



Statement of intent.

Week beginning 30/04/2012

Developmental Domain Objectives	Learning objectives taken from the National curriculum framework and classroom observations.	Children's current interests	Staff/School/Community interests or focus
<p>Emotional:</p> <ul style="list-style-type: none"> To be able to move confidently around the room from one area to another 	<p>Numeracy:</p> <p>Number and Algebra:</p> <p>For the children</p> <ul style="list-style-type: none"> to use the concept of subitising to instantly recognise dot collections to 6 to practise counting forwards and backwards to 20 and beyond to match the numerals 1 - 10 and beyond to an appropriate quantity. to use the words more than and less than when comparing and ordering numbers. <p>Measurement and geometry:</p> <ul style="list-style-type: none"> to be able to locate triangle shapes in the environment and explain their identifying features using terms side, edge, point, long, short. <p>Pattern and Algebra:</p> <ul style="list-style-type: none"> to sort familiar objects and explain how they belong together. to create and describe linear patterns to match the days of the week to familiar activities 	<ul style="list-style-type: none"> Ben 10 new baby in the family gardening pets cooking using tools insects and bugs (ladybirds) swimming dancing basket ball learning to read each other's names books Ninjas playing outside - secret cubby houses, digging to China cops and robbers keys and padlocks birthdays lego Flags music / ipod sticks fishing and skipping bows and arrows 	<ul style="list-style-type: none"> Developing knowledge about our school rules gardening Developing classroom community learning classroom routines "How we arrive" Tucker turtle comprehension and use of RAN and development of oral language to support sustainability Mother's Day
<p>Social:</p> <ul style="list-style-type: none"> To be able to work alongside others in the classroom initiating simple conversations to be able to demonstrate the 5 Ls to show they are ready to listen to use the names of class members when speaking to each other 			
<p>Cognitive:</p> <ul style="list-style-type: none"> To be able to problem solve when completing a simple task 			
<p>Language:</p> <ul style="list-style-type: none"> To be able to express themselves using an audible voice 	<p>Literacy:</p> <p>For the children ...</p> <ul style="list-style-type: none"> to be introduced to the idea of confirming and changing predictions using the RAN as a graphic organiser to practise reading each other's names to identify favourite texts and talk about them with their peers to practise starting letters/numerals at the top when writing to be introduced to the concept of rhyme to identify the sounds heard at the beginning of a word and match them with an appropriate letter to draw on 'hands on' experiences as a context for understanding that writing can help us remember and explain things to others. 		
<p>Physical:</p> <ul style="list-style-type: none"> To be able to develop appropriate pencil grip To be able to balance on different body parts 	<p>Other Learning Areas:</p> <p>Science:</p> <p>For the children</p> <ul style="list-style-type: none"> to identify the needs of living creatures to begin to identify some of the materials they use in their daily investigations to practise using the five senses for exploring and observing the world around them. <p>SOSE/History:</p> <p>For the children to be able</p> <ul style="list-style-type: none"> to identify members of their family and the relationships between them. <p>Health and Wellbeing:</p> <p>For the children</p> <ul style="list-style-type: none"> to talk about the healthy food they have in their lunch boxes 		
<p>Information and communication technology (ICT) competence:</p> <ul style="list-style-type: none"> To use the digital camera to record classroom activities and assist with loading images on the computer To practise 'mouse control' skills 	<p>The Arts:</p> <p>For the children</p> <ul style="list-style-type: none"> to explore different art media to use different media to revisit an experience to develop and follow a common class procedures for using materials such as glue and paint. 		

Trial and choose between alternatives for the sequencing and delivery of content

Develop and use resources that provide access to the deep structure of the learning area


Related learning experiences	Modifications
<p>Thinking, wondering, creating:</p> <ul style="list-style-type: none"> • <i>Making and creating table:</i> add sticks, small pieces of wood, basket of coloured paper, different types of glue, sticks • <i>Tinkering table</i> - goggles, old DVD player, screw drivers, pliers • <i>Art easel</i> - acrylic paints and crayons • <i>Sketching</i> - water colour crayons, fine liner pens, brushes and water, owl sculpture, photos of insects 	<p><i>add word labels and develop picture glossary</i></p> <p><i>add Tyler and Jordan's instructions for how to loosen a screw</i></p>
<p>Dramatic Play Areas:</p> <ul style="list-style-type: none"> • <i>Camping area:</i> fishing, camp fire, utensils, picnic basket, sleeping bag • <i>Tree house:</i> - people figures, acorns, small tea set, clock, small schleich models of pets • <i>Rocket ship</i> - Add books about space and rocket ship rhyme, long strips of paper and black fine liner pens, different sized rocks 	<p><i>Add posters of different species of fish</i> <i>Backdrop for night sky</i> <i>Books about fishing</i> <i>camping words</i> <i>Add weather chart making materials</i></p>
<p>Sensory Centres:</p> <ul style="list-style-type: none"> • <i>Tyre:</i> - small pebbles, boats and 'fish' • <i>Light table:</i> provide different coloured shapes and pattern blocks • <i>Water play:</i> buckets and paint brushes • <i>Playdough</i> - add different sized/shaped biscuit cutters, buttons and patty pans • <i>Snack making/Cooking centre:</i> fruit kebabs, 'nutella wantons' - tools (spoon, knife, tooth picks, skewers) • <i>Music centre</i> - different types of chime bars, thumb piano and copies of familiar rhymes 	<p><i>Add words for playdough area</i> <i>Develop a weekly menu</i> <i>Add Jelly rhyme"</i></p>
<p>Construction Centres:</p> <ul style="list-style-type: none"> * <i>Carpenter's bench:</i> add hand drills, nails, hammers and access to whittling sticks * <i>Block Corner:</i> Set up different height platforms, mirror and coloured blocks. Photos of farm buildings * <i>New wooden construction set</i> 	<p><i>picture glossary and texts</i></p>
<p>Writer's corner:</p> <ul style="list-style-type: none"> • <i>Add name cards and basket of magnetic letters</i> • <i>Add alphabet charts and word dictionaries</i> • <i>Add different types of writing tools including 'scribble pens' and large 'graffiti sheet' on table</i> 	
<p>Maths Centre:</p> <ul style="list-style-type: none"> • <i>Add basket of dice</i> • <i>Add scales and natural objects</i> • <i>Add copies of numerals 0-9</i> 	<p><i>Add set of playing cards</i></p>

Special Interest Areas:

<p>Using our senses/ working like a scientist: <i>Display of magnifying glasses, binoculars, butterfly and dragonfly specimens and different kinds of leaves, pictures of birds in the school ground</i></p>	Modifications	Modifications	<p><i>Exploring keys: Padlocks and keys</i></p>
	<p><i>Add pictures of ladybirds and selection of fiction/ non fiction books</i></p>		
<p>Outdoor investigation:</p>			
<p>Sandpit: • <i>Wooden containers, small vehicles and buckets and spades</i></p>	<p>Building and using tools: • <i>small cardboard boxes, sticks, string</i> • <i>whittling knives/peelers, small hacksaws, vice</i> • <i>sticks and string for mking bows and arrows</i></p>	<p>Cooking: • <i>making damper</i></p>	<p>Exploring and collecting: • <i>magnifying glasses, collecting containers, small sketch pads/clip boards</i></p>
<p>Digging: • <i>large spades and shovels, plastic buckets</i></p>		<p>Gardening: • <i>planting snow peas and kale</i> • <i>make tripod for snow peas</i></p>	

Formal teaching opportunities

Literacy/English:

<p>Whole group Experiences: • <i>Develop a picture glossary for the tools in use at the tinkering table and use for beginning the development of a letter/sound dictionary</i></p> <p>• <i>Develop a shared text explaining what each tool is used for and use individual chn's involvement with tools in our outdoor 'exploration time' to develop procedural texts for the safe use of tools. (rake, saw, whittling knife)</i></p> <p>• <i>Work on own books provide matching text where appropriate</i></p> <p>• <i>Shared reading: Grandpa Grandpa, Fly Away Home and Jasper's Garden: use for counting words, letter identification, word isolation and day of the week identification. Collect words from Grandpa, Grandpa</i></p> <p>• <i>Develop a group R.A.N about ladybirds (focus on confirming and changing predictions, simple texts and use of photographs, labelled diagrams and direct observation to collect information</i> <i>Begin own labelled diagram of ladybird and work towards own non fiction text</i></p> <p>• <i>Introduce rhymes:</i>  <i>Row row your boat</i>  <i>12345 once I caught a fish alive</i></p>	<p>Practise time: • <i>practise writing names/ focus numerals and focus letters (emphasise starting at the top) use whiteboards, pencil and paper (Focus attention on 'number helper' for support)</i></p>	<p><i>Rhys, Kynan, Kaleb, Mathew, Derek Andaleena individual support</i></p>
	<p>Inka, Kynan, Courtney, T'Keyah <i>Interactive writing about how to build a tripod for our snow peas</i></p> <p><i>Use photos to offer others in the group opportunities to write about their gardening experiences (Jakobi, Taya, Tyler, Andaleena, Mason, Alex)</i> <i>Develop a class shared text that can be added to throughout the year.</i></p>	
	<p>Loachlan, Jordan, Tyler, Derek, Mason <i>Work on developing an instruction text for safe use of the hacksaw when cutting sticks</i></p>	
	<p>Alex, Tayah, Cooper <i>support to create labelled diagrams using the tools as a starting point.</i></p>	
	<p>Cooper, Inka: <i>finish flow chart for making fruit kebabs and add text.</i> Mathew: <i>publish instructions for making "banana bites"</i></p>	
	<p>Tyler, Jordan <i>Revisit posters for tinkering table to check accuracy of information</i></p>	
	<p><i>Document group interest in bows and arrows (procedural text??? or recount)</i> <i>Explore use of RAN for taking us further</i></p>	

Maths/ Numeracy:

Whole Group Experiences:

- Use number plates for developing ability to subitise
- Counting around the circle (forwards and backwards to 20)
- use chn's interest in sandwiches at lunch time to make own sandwich and explore triangle and square shapes
- Use ink and oil pastels to create own triangle pictures
- Begin to link days of the week with school activities (develop a chart)
- Use range of objects for pattern making to assess individuals capacity to create a pattern (link to children's interest in sticks)
- Teach following games:
 - "Teddy Bear race"
 - Cover up (numerals 1 - 12)
 - Memory using ten frame cards

*Jakobi, Mathew,
Jordan, Courtney,
Cooper,*

*• use ladybird mats to
explore different number
combinations*

*Inka, Tayah, Gabriella,
Kynan, T'Keyah, Jett,
Loachlan, Andaleena,*

*• use ladybird card games
to practise matching
quantity to numeral*

*Tyler, Mason, Derek,
Rhys, Alex, Kaleb*

*• use ten frames and dice
to practise counting to 10
and matching number
name to numeral*

*• continue independent exploration of spinners and
dice and encourage children's own recording. Add in
100 charts and ten frames.
• Can you make up a game that uses sticks and
numbers?*

Health and Wellbeing: PE focus:

Fit ball session: working with a partner to practise rolling, moving around the room in own space, stopping, skipping and galloping patterns.
Daily Brain Gym session and movement to music
Introduce new songs: Michael Rowed the boat ashore, Feeling the beat, Can you do what I can do?

Science/SOSE/ The Arts:

- Exploring possibilities for creating using cardboard cylinder as a starting point. Look at possible materials and joining methods*
- Visit to the garden to monitor progress of vegetables. Note home to families to collect information about favourite vegetables*
- Visit the playground with magnifying glasses and a 'treasure' bag (look for how objects children have collected are connected)*
- Set up digital microscope for closer investigation of ladybirds*