

Walker Learning

Statement of Intent: Pre-Primary

Term 2 Weeks 1-3

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</p> <ul style="list-style-type: none"> Able to verbalise that Jesus used words and actions to show love to others. Recite the "Hail Mary" <p>English</p> <ul style="list-style-type: none"> Edits group text to identify the correct use of capitalisation and full stops. Writes CVC words Forms group 4 letters correctly (x,y,q,z,w,k,j,v) Can re-tell familiar stories Re-tell familiar experiences Identify fiction and non-fiction texts <p>Mathematics</p> <ul style="list-style-type: none"> Write numbers 1-20 using the correct starting point Count to and from 20 using different starting points Count collections of up to 20 	Pets Bugs Cooking Planes Animals Tooth Fairy Cars Connectors Art and craft Sea Life Reading Teddies Colouring in Fairies Pokemon Lego	<ul style="list-style-type: none"> ANZAC Day Mother's Day 	<p>Religious Education –Hail Mary prayer, images of Mary with Jesus. Words to describe mothers.</p> <p>Science & Nature – Plants, leaves, magnifying glasses, measuring tape, clipboards, pencils, gardening books. Spices and herbs</p> <p>Dramatic Play: Hair Salon – hair accessories, chairs, magazines, washing basins filled with blue cellophane strips</p> <p>Op Shop- various clothing, cash register, lattice, signage, play money, chalkboard, books.</p> <p>Sensory- 3D shape sort (sand with real world examples of 3D shapes, images of 3D shapes). Coloured shaving cream. Fairy garden. Rocks, pebbles, herbs and spices</p> <p>Construction – Lego, cars, dinosaurs, rocks, stones, planning templates, images of student creations, rulers, tape measuring, images of buildings.</p> <p>Reading – Familiar texts and story baskets, cushions, blanket.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> Phonics assessment Observations during Investigations Pencil grip-ongoing Scissor hold -ongoing Name writing CVC words-oral decoding and sound identification Running Records <p>Scaffolding</p> <ul style="list-style-type: none"> Name tags, sound charts and number charts for reference Shared reading experiences

<p>Physical (Well being) For the children to: 3.2 Chn take increasing responsibility for their own health & physical wellbeing</p>	<ul style="list-style-type: none"> Name, describe and sort 3D shapes according to their features and characteristics Answer simple yes/no questions Sequence days of the week Connect days of the week with familiar events. <p>Humanities and Social Sciences</p> <ul style="list-style-type: none"> Describe and list special places within our homes, school and local communities Describe how we can care for special places <p>Art</p> <ul style="list-style-type: none"> Students make and display art work with a focus on shape. <p>Health Communicating and interacting for health and well-being</p> <ul style="list-style-type: none"> practise personal and social skills to interact positively with others (ACPPS004) identify and describe emotional responses people may experience in different situations (ACPPS005) <p>PE</p>			<p>Writing-Exercise books, envelopes, letter box, pens. Numeracy- Height charts, scales, calendars, diaries, counters Creative Area-Planning sheets, patty pans, glue, cotton wool balls, materials from students planning sheets</p>	<p>with a focus on initial sounds, boundary punctuation</p>
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	<p>Body Management Skills-heel/ toe walk</p> <p>Locomotor Skills-run, jump, hop,</p> <p>Object Control Skills- catch</p> <p>The ways in which regular physical activity keeps individuals healthy and well (ACPMP010)</p> <p>Ways to maintain a balanced position when walking, running, hopping and jumping (ACPMP011)</p> <p>Cooperation with others when participating in physical activities (ACPMP012)</p> <p>Rules when participating in physical activities: (ACPMP014)</p>				
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