

Walker Learning

Statement of Intent: Pre-Primary

Term 3 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 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 Discuss how people spend time with their friends. Explore times Jesus spent time with his friends. <p>English</p> <ul style="list-style-type: none"> 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 Read and write words containing sh blend 	<p>Pets Cooking Animals Tooth Fairy Drawing Sea Life Reading Colouring in Fairies Monster Trucks Camping Airports Minecraft</p>	<p>St Benedict's Feast Day 29th July</p> <p>Talent Show – 29th July</p> <p>P & F Disco 2nd August</p>	<p>Religious Education – Communication cards, prayer cards/book, bible & plant, candles & religious figurines</p> <p>Dramatic Play: Classroom – area set up as a classroom- posters, chairs, easel, teacher desk, clipboards Campsite – tent, chairs, esky, sleeping bag, bbq, rubber snake, fire & cooking pot Sensory- tables with 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>Writing- paper, clipboards, envelopes, textas, pens, pencils, magnetic letters, alphabet stamps and fairy stamps</p>	<p>Assessment:</p> <ul style="list-style-type: none"> Running Records - ongoing Pencil grip- ongoing Magic Words references

<p>Physical (Wellbeing) For the children to: 3.2 Children take increasing responsibility for their own health & physical wellbeing</p>	<ul style="list-style-type: none"> • Read and <u>write</u> some <u>high-frequency words</u> and other familiar • Write <u>consonant-vowel-consonant (CVC)</u> 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 <p>Mathematics:</p> <ul style="list-style-type: none"> • Form numbers 1-20 using taught formation • Represent numbers 1-20 in different ways • Compare and order duration of events using everyday language of time • Connect events to Days of the Week <p>Humanities and Social Sciences: Geography</p> <ul style="list-style-type: none"> • Identify the places people live in and belong to (eg neighbourhood, suburb, town, school) <p><u>LIBRARY/HASS Skills</u></p>			<p>coloured paper,</p> <p>Numeracy- blocks, 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>	
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	<p>Weeks 1-10 Analysing</p> <p>Process information and/or data collected e.g. sequence familiar events, answer questions (WAHASS05)</p> <p>Represent information gathered in different formats e.g. drawings, diagrams, story maps, role plays (WAHASS07)</p> <p>Health: Being healthy, safe and active</p> <ul style="list-style-type: none"> • identify personal strengths <p>Visual Art:</p> <ul style="list-style-type: none"> • Exploration of tactile techniques, such as block printing, <u>clay</u> work or <u>collage</u>(ACAVAM107) <p>STEM - Science <u>PHYSICAL SCIENCES</u></p> <ul style="list-style-type: none"> • The way objects move depends on a variety of factors, including their size and shape <p>STEM - Technology</p>				
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	<p><u>DIGITAL TECHNOLOGIES</u></p> <ul style="list-style-type: none"> • Data can have patterns and can be represented as pictures and symbols • Collect and use data of any kind • Use data to complete a task <p>Japanese</p> <p><u>COMMUNICATING</u></p> <ul style="list-style-type: none"> • Students respond to praise, support and respect for others using formulaic expressions modelled by the teacher <p><u>UNDERSTANDING</u></p> <ul style="list-style-type: none"> • Students recognise that the Japanese language uses three different scripts, depending on word origin and the context of language use <p>Sport</p> <p><u>Moving our Body</u></p> <ul style="list-style-type: none"> • Locomotor skills: run, jump, hop, gallop (ACPMP008) • Fundamental movement skills in simple games with and without equipment (ACPMP009) 				
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	<p><u>Learning through movement</u></p> <ul style="list-style-type: none">• Cooperation with others when participating in physical activities, including small groups and whole class (ACPMP012)• Rules when participating in physical activity (ACPMP014)				
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Walker Learning

Statement of Intent: Pre-Primary

Term 3 Weeks 4-6, 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>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 & Reconciliation unit <p>English</p> <ul style="list-style-type: none"> 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 Know how to <u>read</u> and <u>write</u> some <u>high-frequency words</u> and other familiar Write <u>consonant</u>-vowel-consonant (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 	<p>Olympics Pets Cooking Animals Tooth Fairy Drawing Sea Life Reading Colouring in Fairies Space Fairytales Role play</p>	<p>Wellbeing – mental and Physical (ongoing)</p> <p>Mary MacKillop</p> <p>Family Mass</p>	<p>Religious Education – Communication cards, prayer cards/book, bible & plant, candles & religious figurines</p> <p>Dramatic Play: Veterinary Clinic – soft toys, posters, operating table, reception desk, x-rays Camping Area – tent, sleeping bag, fire, bbq, crockery, rugs.</p> <p>Sensory- wood chips, sand trays, playdough</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, dominoes, 10 frames, dice</p> <p>Creative/Collage Area-Planning sheets, patty pans, glue, cotton wool balls, materials from</p>	<p>Assessment:</p> <ul style="list-style-type: none"> Pre-lit screening Observations during class Running records Pencil grip-ongoing Scissor hold – ongoing Magic Words Shared reading experiences with a focus on initial sounds, boundary punctuation

<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"> • Read decodable and predictable texts • Use comprehension strategies • Understand how to use knowledge of letters and sounds <p>Mathematics</p> <ul style="list-style-type: none"> • Form numbers 1-20 using taught formation • Count collections of objects up to 20. • Compare and order groups of objects. • Add numbers to 10 • Compare and order duration of events using everyday language of time • Connect events to Days of the Week • Answer yes/no questions to collect information and make simple inferences • Adding to ten using Friends of Ten. <p>Humanities and Social Sciences</p> <ul style="list-style-type: none"> • Identify the places people live in and belong to (eg neighbourhood, suburb) • Identify features of places we belong to <p>Health</p> <p>Being healthy, safe and active</p> <p>Make fruit kebabs for healthy eating.</p> <p>Classify foods as sometimes foods or foods to eat often.</p> <p>Art</p> <ul style="list-style-type: none"> • Exploration of tactile techniques such as block printing, clay work or collage • Experiment with planning art work ahead of the process 			<p>students planning sheets, boxes, pop sticks, curling ribbon, pompoms & coloured matchsticks</p>	
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Walker Learning

Statement of Intent:

Pre-Primary Term 3 Weeks 7-10, 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</p>	<p>Religion</p> <ul style="list-style-type: none"> Reconciliation <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 	<p>Dogs Bugs Animals Tooth Fairy Drawing Reading Colouring in Fairies Numberjacks Space Shops Barbies Farms</p>	<p>Ball games & Athletics carnival</p> <p>Father's Day</p>	<p>Religious Education – Communication cards, prayer cards/book, bible & plant, candles & religious figurines</p> <p>Science & Nature – woodchips and insects, magnifying glasses</p> <p>Dramatic Play –Dad's backyard</p> <p>Sensory- small stones & wood chips</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"> Observations Running records Numeracy assessments Investigations Pencil grip-ongoing <p>Scaffolding</p> <ul style="list-style-type: none"> Sound charts and number charts for reference Sight word references

<p>natural and processed materials</p> <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"> • Know how to <u>read</u> and <u>write</u> some <u>hi gh-frequency words</u> and other familiar • Write <u>consonant-vowel-consonant (CVC)</u> words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words • Produce some lower case and uppercase 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- Hammer and nails with shapes, Jenga</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>	<ul style="list-style-type: none"> • Checklists • Variety of Seesaw samples from each learning area.
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	<p>Mathematics</p> <ul style="list-style-type: none"> • Form numbers 1-20 using taught formation • Represent numbers 1-20 • Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings • Compare and order duration of events using everyday language of time • Answer yes/no questions to collect information and make simple inferences <p>Humanities and Social Sciences</p> <p>Identify the places people live in and belong to (eg neighbourhood, suburb) .</p> <p>Identify features of places we belong to</p> <p>Health</p> <p>Actions that promote health, safety and well-being:</p> <ul style="list-style-type: none"> • Identifying household substances that can be dangerous • Following safety symbols and procedures 				
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	Art <ul style="list-style-type: none">• Exploration of tactile techniques such as block printing, clay work or collage				
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