

Walker Learning

Statement of Intent: Pre-Primary

Term 1 Weeks 1-3, 2022

Early Years Learning Framework Outcomes	Key Learning Intentions (Curriculum Guidelines)	Children's current Interests	Staff- School-Community Interests Focus	Related Learning Experiences Investigation provocations	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 Children 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>Physical (Wellbeing) For the children to: 3.2 Children take increasing responsibility for their own health & physical wellbeing</p>	<p>Religion 'Church' unit</p> <p>English Reading Identify- s,a,t,p,i,n Read- s,a,t, p, i, n Name characters and some events after shared reading experiences</p> <p>Writing <ul style="list-style-type: none"> Write s,a,t,p,i,n using the taught letter formations Write name legibly Oral Language <ul style="list-style-type: none"> Students recall familiar events <p>Mathematics Number <ul style="list-style-type: none"> Students can identify, name and write numbers 1-10 Students count collections of up to 10 using one to one correspondence Measurement <ul style="list-style-type: none"> Students use direct and indirect comparisons to decide which is longer, and explain reasoning in everyday language <p>Humanities and Social Sciences Describe ways we celebrate special events (Valentine's Day, birthdays, religious holidays etc.)</p> <p>Science – Living things/Non living Science Understanding-</p> </p></p>	<p>Lego Cars Drawing Books Police Animals Beach Emergency services Rainbows Unicorns Insects Dragons</p>	<p>Making Jesus Real (MJR)</p> <p>Chinese New Year</p> <p>Buddies</p> <p>Valentine's Day</p>	<p>Religious Education – Liturgical cloth, children's Bible, figurines & vase with flowers & rosemary</p> <p>Science & Nature – spinifex, sea sponge, cuttlefish, rocks, tadpoles, seeds</p> <p>Dramatic Play – Campsite, Chinese restaurant, home corner- Ironing board, microwave, sink, recipe books, utensils, plates etc.</p> <p>Sensory-Red rice and Chinese New Year inspired sensory play with beans, beads and chopsticks, Chinese spoons and bowls, red packets, Sand and small rocks with sea decorations Sand tray with a variety of tools to pour, rake and sieve sand with.</p> <p>Construction – blocks, Lego, boxes.</p> <p>Collage-glue, match sticks, pop sticks, pom poms, sticky tape, red and yellow coloured card, feathers, bottle lids, scrap paper cut up.</p> <p>Reading - Various books relating to topics of interest & intentional learning including books about friendship, Me & starting school</p> <p>Writing/Literacy Selection of paper, wind-ups, coloured pencils and textas, group 1 sound cards with visual prompts, magnetic letters/letter tiles for children to find and arrange letters to make their name, friends names etc.</p> <p>Numeracy- Chinese number cards 1-10, chopsticks with red rice and trays, number cards, geoboards, pegboards & water timers</p>	<p>Assessment:</p> <p>Observations during Investigations/outdoor learning time</p> <p>Name writing</p> <p>Attention to pencil grip – ongoing</p> <p>Attention to scissor hold and cutting – ongoing</p> <p>Letter formation – ongoing</p> <p>Pre-Literacy Screen – Di Rigg</p> <p>Number sequencing (writing)</p> <p>Counting aurally and 1:1</p>

	<ul style="list-style-type: none"> • Living things have basic needs, including food and water (ACSSU002) <p>Science as a Human Endeavour-</p> <ul style="list-style-type: none"> • Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) <p>Science Inquiry Skills-</p> <ul style="list-style-type: none"> • Pose and respond to questions about familiar objects and events (AC SIS014) • Participate in guided investigations and make observations using the senses. (AC SIS011) • Engage in discussions about observations and represent ideas. (AC SIS233) • Share observations and ideas. (AC SIS012) <p>Library English - Viewing</p> <p>Students are introduced to a wide variety of picture books paying particular attention to the parts of a book and the importance of each part. Content:</p> <ul style="list-style-type: none"> • to identify parts of a book: cover, author, illustrator, characters, title and spine label • to identify and understand the terms fiction and picture book <p>Physical Education- Moving our Body-</p> <ul style="list-style-type: none"> • static balance, line walk (AC PMP009) • Run, Jump, Hop, Gallop (AC PMP009) <p>Understanding Movement-</p> <ul style="list-style-type: none"> • Ways to maintain a balanced position when walking, running, hopping and jumping (AC PMP011) <p>Learning through Movement-</p> <ul style="list-style-type: none"> • Rules when participating in physical activities, use of boundaries and safe use of 				
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	<p>appropriate equipment, responding to a whistle and commands/instructions. (ACPMPO14)</p> <p>Japanese- Students will communicate by learning the vocabulary for self-introduction and greetings and associated vocabulary せんせい、私、ぼく、こんにちは、おはようございます、さようなら、はい、元気です。</p> <p>Interact with the teacher through action-related talk to exchange greetings such as おはようございます、こんにちは、さようなら、元気ですか</p> <p>Engage by listening to, viewing and respond through action, dance, singing, drawing</p> <p>Cultural learning such as events and festivals- Sestubun, Hina Matsuri, Hanami and responding to such festivals in different form of arts(origami)</p>				
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