

# Walker Learning

## Statement of Intent: Pre-Primary

Term 1 Weeks 1-3, 2024

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><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 natural and processed materials</p> <p><b>Physical</b></p>	<p><b>Religion</b>            'Church' unit</p> <p><b>English</b>            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"> <li>Write s,a,t,p,i,n using the taught letter formations</li> </ul>           Oral Language  <ul style="list-style-type: none"> <li>Students recall familiar events</li> </ul> <p><b>Mathematics</b>            Number  <ul style="list-style-type: none"> <li>Students can identify, name and write numbers 1-10</li> </ul> </p> </p>	<p>Lego            Cars            Drawing            Books            Animals            Beach            Rainbows            Unicorns            Insects            Dinosaurs            Blocks</p>	<p>Chinese            New Year</p>	<p><b>Religious Education</b> – Liturgical cloth, children's Bible, figurines &amp; vase with flowers</p> <p><b>Science &amp; Nature</b> –seashells, sea sponge</p> <p><b>Dramatic Play</b> – The Beach &amp;</p> <p><b>Sensory</b>-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            Playdough</p> <p><b>Construction</b> – blocks, lego</p> <p><b>Collage</b>-glue, match sticks, pop sticks, pom poms, sticky tape, red and yellow coloured card</p> <p><b>Reading</b> - Various books relating to topics of interest &amp; intentional learning</p>	<p><b>Assessment:</b></p> <p>Observations during Investigations/out door learning time</p> <p>Painting of self of self</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><b>(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>Students count collections of up to 10 using one to one correspondence</li> </ul> <p><b>Humanities and Social Sciences</b></p> <p><b>Library/Research Skills</b>  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"> <li>to identify parts of a book: cover, author, illustrator, characters, title and spine label</li> <li>to identify and understand the terms fiction and picture book</li> </ul> <p><b>STEM –Science:</b> Weather  Daily and seasonal changes in our environment affect everyday life (ACSSU004)  Share observations and ideas (ACSIS012)</p> <p><b>STEM – Technology</b>  <u>DIGITAL TECHNOLOGIES</u>  Digital implementation  Engage with information known people have shared in an online environment, and model strategies to stay safe online.</p>			<p>including books about friendship, Me &amp; starting school</p> <p><b>Writing/Literacy</b> Selection of paper, wind-ups, coloured pencils and textas. Clipboards, pencils, textas and wind-ups, letter stamps</p> <p><b>Numeracy-</b> Chinese number cards 1-10, clipboards, &amp; pencils</p>	<p>Sound recall assessment – Di Rigg</p> <p>Number sequencing</p>
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Digital systems  
Digital systems (hardware and software) are used at home, in the school and in the community.

**PHYSICAL EDUCATION**

**Moving our Body**

- Locomotor skills: Jump (one foot and two foot), skip
- Object control skills: underarm throw
- Fundamental movement skills: Catch

**Understanding Movement**

- Ways to maintain a balanced position while performing various skills such as throwing or running

**Learning through Movement**

- Strategies that will assist in involving everyone in games
- Cooperation skills in partner and group work during physical activity practice
- Simple rules and fair play in partner, group activities and minor games