

# Walker Learning

## Statement of Intent: Pre-Primary

Term 2 Weeks 4-6, 2021

Early Years Learning Framework Outcomes	Key Learning Intentions (Curriculum Guidelines)	Children's current Interests	Staff- School- Community Interests	Related Learning Experiences Investigation provocations	Assessment
<p><b>Social (Community)</b> <b>For the children to:</b> 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p><b>Language (Communication)</b> <b>For the children to:</b> 5.2 Children engage with a range of texts and gain meaning from these texts.</p> <p><b>Cognitive (Learning)</b> <b>For the children to:</b> 4.3 Children transfer and adapt what they have learned from one context to another.</p> <p><b>Physical (Well being)</b> <b>For the children to:</b> 3.1 Children become strong in their social and emotional wellbeing.</p>	<p><b>Religion</b> People use words and actions to communicate.</p> <p>Jesus used words and actions to show love to others.</p> <p>Jesus promised he would send the Holy Spirit.</p> <p>The Holy Spirit helps people to show love.</p> <p><b>English Reading</b> Recognise and generate rhyming words, alliteration pattern, syllables and sounds (phonemes) in spoken words</p> <p>Recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents</p> <p>Understand how to use knowledge of letters and sounds including onset and rime to spell words</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.</p> <p><b>Writing</b> Produce some lower case and upper-case letters using learned letter formations</p> <p>Write words using known sound-letter combinations.</p> <p><b>Oral Language</b> Students recall familiar events</p> <p>Deliver short oral presentations to peers</p>	<p>Lego Cars Drawing Books Unicorns Animals Beach Building Babies Mums/Dads Diggers/bobcats Skateboards Dinosaurs Beyblades Obstacle Courses Reading Birthdays Sea animals</p>	<p>Making Jesus Real (MJR)</p> <p>Lego Club</p>	<p><b>Religious Education</b> – Pictures of the Holy Spirit, pictures of Jesus showing love to others. Laminated posters showing braille and AUSLAN symbols.</p> <p><b>Science &amp; Nature</b> – Weather- weather reporting daily.</p> <p><b>Dramatic Play</b> – Café, Vet, generic dress ups (outside)</p> <p><b>Sensory-</b> Painting using different mediums. Play dough with sea animals, coral, rocks etc.</p> <p><b>Construction</b> –Images of various buildings, blocks, signs, clipboards and pencils. Marble run, car tracks with cars, train table.</p> <p><b>Collage-</b>glue, match sticks, pop sticks, pom poms, sticky tape, coloured card, paper plates, boxes and brown paper lunch bags.</p> <p><b>Reading -</b> Various books relating to topics of interest &amp; intentional learning including posters for good reading practice.</p> <p><b>Writing/Literacy</b> Selection of paper, envelopes wind-ups, coloured pencils and textas, word cards, sound cards, magnetic letters, letter tiles and wordless texts.</p> <p><b>Tinkering-</b> hammer, screwdrivers, nails, screws, wood, safety glasses, pliers, hard hats, design paper and clipboards.</p> <p><b>Numeracy-</b> laminated numbered watermelon cards with black beans. Various 2d and 3d shapes for children to use/explore. Number lines, bottle tops, dominoes, rulers and liquid timers.</p>	<p><b>Assessment:</b></p> <p>Teacher Observations - ongoing</p> <p>Attention to pencil grip – ongoing</p> <p>Attention to scissor hold and cutting – ongoing</p> <p>Reading assessments where needed.</p> <p>Weekly sight word testing.</p> <p>Pre-lit screen update</p>

	<p><b>Mathematics</b></p> <p><b>Number</b> Compare, order and make correspondences between collections, initially to 20, and explain reasoning</p> <p>Represents a quantity in a variety of ways.</p> <p><b>Measurement</b> Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</p> <p><b>Statistics &amp; Probability</b> Answer yes/no questions to collect information and make simple inferences</p> <p><b>Humanities and Social Sciences</b> The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)</p> <p><b>Art</b> Use Impressionist paint techniques to create Cherry Trees. Develop artistic ideas with texture and value using acrylic paint.</p> <p><b>STEM</b> Use chemical reactions to experiment with colour. Mix boiled red cabbage, lemon juice and baking powder to create a range of colours. Record observations.</p>				
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