

# Curriculum Overview Term 4 2025

<p><b>Outcome 1: Children have a strong sense of identity</b></p> <p><b>"The greatest gifts you can give your children are the roots of responsibility and the wings of independence." Denis Waitley</b></p> <p>Children benefit from learning self-help skills as it fosters independence, confidence, and self-esteem, while also developing fine and gross motor skills, problem-solving abilities, and a sense of capability and value within their families and communities. These skills are essential for daily functioning and prepare children for success in school and later life. We will be focusing on taking care of our belongings and being responsible for our environment.</p> <p><b>Looking After Each Other &amp; Social Interactions</b></p> <p>We're using positive language and practising respectful behaviours, reminding each other to be caring friends and to speak up for what we need. The children are being encouraged to take care of themselves and each other.</p> <p>Developing identity as leaders and role models.</p> <p><b>Celebrating contributions and achievements with family and community</b> – continue inviting families to share knowledge and traditions relating to culture, special skill or talent with the children.</p> <p><b>End of year graduation and celebration of our learning at The Adelaide Botanic Garden.</b></p>	<p><b>Outcome 2: Children are connected with and contribute to their world</b></p> <p>Continue learning Kaurna language using our Kaurna/English Dictionary, reciting our Acknowledgement of Country, sharing Dreaming stories and singing Indigenous songs. Investigating Aboriginal and Torres Strait Islander art, culture and music.</p> <p>Seasonal gardening – harvesting veggies (broccoli and potatoes) and planting Spring/Summer vegetables.</p> <p>Greenhill Living incursion with Rebecca- 5 on the vine.</p> <p><b>Nature Education Centre</b> –continue to look at the different animals we can borrow, investigating habitats/ classification of animals, reptiles, mammals, amphibians, insects.</p> <p><b>Sustainability</b></p> <p>Taking responsibility for and caring for country. Explore recycling through new stationery box recycling program (Officeworks initiative).</p> <p>Investigating where our garbage goes.</p> <p><b>Incursion – Unley City Council Recycling Rhythms</b></p> <p><b>Celebrating Melissa's upcoming wedding</b></p>
<p><b>Outcome 3: Children have a strong sense of well-being</b></p> <p><b>Sun Safety and Wellbeing Focus</b></p> <p>This term we will be focusing on sun safety. Together we'll look at how to recognise the UV ratings each day and talk about why sun protection is important as the weather gets warmer. We're reminding each other to apply sunscreen and make sure hats are worn when we go outside. Everyone is encouraged to check the UV rating before playing in the sun. Promoting independence and agency.</p> <p><b>Hydration and Healthy Habits</b></p> <p>Recognising the need to keep our bodies hydrated, especially when it's hot. The children are reminded to drink water throughout the day and we share with each other how it feels when we might be getting thirsty. We're also looking at healthy lifestyles by talking about the food we eat and the things our bodies need to stay strong.</p> <p><b>Body Cues and Clothing Choices</b></p> <p>We're having regular discussions about what our bodies tell us, for example when we feel hot and need to remove a layer, or when we might be chilly and need to add a jumper. Children are supported to listen to their own body signs and make suitable clothing choices during the day.</p> <p>Continuing our interest in physical challenges to support gross-motor skills. Encouraging children to collaborate to create teamwork games in <b>The Village Green</b>.</p> <p><b>Transition visits for 2026 Children and those attending UPS.</b></p>	<p><b>Outcome 4: Children are confident and involved learners</b></p> <p>Continue supporting children's interest in woodwork, incorporating multimedia and various textures. Revisiting our risk assessments.</p> <p><b>STEM</b> - Exploring Bee Bot/Ozobot robots, learning simple coding techniques using visual cues and map making. (pressing arrow buttons to move forwards, backwards, and to turn).</p> <p>Continue to offer our Tinker Table to encourage children to think about various mechanisms, uses for technology and how items are constructed.</p> <p>Continue to offer provocations to encourage critical thinking skills – exploring, testing, predicting, reflecting and recording.</p> <p>Continue with children's interests in <b>sensory play</b> exploring textures, colour mixing, patterning, cause and effect and reactions with liquids and solids. Offering daily explorations.</p> <p><b>Focus on growth mindset</b> – learning dispositions and importance of productive struggle.</p> <p><b>Focus on Art</b> - Processes, exploring various artists and fostering imagination, experimentation and creativity. Fostering agency – children to choose resources.</p> <p><b>Focus on Music</b> – Performance, keeping to the beat, precursor to phonological development. Exploring musical genres and instruments.</p>
<p><b>Outcome 5: Children are effective communicators</b></p> <p>Visiting Unley Library –connecting with the wider community, engaging with texts and library borrowing process.</p> <p>Mark making and storytelling –exploring symbols as a means of communication.</p> <p>Recording ideas and processes –drawing plans for woodwork, bookmaking, advertising for events, procedural texts for cooking.</p> <p>Identifying and describing attributes; comparing, sorting, matching, and quantifying.</p>	<p><b>Preschool Quality Improvement Plan</b></p> <p><b>Goal: "to partner with families to support every child's agency and develop their identity as a learner".</b></p> <p>Family feedback sought through engaging with our Floor Book and day to day conversations with educators.</p> <p>Promoting child-led set up and flexibility of routines – collaborative discussions with children around resource locations and accessibility to support children's agency.</p> <p>Opportunities to continue projects across days and weeks – leaving resources out for children to revisit and continue their learning.</p> <p>Inviting family involvement in their child's learning e.g. sharing about a special skill, cultural event, or recipe.</p> <p>Instagram page used as a communication tool to support connections with families.</p>

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