

Walker Learning

Statement of Intent: Pre-Primary

Term 2 Weeks 1-3 2024

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"> Discuss ways that people communicate. Identify ways that people use both verbal and non-verbal cues to communicate. Recall ways Jesus used his words and actions to show love to others. <p>English</p> <ul style="list-style-type: none"> Recognise and name all upper and lower case letters and know the common sound each letter represents Share feelings and thoughts about the events and characters in texts Read and write cvc words using satpin sounds. Use correct formation to write letters. 	<p>Pets Tooth Fairy Drawing Reading Colouring in Fairies Trucks Animals Cooking Vet building Painting</p>	<p>Mother's Day Liturgy</p> <p>School Campout</p>	<p>Religious Education – Hail Mary prayer, images of Mary with Jesus, rosary beads</p> <p>Science & Nature – Plants, leaves, magnifying glasses, measuring tape, clipboards, pencils, gardening books.</p> <p>Dramatic Play – Hairdresser – styling equipment, towels, hairdresser vocab</p> <p>Vet – stuffed animals, vet medical kit, blankeys, lead, pet bed, phone, vet gown, gloves.</p> <p>Sensory- pebbles, spoons, cups and tweezers</p> <p>Construction – Lego, cars, planning templates, images of student creations, rulers, tape measure, images of buildings, wooden blocks</p> <p>Reading – fiction and non-fiction texts</p>	<p>Assessment:</p> <ul style="list-style-type: none"> Pre-lit screening Observations during Investigations Pencil grip-ongoing Scissor hold -ongoing CVC words-oral decoding and sound identification Counting and number Running records

<p>Physical (Well being) For the children to: 3.2 Chn take increasing responsibility for their own health & physical wellbeing</p>	<p>Mathematics</p> <ul style="list-style-type: none"> • Connect number names, numerals and quantities, including zero, initially up to ten then beyond • Compare, order and make correspondences between collections initially up to twenty & explain reasoning • Sort and describe familiar 2D shapes • Answer yes/no to collect information & make simple inferences <p>Humanities and Social Sciences</p> <ul style="list-style-type: none"> • How the stories of families and the past can be communicated and passed down from generation to generation <p>HASS Skills / Library Questioning and researching</p> <p>Identify prior knowledge about a topic e.g. shared discussion, think-pair-share (WAHASS01)</p>			<p>Writing- paper, clipboards, envelopes, textas, pens, pencils, magnetic letters, alphabet stamps and fairy stamps</p> <p>Numeracy- Tangram pieces and pictures</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, paint</p>	
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	<p>Pose and respond to questions about the familiar (WAHASS02)</p> <p>Analysing</p> <p>Represent information gathered in different formats e.g. drawings, diagrams, story maps, role plays (WAHASS07)</p> <p>Discuss actions that promote health, safety and wellbeing</p> <p>Health –</p> <ul style="list-style-type: none"> • Discuss actions that promote health, safety and wellbeing <p>Art</p> <ul style="list-style-type: none"> • Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display <p>Japanese</p> <ul style="list-style-type: none"> • Respond naturally to an increased variety of greetings and classroom instructions • Engage by listening to and viewing a range of short, imaginative 				
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	<p>texts and responding through action, dance, singing,</p> <ul style="list-style-type: none"> • drawing, movement and other forms of expression • Participate in the shared performance of songs or rhymes • Introduce vocabulary for main body parts • Cultural focus on Japan's Children's Day <p>STEM Science</p> <ul style="list-style-type: none"> • Living things have basic needs, including food and water. <p>STEM Technology & Design</p> <ul style="list-style-type: none"> • People produce familiar products to meet personal and community needs. • Ways in which objects move: push, pull, bounce, slide, fall, spin, float. <p>Physical Education Moving our Body -Body management skills: static balance (one foot) -Locomotor skills: gallop (ACPMP008)</p>				
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	<p>-Fundamental movement skills in simple games with or without equipment (ACPMP009)</p> <p>Learning through movement</p> <p>-Rules when participating in activities: use of boundaries, safe use of appropriate equipment, responding to whistle and commands/instructions (ACPMP14)</p>				