

# Walker Learning

## Statement of Intent: Pre-Primary

Term 2 Weeks 7-11 , 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> – Eucharist            People make friends            Jesus welcomes all people to be his friend            Jesu welcomes people at Mass            The church family celebrates Jesus            A church building is a special place to gather</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.  <b>Oral Language</b>            Students recall familiar events</p> <p>Deliver short oral presentations to peers</p> <p><b>Mathematics Number</b></p>	<p>Lego            Cars            Drawing            Books            Unicorns            Animals            Building            Babies            Mums/Dads            Diggers/bobcats            Skateboards            Dinosaurs            Beyblades            Obstacle Courses            Reading            Birthdays            Sea animals            Dogs</p>	<p>Making Jesus Real (MJR)</p> <p>Lego Club</p> <p>Religion Club</p> <p>National Sorry Day</p> <p>Australia's Biggest morning tea</p> <p>Incursion – Spare Parts            Puppet Theatre</p> <p>Long weekend WA Day</p> <p>Buddies</p> <p>NAIDOC week</p>	<p><b>Religious Education</b> – Rosary beads, flowers, Images of Mary, candle</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.            Bugs, rolling pins, cutters. Where possible, play dough mats to tie in with stories read in class</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> 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 (running records) assessments as required.</p> <p>Weekly sight word testing.</p> <p>Pre-lit screen update</p> <p>AEDC</p>

	<p>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>Describe position and movement</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>STEM</b> Collecting data about favourite colours and Recording data using a bar graph. Following steps when experimenting with making a Rainbow.</p> <p><b>Art</b> Using a variety of lines to draw Miro inspired art. Explore line, shape and texture while drawing and painting landscapes. Study the work of Canadian artist Ted Harrison. Learn about Aboriginal art and weaving techniques, then creating a piece of art.</p>				
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