

Walker Learning

Statement of Intent: Pre-Primary -Term 4 Weeks 1-3 2021

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions	Children's Current Interests	Staff- School- Community Interests Focus	Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment / Notes
<p>Emotional (Identity) For the children to: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p>Social (Community) For the children to: Children become socially responsible and show respect for the environment</p> <p>Language (Communication) For the children to: Children transfer and adapt what they have learned from one context to another</p> <p>Cognitive (Learning)</p>	<p>Numeracy Number Counts to and from 20 and beyond using different starting points Connects number names and quantities Measurement Compare volume and capacity by using everyday language Connect familiar events to days of the week</p> <p>Literacy Speaking/listening Complete oral recount about familiar experiences Writing Write simple recounts</p>	<ul style="list-style-type: none"> • Ocean • Animals • Plains • Trains • Swimming • Beach • Cooking • Solar system • Paper planes 	<ul style="list-style-type: none"> • MJR • Buddies • All Saints Day • Edu Dance • Year 5 Camp • Reconciliation • Merit Assemblies • P & F Event 	<p>Religion Images of Saints Dramatic Play Beach area Ice cream area Space Sensory Various containers with water play. Kinetic sand "beach" Construction Lego, rocks, sticks Collage Planning templates, leaves and sticks, images of Indigenous artists Reading Area Genre posters Variety of texts Tinkering Colander with nuts and bolts</p>	<p>Assessment Reading assessments PLD assessments Number checklists Teacher observations</p>

<p>For the children to: Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Physical (Well being)</p> <p>For the children to: Children take increasing responsibility for own health & physical wellbeing</p>	<p>Use boundary punctuation (full stops, capital letters)</p> <p>Reading</p> <p>Health</p> <p>List ways we can stay safe at school</p> <p>Name ways we can care for our teeth</p> <p>HASS</p> <p>Identifies differences between past and present by exploring experiences of families and friends</p> <p>Art</p> <p>Produces artwork using different colours, shapes, and textures</p> <p>Religious Education</p> <p>Explores that through Baptism people become part of God's family</p> <p>Lists things that happen during a Baptism</p> <p>STEM BIOLOGICAL SCIENCES</p> <p>Living things have basic needs, including food and water [ACSSU002]</p>			<p>Science / Nature</p> <p>Shells, sand, coral, images of local beaches and sea life</p> <p>Literacy Resource</p> <p>Envelopes, sticky notes, paper &. Writing and colouring tools</p> <p>Numeracy Resource</p> <p>Cups, measurement posters and word cards to describe, length, volume and capacity.</p> <p>Formal Teaching Sessions in Literacy & Numeracy</p> <p>(See detail on additional planning sheets)</p>	
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