

**Statement of Intent: Pre-Primary**

**Term 3 Weeks 4-6, 2021**

<b>Developmental Domain Intentions or Early Years Framework Outcomes</b>	<b>Key Learning Intentions (Curriculum Guidelines)</b>	<b>Children's Current Interests</b>	<b>Staff-School-Community Interests Focus</b>	<b>Additional Related Learning Experiences Investigation provocations</b>	<b>Modifications Incidental / Scaffolding Assessment</b>
<p><b>Social (Community)</b>  <b>For the children to:</b>                      1.1 Children feel safe, secure &amp; supported</p> <p><b>Language (Communication)</b>  <b>For the children to:</b>                      5.1 Chn interact verbally &amp; non verbally with others for a range of purposes</p> <p><b>Cognitive (Learning)</b>  <b>For the children to:</b>                      4.2 Children resource their own learning through connecting with people, place, technologies and</p>	<p><b>Religion</b>  <u>Prayer</u></p> <ul style="list-style-type: none"> <li>• People spend time with their friends</li> <li>• Jesus spent time with his friends.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Understand that some language in written texts is unlike everyday spoken language</li> <li>• 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</li> </ul>	<p>Pets                      Bugs                      Cooking                      Animals                      Tooth Fairy                      Drawing                      Sea Life                      Reading                      Colouring in                      Fairies                      Police                      Numberjacks                      Space                      Shops                      Barbies                      Home                      Farms                      Pokemon</p>	<p>Wellbeing – mental and Physical (ongoing)</p> <p>MJR</p> <p>Buddies</p> <p><b>Mary MacKillop Liturgy</b> – PPB, PPW &amp; Year 4 buddies</p> <p>Father's Day</p>	<p><b>Religious Education</b> – Communication cards, prayer cards/book, bible &amp; plant, candles &amp; religious figurines</p> <p><b>Science &amp; Nature</b> – woodchips and insects, magnifying glasses</p> <p><b>Dramatic Play</b> –Home setting &amp; Vet</p> <p><b>Sensory-</b> small stones &amp; wood chips</p> <p><b>Construction</b> – Lego, cars, planning templates, images of student creations, rulers, tape measure, images of buildings, wooden blocks</p> <p><b>Reading</b> – Familiar texts, cushions and reading chair, story baskets</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Pre-lit screening</li> <li>• Observations during</li> <li>• Running records</li> <li>• Numeracy assessments</li> <li>• Investigations</li> <li>• Pencil grip-ongoing</li> <li>• Scissor hold -ongoing</li> <li>• Name writing</li> <li>• CVC words-oral decoding and sound identification</li> <li>• Brightpath assessments</li> </ul>

<p>natural and processed materials</p> <p><b>Physical (Well being)</b>  <b>For the children to:</b>  3.2 Chn take increasing responsibility for their own health &amp; physical wellbeing</p>	<ul style="list-style-type: none"> <li>• Recognise that sentences are key units for expressing ideas</li> <li>• Recognise that texts are made up of words and groups of words that make meaning</li> <li>• Know how to <u>read</u> and <u>write</u> some <u>high-frequency words</u> and other familiar</li> <li>• Write <u>consonant-vowel-consonant (CVC)</u> words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</li> <li>• Produce some lower case and upper case letters using learned letter formations</li> <li>• Share feelings and thoughts about the events and characters in texts</li> <li>• Identify some features of texts including events and characters and retell events from a <u>text</u></li> <li>• Listen to and respond orally to texts</li> <li>• Use interaction skills including listening while others speak</li> <li>• Read decodable and predictable texts</li> <li>• Deliver short presentations to peers</li> </ul>			<p><b>Writing-</b> paper, clipboards, envelopes, textas, pens, pencils, magnetic letters, alphabet stamps and fairy stamps coloured paper,</p> <p><b>Numeracy-</b> Patterning activities, dice, blocks, water beads &amp; measuring cups</p> <p><b>Creative/Collage Area-</b>Planning sheets, patty pans, glue, cotton wool balls, materials from students planning sheets, boxes, pop sticks, curling ribbon, pompoms &amp; coloured matchsticks</p>	<p>Scaffolding</p> <ul style="list-style-type: none"> <li>• Name tags, sound charts and number charts for reference</li> <li>• Sight word references</li> <li>• Checklists</li> <li>• Success criteria</li> <li>• Shared reading experiences with a focus on initial sounds, boundary punctuation</li> <li>• Variety of Seesaw samples from each learning area.</li> </ul>
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	<ul style="list-style-type: none"><li>• Use comprehension strategies</li><li>• Understand how to use knowledge of letters and sounds</li><li>• Segment sentences</li></ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>• Form numbers 1-20 using taught formation</li><li>• Represent numbers 1-20</li><li>• Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings</li><li>• Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language</li><li>• Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</li><li>• Compare and order duration of events using everyday language of time</li><li>• Answer yes/no questions to collect information and make simple inferences</li></ul>				
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	<p><b>Humanities and Social Sciences</b> The places people live and belong to, the familiar features in the local area and why places are important to people</p> <p><b>Health</b> Actions that promote health, safety and well-being:</p> <ul style="list-style-type: none"> <li>• Identifying household substances that can be dangerous</li> <li>• Following safety symbols and procedures</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Exploration of tactile techniques such as block printing, clay work or collage</li> </ul> <p><b>Sport</b> <b>Moving Our Body-</b> Locomotor skills: run, jump (ACPMP008) Object Control skills: catch (ACPM008) Fundamental movement skills in simple games with or without equipment (ACPM009) <b>Understanding Movement-</b> Ways to maintain a balanced position when walking, running, hopping and jumping. (ACPMP011) <b>Learning through Movement-</b> Cooperation with others when participating in physical activities, including partners, small groups and whole class. (ACPMP012)</p>				
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	<p><b>STEM</b> The way objects move depends on a variety of factors, including their size and shape. Use words like backwards, forwards, zig zag, straight round and round to describe how a rollercoaster moves. Draw a plan of a rollercoaster, showing different types of movement.</p> <p><b>MUSIC</b> Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (<a href="#">ACAMUM080</a>) imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing</p> <p>using voices and body percussion to experiment with the elements of music to identify same and different, for example, sound and silence, fast and slow, long and short, high and low, loud and soft, happy and sad</p>				
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