

# Statement of intent

Plan and implement logically sequenced teaching programs to develop higher order thinking skills, general capabilities and understanding of core concepts

## Statement of Intent – Kindergarten 2012 Term Weeks

Developmental Domain Objectives for the children to:	Early Years Learning Framework Principles, Practices and Learning Outcomes	Australian Curriculum Learning Outcomes
<p><b>Social</b></p> <ul style="list-style-type: none"> <li>Interact and develop relationships with teacher and peers.</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>Feel secure and connected with the kindergarten environment and routine.</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>Explore the classroom environment throughout investigations and explicit teaching and create learning interest goals for the term.</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Movement around indoor environment.</li> <li>Pincer grip for handwriting.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>expression through language.</li> </ul>	<p><u>Principles:</u></p> <ol style="list-style-type: none"> <li>Secure, respectful and reciprocal relationships.</li> <li>Partnerships.</li> <li>High expectations and equity.</li> <li>Respect for Diversity.</li> <li>Ongoing learning and reflective practice.</li> </ol> <p><u>Practices:</u></p> <ul style="list-style-type: none"> <li>Holistic approaches.</li> <li>Responsiveness to children.</li> <li>Learning through play.</li> <li>Intentional teaching.</li> <li>Learning environments.</li> <li>Cultural competence.</li> <li>Continuity of learning and transitions.</li> <li>Assessment for learning.</li> </ul> <p><u>Learning Outcomes:</u></p> <p>Outcome 1: Children have a strong sense of identity.</p> <p>Outcome 2: Children are connected with and contribute to their world.</p> <p>Outcome 3: Children have a strong sense of wellbeing.</p> <p>Outcome 4: Children are confident and involved learners.</p> <p>Outcome 5: Children are effective communicators.</p>	<p><b>English:</b></p> <p>(ACELA1426) Understanding that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community.</p> <p>(ACELA1429) Understanding that language can be used to explore ways of expressing needs, likes and dislikes.</p> <p>ACELA1758) Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words.</p> <p>(ACELA1440) Recognise the letters of the alphabet and know there are lower and upper case letters.</p> <p>(ACELY1674) Deliver short oral presentations to peers</p> <p>(ACELY1653) Produce some lower case and upper case letters using learned letter formations.</p> <p><b>Mathematics:</b></p> <p>(ACMNA002) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.</p> <p>(ACMMG009) Sort, describe and name familiar two dimensional shapes and three-dimensional objects in the environment.</p> <p><b>Science:</b></p> <p>(ACSSU002) Living things have basic needs, including food and water.</p> <p>(ACSHE013) Science involves exploring and observing the world using the senses.</p> <p>(AC SIS011) Explore and make observations by using the senses.</p> <p>(AC SIS233) Engage in discussions about observations and use methods such as drawing to represent ideas.</p> <p>(AC SIS012) Share observations and ideas.</p> <p><b>History:</b></p> <p>(ACHHK001) Who the people in their family are, where they were born and raised and how they are related to each other.</p> <p>(ACHHK002) The different structures of families and family groups today, and what they have in common.</p>

**Plan and implement teaching programs that provide connections with students' prior knowledge or experience, and target learning needs and strengths**

**Why is this learning important?** It builds authentic links between investigations and explicit teaching sessions of learning in the day. It is based on the Early Years Learning Framework as a pedagogy for 'how' teach, using the Australian Curriculum (Foundation Level) and Every Chance to Learn as the learning outcomes for 'what' we teach. It provides children with hands-on exploratory and investigative science and numeracy experiences with real connections to relevant literacy. It includes opportunities for artistic expression, fine and gross motor skills and opportunities to increase diversity among people and cultures.

<b>Every Chance to Learn Essential Learning Achievements</b>	<b>Children's Interests</b>	<b>Assessment <i>How will I know the outcomes are being met?</i></b>
<p><b>Interdisciplinary:</b>            ELA 1 uses a range of strategies to think and learn.            ELA 2 understands and applies the inquiry process.            ELA 3 makes considered decisions.            ELA 4 acts with integrity and regard for others.            ELA 5 contributes to group effectiveness.            ELA 6 uses Information and Communication Technologies effectively.</p> <p><b>The Arts:</b>            ELA 7 creates, presents and appreciates artistic works.  <b>Technology:</b>            ELA 25 designs, makes and appraises using technology.</p> <p><b>Health and Physical Education:</b>            ELA 13 is physically skilled and active.            ELA 14 manages self and relationships.</p>	<ul style="list-style-type: none"> <li>• Why does the sun shine? Ava</li> <li>• How are rainbows made? Milla Rose</li> <li>• How do boats sail? Hugo</li> <li>• Why don't boats sink? Juliette</li> <li>• Writing and Reading – Ellie, Audrey, Mia</li> </ul> <hr/> <p style="text-align: center;"><b>School Interests</b></p> <ul style="list-style-type: none"> <li>• Harmony Day Wednesday 21st March</li> <li>• Kinder Assembly – Wednesday 28th March</li> <li>• Jenni and Richard to visit Tuesday 27<sup>th</sup> March</li> </ul>	<p>Learning Stories of individual children during investigations.</p> <p>Observations of focus children on social, emotional, cognitive, physical and language development.</p> <p>Children's drawing and writing samples, particularly writing their own name.</p> <p>PM Running Records – Level 1</p> <p>Letter Knowledge and Sound</p> <p>Photo of pencil grip.</p> <p>SENA 1</p>

Teacher Role During Investigations. Set up the room to stimulate children's interests. Respond to and facilitate individual learning needs, through the children's strengths, interests and areas of developmental need. Question and negotiate with children to engage them with materials and extend complexity of play. Support focus children and photographer and reporter to carry out their roles. Facilitate the assessment and reporting of learning outcomes (particularly child development and literacy and numeracy) through observations and learning journeys.

# Investigations Term One

Plan and implement teaching programs that engage students in actively applying the key skills of the learning area to its content

Learning Environment

Term: One

Dates: 19<sup>th</sup> – 30<sup>th</sup> March 2012

<p><b>Painting/Sensory Table</b></p> <p>Provide the children with the people and friends stampers to use to create a narrative. When the children have finished their picture, ask them to retell their story, scribing it next to their picture.</p>	<p><b>Playdough Table</b></p> <p>Provide the children with a slab of clay to mould and manipulate. Clay is denser than playdough, so this will help to build muscle strength in their hands. Provide natural items such as acorns, sticks and leaves to use in their creations.</p>	<p><b>Drawing and Writing Table</b></p> <p>Provide an environment that encourages the children to participate in writing and drawing practices. Provide the 'f' and 'l' words at the table for the children to use in writing. Introduce the paper punches for the children to use.</p>	<p><b>Collage and Creation Table</b></p> <p>Encourage the children to explore creating box constructions. Support and demonstrate various techniques that they can use in their creations.</p>	<p><b>Easel</b></p> <p>Allow the children to explore with acrylic paint (Pink, Blue, Purple, Orange, Yellow and Green) using thick easel brushes at the easel on aluminium foil. This is a crinkly, shiny and slippery surface to paint on!</p>
<p><b>Listening Post</b></p> <p>Provide the children with an instrumental CD of African music to listen to while creating metallic oil pastel drawings. Will their pictures be inspired by the music that they are listening to?</p>	<p><b>Manipulative Table</b></p> <p>Provide the children with the pyramid construction to build and create with! How are their buildings different from other constructions?</p>	<p><b>Fine Motor Table</b></p> <p>Provide the children with black ink and alphabet stamps to extend their understanding of printing onto black paper. What messages can they write?</p>	<p><b>Cognitive Table</b></p> <p>Provide maths boards for the children to represent numbers using a variety of counters and counting items.</p>	<p><b>Dramatic Play</b></p> <p>Shop – Encourage the children to create shopping lists at the writing table. What do they feel like cooking tonight for dinner tonight? What will they need to write on their shopping lists?</p>
<p><b>Blocks</b></p> <p>Provide the children with a block environment filled with assorted wooden blocks, assorted tree cuttings, little coloured wooden blocks, flat natural blocks, and small people counter. Allow the children to explore and create their own block designs.</p>	<p><b>Science</b></p> <p>Provide the children with a dish of water and a variety of resources that they can use to make a boat that will float! What sorts of designs do they need to think about to make their boat float successfully?</p>	<p><b>Science</b></p> <p>Provide the children with magnifying glasses and a vase full of organic matter and worms to observe. How is organic matter made?</p>	<p><b>Cognitive Table</b></p> <p>Provide the children with the picture words cards to be able to match a common object with the word. Encourage the children to use reading strategies such as sounding out.</p>	<p><b>Science</b></p> <p>Provide the children with vases of coloured water, white flowers and celery to predict and observe what might happen when they place the plants in the water. Ask the children to reflect on what they know about how plants 'drink' water.</p>

# Student “learning story”

## Hugo's Silly Man



Hugo I was so impressed with your creative thinking and how you used a very tricky construction material to create your fantastic Silly Man. You demonstrated great problem solving skills to overcome the issue you had with balancing the pyramid construction. I could see how focused you were focussed on your task and how you worked independently to achieve it.

### Hugo's Learning Story

Hugo, today during Investigations you found our new pyramid construction on the veranda. Over the morning you began to build with the construction, turning and manipulating the pieces together, until you began to build a **Silly Man**. Hugo, you said to me that when you saw the silver piece of construction you thought that they would make good arms, and decided to place juggling balls in his hands. Sometimes pieces would not fit nicely together, so you continued to try different pieces until you got the one you wanted. You even had some hidden inside his belly! As you got to his head to had to overcome the challenge of balancing the pyramid pieces on top of one another, finding that the bigger pieces helped the head to balance and not wobble.

*Where to next:*

*Hugo has set his own challenge of trying to create another Silly Man, but this time building him standing on his head!*