understanding of the importance of places to people. Students communicate geographical information and uses geographical tools</p>
Science	No Science taught in Term 4
PDHPE	<p>PDH – Look at me now!</p> <p>Students will reflect on the physical, social and emotional characteristics that make them similar and different to others. They will identify how they have grown and changed throughout the year identifying their strengths and describing the actions they can take to remain safe in a variety of situations.</p> <p>The Resilience Project - These lessons run weekly in our classroom and support student understanding in Well-being,</p>

	<p>Mindfulness and Empathy. Students' complete activities from their Resilience Project Journals and teacher run activities.</p> <p>Protective Behaviours - the last 3 weeks of each term is our Protective Behaviours unit. Within this unit, students are read the 'My Underpants Rule' and learn about ways they can keep themselves safe in different situations.</p>
<p>Creative Arts</p>	<p>Visual Art</p> <p>Students use indigenous symbols and art styles to tell a story through art. Students also create artwork based on the Nativity Story and Christmas.</p> <p>Music: Making Music and Carols by Candlelight</p> <p>Kindergarten students will continue to develop their musical understanding by exploring different sound sources and using their awareness of musical concepts to create and organise their own simple compositions. Through singing, playing and creative exploration, students will learn how musical ideas can be shaped and combined to express their thoughts and imagination.</p> <p>As part of their learning, students will also begin preparing songs for our whole-school Carols by Candlelight concert. This provides a wonderful opportunity for them to build confidence, practise performing for an audience and experience the joy of contributing to a special school community event.</p>

Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lessons, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

Information Processing Skills in Kindergarten

Question

Analyse a question appropriate

Plan

Identify steps required to complete a task, asking clarifying questions as required.
With support, identify language related to the task and build a relevant vocabulary bank.

Locate

Identify sources of information

- physical (print, graphic)
- digital
- people
- places

Navigate sources of information

- Online menus
- Hyperlinks and shortcuts
- Headings & Sub-headings

Identify a resource as imaginative or informative

Comprehend

Comprehend information in a variety of formats including text, images, audio and objects

Record

Record information as text, images and audio

Share Findings

Present information in a given format considering their audience and identify ways to share their work

Offer feedback

- Self-assess their product (during task and final product) using agreed success criteria.
- Accept (and use where appropriate) peer feedback

Physical Education in Kindergarten

Kindergarten students explore movement through playful, hands-on activities that develop confidence, body control and early coordination. They practice moving safely in space, controlling their bodies, and beginning essential object-control skills like catching, throwing, kicking and striking.

Term 1	Moving Our Body - moving in space - locomotor skills - following movement instructions
Term 2	Controlling Our Body - balancing - changing speed/direction - body control
Term 3	Catch and Throw - rolling - underarm toss - two-handed catching
Term 4	Kick and Strike - kicking a stationary ball - striking with hands/equipment - aiming