

Walker Learning

Statement of Intent: Pre-Primary

Term 3 Weeks 1-3, 2022

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 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>Religion</p> <ul style="list-style-type: none"> Prayer unit <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>hi</u> 	<p>Pets Cooking Animals Tooth Fairy Drawing Sea Life Reading Colouring in Fairies Space Pokemon Beyblades</p>	<p>Wellbeing – mental and Physical (ongoing)</p> <p>MJR</p> <p>St Benedict's Feast Day</p> <p>St Mary of the Cross Feast Day</p> <p>Buddies</p> <p>Liturgy – PPB & PPW</p> <p>Disco</p> <p>Talent Show</p>	<p>Religious Education – Communication cards, prayer cards/book, bible & plant, candles & religious figurines</p> <p>Dramatic Play – Fairytale Theatre-masks, props to act out fairytales. Seating arrangements, ticket booth and popcorn & confectionery stand</p> <p>Fairytale forest – Based on the story of Jack and the Beanstalk</p> <p>Sensory- tables salt, lima beans</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>Assessment:</p> <ul style="list-style-type: none"> Pre-lit screening Observations during Running records Numeracy assessments Investigations Pencil grip-ongoing Scissor hold - ongoing CVC words-oral decoding and sound identification Brightpath assessments <p>Scaffolding</p> <ul style="list-style-type: none"> Name tags, sound charts

<p>Physical (Well being) For the children to: 3.2 Children take increasing responsibility for their own health & physical wellbeing</p>	<p><u>gh-frequency words</u> and other familiar</p> <ul style="list-style-type: none"> • 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 • Produce some lower case and upper case letters using learned letter formations • 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 • Understand how to use knowledge of letters and sounds • Segment sentences 			<p>Writing- paper, clipboards, envelopes, textas, pens, pencils, magnetic letters, alphabet stamps and fairy stamps coloured paper,</p> <p>Numeracy- blocks, tangrams, puzzles and playdough with number mats</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>	<p>and number charts for reference</p> <ul style="list-style-type: none"> • Sight word references • Checklists • Success criteria • Shared reading experiences with a focus on initial sounds, boundary punctuation
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	<p>Mathematics</p> <ul style="list-style-type: none"> • Form numbers 1-20 using taught formation • Represent numbers 1-20 • Compare and order duration of events using everyday language of time <p>Humanities and Social Sciences</p> <p>The places people live and belong to, the familiar features in the local area and why places are important to people</p> <p>Health</p> <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> • identify personal strengths (ACPPS001) <p>Art</p> <ul style="list-style-type: none"> • Exploration of tactile techniques such as block printing, clay work or collage <p>Physical Education-whole term</p> <ul style="list-style-type: none"> • Object Control-catch (ACPMP008) • Fundamental movement skills in simple games (ACPMP008) • Ways to maintain a balanced position when walking, running, 				
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	<p>hopping and jumping (ACPMP011)</p> <ul style="list-style-type: none"> • Cooperation with others when participating in physical activities, including partners, small groups and whole class (ACPMP012) <p>Science/STEM-whole term Earth and Space Sciences- Daily and seasonal changes in our environment affect everyday life (ACSSU004) Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)</p>				
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Walker Learning

Statement of Intent: Pre-Primary

Term 3 Weeks 4-6, 2022

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>Outcome 1: Children have a strong sense of identity</p> <p>1.4 Children learn to interact in relation to others with care, empathy and respect.</p> <p>Outcome 2: Children are connected with and contribute to their world</p> <p>2.4 Children become socially responsible and show respect for the environment.</p> <p>Outcome 3: Children have a strong sense of wellbeing</p> <p>3.1 Children become strong in their social and emotional wellbeing.</p> <p>Outcome 4: Children are confident and involved learners</p> <p>4.3 Children transfer and adapt what they have learned from one context to another.</p>	<p>Religion</p> <ul style="list-style-type: none"> Prayer unit <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 Produce some lower case and upper case letters using learned letter formations Share feelings and thoughts about the events and characters in texts 	<p>Pets Cooking Animals Tooth Fairy Drawing Sea Life Reading Colouring in Fairies Space Fairytale Role play-dressing up</p>	<p>Wellbeing – mental and Physical (ongoing)</p> <p>MJR- WEST</p> <p>Buddies</p>	<p>Religious Education – Communication cards, prayer cards/book, bible & plant, candles & religious figurines</p> <p>Dramatic Play – Fairytale Theatre-masks, props to act out fairytales. Seating arrangements, ticket booth and popcorn & confectionery stand</p> <p>Fairytale forest – a range of elements from varying Fairytales being read and learned about throughout the term. Dress ups, tent, lightning and thunder cloud, dining table with chairs, faux candles, kitchen, food, cooking utensils and pans.</p> <p>Sensory- tables salt, lima beans, growing beans</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, fairytales</p> <p>Writing- paper, clipboards, envelopes, textas, pens, pencils, magnetic letters, alphabet stamps and fairy stamps, coloured paper, vocabulary words that accompany fairytale texts.</p> <p>Numeracy- blocks, tangrams, puzzles and playdough with number mats</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>	<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 CVC words-oral decoding and sound identification Brightpath assessments <p>Scaffolding</p> <ul style="list-style-type: none"> Name tags, sound charts and number charts for reference Sight word references Checklists Success criteria Shared reading experiences with a focus on initial

<p>Outcome 5: Children are effective communicators</p> <p>5.2 Children engage with a range of texts and gain meaning from these texts.</p>	<ul style="list-style-type: none"> 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 Understand how to use knowledge of letters and sounds Segment sentences <p>Mathematics</p> <ul style="list-style-type: none"> Form numbers 1-20 using taught formation Represent numbers 1-20 Compare and order duration of events using everyday language of time Answer yes/no questions to collect information and make simple inferences Adding to ten using Friends of Ten. <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>Health Being healthy, safe and active</p> <ul style="list-style-type: none"> name parts of the body and describe how their body is growing and changing (ACPPS002) <p>Art</p> <ul style="list-style-type: none"> Exploration of tactile techniques such as block printing, clay work or collage <p>Music Respond to music and consider where and why people make music (ACAMUR083)</p>				<p>sounds, boundary punctuation</p>
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	<p>Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)</p> <ul style="list-style-type: none"> • imitating pitch and rhythm patterns to develop aural recognition skills, for example, echo clapping and call and response singing • 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>Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes. (ACAMUM081)</p> <ul style="list-style-type: none"> • practising techniques for singing songs and playing classroom instruments • Considering viewpoints – meanings and interpretations: For example – What did this music make you think about and why? 				
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