

Walker Learning

Statement of Intent: Pre-Primary

Term 3 Weeks 1-3, 2021

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions (Curriculum Guidelines)	Children's Current Interests	Staff-School-Community Interests Focus	Additional Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment
<p>Social (Community) For the children to: 1.1 Children feel safe, secure & supported</p> <p>Language (Communication) For the children to: 5.1 Chn interact verbally & non verbally with others for a range of purposes</p> <p>Cognitive (Learning) For the children to: 4.2 Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p>	<p>Religion Prayer</p> <ul style="list-style-type: none"> • Jesus spent time with God • Followers of Jesus pray • People can pray in many way <p>English</p> <ul style="list-style-type: none"> • Understand that some language in written texts is unlike everyday spoken language • Understand that punctuation is a feature of written <u>text</u> different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences • Recognise that sentences are key units for expressing ideas • Recognise that texts are made up of words and groups of words that make meaning • Know how to <u>read</u> and <u>write</u> some <u>high-frequency words</u> and other familiar • Write <u>consonant-vowel-consonant</u> (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words 	<p>Pets Bugs Cooking Animals Drawing Sea Life Reading Colouring in Spiders Schools Barbies Home Farms</p>	<p>Wellbeing – mental and Physical (ongoing)</p> <p>MJR</p> <p>Buddies</p> <p>St Benedicts Day</p>	<p>Religious Education – Communication cards, prayer cards/book, bible & plant, candles & religious figurines, battery operated candles.</p> <p>Science & Nature – bugs in resin, bugs information cards, pictures, observation sheets, magnifying glasses.</p> <p>Dramatic Play –Classroom, Japanese themed “home corner”, Nursery Rhyme Olympics (outside)</p> <p>Sensory- small stones & wood chips, playdough,</p> <p>Construction – Lego, cars, planning templates, images of student creations, rulers, tape measure, images of buildings, wooden blocks</p> <p>Reading – Familiar texts, cushions and reading chair, story baskets</p> <p>Writing- paper, clipboards, envelopes, textas, pens, pencils, magnetic letters, alphabet stamps and stamps and coloured paper.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Pre-lit screening • Observations during • Running records • Numeracy assessments • Investigations • Pencil grip-ongoing • Scissor hold - ongoing • Name writing • CVC words-oral decoding and sound identification <p>Scaffolding</p> <ul style="list-style-type: none"> • Name tags, sound charts and number charts for reference • Sight word references • Checklists • Success criteria

<p>Physical (Well being) For the children to: 3.2 Children take increasing responsibility for their own health & physical wellbeing</p>	<ul style="list-style-type: none"> • Share feelings and thoughts about the events and characters in texts • Identify some features of texts including events and characters and retell events from a <u>text</u> • Listen to and respond orally to texts • Use interaction skills including listening while others speak • Read decodable and predictable texts • Deliver short presentations to peers • Use comprehension strategies • Segment sentences <p>Mathematics</p> <ul style="list-style-type: none"> • Form numbers 1-20 using taught formation • Represent numbers 1-20 • Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings • Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language • Compare and order duration of events using everyday language of time • Answer yes/no questions to collect information and make simple inferences <p>Humanities and Social Sciences The places people live and belong to, the familiar features in the local area and why places are important to people.</p> <p>Art</p> <ul style="list-style-type: none"> • Exploration of tactile techniques such as block printing, clay work or collage. <p>STEM The way objects move depends on a variety of factors, including their size and shape.</p> <ul style="list-style-type: none"> • Use language to describe how near or far an object is. • Compare distance from different objects using words liker nearer to, further from. 		<p>Numeracy- The Three Little Pigs – vocab, various materials to construct three different homes, three pigs. Tape measures, rulers, coloured unifix cubes, ten pin bowling, liquid timers.</p> <p>Creative/Collage Area-Planning sheets, patty pans, glue, cotton wool balls, materials from students planning sheets, boxes, pop sticks, curling ribbon, pompoms & coloured matchsticks</p>	<ul style="list-style-type: none"> • Shared reading experiences with a focus on initial sounds, boundary punctuation
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	<p>Health Being healthy, safe and active</p> <ul style="list-style-type: none"> • identify personal strengths (ACPPS001) • name parts of the body and describe how their body is growing and changing (ACPPS002) • identify people who can help them stay safe and healthy (ACPPS003) <p>SPORT Pre Primary Moving Our Body- Locomotor skills: run, jump (ACPMP008) Object Control skills: catch (ACPM008) Fundamental movement skills in simple games with or without equipment (ACPM009)</p> <p>Music Respond to music and consider where and why people make music (ACAMUR083)</p>				
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