

Walker Learning

Statement of Intent: Pre-Primary Term 4 Weeks 1-3 2024

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions	Children's Current Interests	Staff- School- Community Interests Focus	Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment / Notes
<p>Emotional (Identity) For the children to: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p>Social (Community) For the children to: Children become socially responsible and show respect for the environment</p> <p>Language (Communication) For the children to: Children transfer and adapt what they have learned from one context to another</p> <p>Cognitive</p>	<p>Numeracy Number Counts to and from 20 and beyond using different starting points Connects number names and quantities</p> <p>Location and Transformation Describes location using positional language</p> <p>Literacy <i>Speaking/listening</i> Complete oral recount about familiar experiences <i>Writing</i> Write simple recounts</p>	<ul style="list-style-type: none"> • Ocean • Animals • Unicorns • Princesses • Beach • Mario Bros • Gabby's Dollhouse • Moster trucks 	<ul style="list-style-type: none"> • Buddies • Edu Dance • Merit Assemblies • Quiz night • WASO incursion • Constable Care • World Teacher's Day 	<p>Religion Religious figures and school prayer, Bible</p> <p>Dramatic Play Glamping: night sky material, tent/teepee, bbq, chairs, cooking utensils</p> <p>Sensory Sand tub and shovels</p> <p>Construction Lego, rocks, sticks</p> <p>Collage Planning templates, leaves and sticks, images of Indigenous artists</p> <p>Reading Area Genre posters</p>	<p>Assessment Reading Test - PLD</p> <p>Running Records</p> <p>Teacher observations</p>

<p>(Learning) For the children to: Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Physical (Well being) For the children to: Children take increasing responsibility for own health & physical wellbeing</p>	<p>Use boundary punctuation (full stops, capital letters) Reading Health Protective Behaviours Expressing needs & wants Self discipline HASS – Geography The globe as a representation of the Earth on which Australia and other familiar countries can be located (ACHASSK014) HASS Skills/Library (Weeks 1-9) Questioning and researching</p> <p>Identify prior knowledge about a topic (WAHASS01)</p> <p>Explore a range of sources e.g. observing, books, digital sources (WAHASS03)</p> <p>Analysing</p> <p>Represent information gathered in different</p>			<p>Variety of texts Tinkering Colander with nuts and bolts Science / Nature Shells, sand, coral, images of local beaches and sea life Literacy Resource Envelopes, sticky notes, stamps, paper & writing and colouring tools Numeracy Resource Whiteboards with coloured counters for patterning</p>	
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	<p>formats e.g. drawings, diagrams, story maps, role plays (WAHASS07)</p> <p>Art Exploration of tactile techniques, such as block printing, clay work or collage</p> <p>Religious Education Explores that through Baptism people become part of God's family Lists things that happen during a Baptism.</p> <p>Digital Technology: <u>DESIGN TECHNOLOGIES</u> -Plant and animal products are used in everyday life for food, clothing and shelter. -Characteristics of materials can be explored using sense.</p> <p>Physical Education: <u>Body management skills:</u> static balance (one foot) and line walk</p>				
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	<p><u>Object control skills:</u> kick off the ground and catch</p> <p><u>Understanding movement:</u> The ways in which regular physical activity keeps individuals healthy and well</p> <p>Music Explore the following elements of music; pitch, form and timbre by playing a variety of instruments. Learning how to be an attentive audience member. Respond to different music genres; how does it make them feel?</p> <p>Japanese: <u>Communicating:</u> Convey information about personal world, using pictures, labels, songs, rhymes, gestures and familiar words (ACLJAC113)</p> <p><u>Understanding:</u> Recognise some first elements of grammar,</p>				
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	understanding that Japanese uses names + suffix instead of pronouns when referring to other people (ACLJAU122)				
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Walker Learning

Statement of Intent: Pre-Primary

Term 4 Weeks 4-6, 2024

Developmental Domain Intentions or Early Years Framework Outcomes	Key Learning Intentions	Children's Current Interests	Staff- School- Community Interests Focus	Related Learning Experiences Investigation provocations	Modifications Incidental / Scaffolding Assessment / Notes
<p>Emotional (Identity) For the children to: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p>Social (Community) For the children to: Children become socially responsible and show respect for the environment</p> <p>Language (Communication) For the children to: Children transfer and adapt what they have learned from one context to another</p> <p>Cognitive (Learning)</p>	<p>Numeracy Number Counts to and from 20 and beyond using different starting points Connects number names and quantities <i>Measurement</i> Compare volume and capacity by using everyday language Connect familiar events to days of the week</p> <p>Literacy <i>Speaking/listening</i> Complete oral recount about familiar experiences <i>Writing</i> Write simple recounts</p>	<ul style="list-style-type: none"> • Dogs • Building blocks • Beyblades • Fairies – tooth • Drawing • Monster Trucks • Pokemon • Mario Cart 	<ul style="list-style-type: none"> • Buddies • All Saints Day • Edu Dance • Family Mass 	<p>Religion Images of Saints</p> <p>Dramatic Play Glamping Home corner</p> <p>Sensory Playdough</p> <p>Construction Lego & wooden blocks</p> <p>Collage Variety of materials</p> <p>Reading Area Genre posters & various books</p> <p>Science / Nature Wood chips with plastic insects Insect resin moulds</p> <p>Literacy Resource Paper & Writing and colouring tools</p>	<p>Assessment Reading assessments – Running Records</p> <p>PLD assessments</p> <p>Teacher observations</p> <p>Magic Words - ongoing</p> <p>Reporting assessments</p>

<p>For the children to: Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Physical (Well being)</p> <p>For the children to: Children take increasing responsibility for own health & physical wellbeing</p>	<p>Use boundary punctuation (full stops, capital letters) Reading</p> <p>HASS <u>HASS Skills/Library</u> Questioning and researching Identify prior knowledge about a topic (WAHASS01) Explore a range of sources e.g. observing, books, digital sources (WAHASS03)</p> <p>Analysing Represent information gathered in different formats e.g. drawings, diagrams, story maps, role plays (WAHASS07)</p> <p>Health Protective Behaviours Self discipline</p> <p>Art Produces artwork using different colours, shapes, and textures</p> <p>Music Development of aural skills by exploring the elements of music, including pitch, timbre and form to create music.</p>			<p>Numeracy Resource Cups, measurement posters and word cards to describe, length, volume and capacity. Addition cards</p>	
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	Develop a personal response to music they listen to. Religious Education Explores that through Baptism people become part of God's family				
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NOTE: Educators may choose to develop their intentions from the National Early Years Framework Outcomes in preference to the Developmental Domain Table. We strongly encourage educators to record these intentions from a developmental perspective.