

Literacy Indicators		Literacy Learning Processes		Numeracy Indicators		Numeracy Learning Processes			
LI.1 I use language to connect with my world. LI.2 I understand the language of my world. LI.3 I engage with texts and make meaning. LI.4 I represent my world symbolically.		Creating and making meaning. Communicating Reflecting critically Encoding and decoding		NI.1 I explore and understand my place and space in the world. NI.2 I measure and compare my world. NI.3 I quantify my world. NI.4 I analyse, read and organise the data in my world.		Wondering; Noticing; Visualising; Reasoning; Comparing; Communicating Sorting; Patterning; Generalising.			
Literacy	Numeracy	Physical Wellbeing	Sustainable practices	STEM (Science, Technology, Engineering, Mathematics)	Term 3 Overview/focus				
Introducing syllables to the children through music. Introducing rhymes and finger plays during group times (pronunciation, sounds of letters, language flow, pattern and fine motor skills). Focusing on story book illustrations and the different art medias used. How can a picture communicate and tell a story. L1, L2, L4, 2.1, 5.4	Data collection - rain gauge monitoring N4, 4.2 Reflecting on activities the children engaged with from the number cards sent home in the holidays. 5.1. Range of number song and counting on experiences at group times. N3, N4, 4.1, 5.4 Signing in next to the next number (number sequence and recognition). N4, 5.4 Combined 3D structure, children bring the number of boxes of their age to add to the creation. N1	Focusing on healthy food choices and drinking plenty of water during the day. 3.2, 4.1 Physical ball games on the lawn, developing gross motor coordination. 3.1, 3.2	Revisit how our worms are going. Looking at compost bins and what stage the compost is up to; is it ready to use? Planting herbs. Collecting rubbish in two litre drink bottles. Looking at how much waste we are accumulating. 2.1, 2.4	Children to work together to problem solve and remove sand from the creek/waterway. Marble run: Exploring and solving problems that arise. N1, 2.1, 4.1, 4.2, 4.3,	Literacy focus- I represent my world symbolically. L4 QIP Goal Numeracy focus- I explore my place and space in the world. N1 QIP Goal Aboriginal perspectives- looking at design and patterns in Aboriginal art work and artefacts. Exploring our welcome on the front of the building. 2.2 The Arts- Exploring a variety of visual art styles and techniques in preparation for our annual art show.				
		Social Wellbeing		The Arts		Community Involvement			
		Discussing lunch monitor roles, responsibilities and turn taking. Working together to build loose part lands; following on from Mattland. Cooperative group games at group times. Reminding children about regular toilet breaks. Discussing bathroom etiquette. 3.2, 5.1, 2.1, L4		Continue still life drawing of the trucks focusing on pencil grip and detail (week 2), proteas (week 3). Look into artworks inspired by nature. Charcoal drawings Playdough -colour mixing 3.1, 4.1, 4.2		Does anyone know of any artists in the community? Please let staff know. Reflecting on the holiday activities and what families have put in the children's folders about these. 2.1			
<i>The Australian Early Years Learning Framework for Australia - Learning Outcomes</i>									
Children have a strong sense of identity 1.1 Feel safe, secure and supported. 1.2 Develop their emerging autonomy, interdependence, resilience and sense of agency. 1.3 Develop knowledgeable and confidence self-identities. 1.4 Learn to interact in relation to others with care, empathy and respect.		Children are connected with and contribute to their world 2.1 Develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civil participation. 2.2 Respond to diversity with respect. 2.3 Become aware of fairness. 2.4 Become socially responsible and show respect for their environment.		Children have a strong sense of wellbeing 3.1 Become strong in their social, emotional and spiritual wellbeing. 3.2 Take increasing responsibility for their own health and physical wellbeing.		Children are confident and involved learners 4.1 Develop dispositions for learning such as curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. 4.2 Develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigation. 4.3 Transfer and adopt what they have learnt from one context to another. 4.4 Resource their own learning through connecting with people, place, technologies and natural and processed materials.		Children are effective communicators 5.1 Interact verbally and non-verbally with others for a range of purposes. 5.2 Engage with a range of texts and get meaning from these texts. 5.3 Express ideas and make meaning using a range of media. 5.4 Begin to understand how symbols and pattern systems work. 5.5 Use information and communication technologies to access information, investigate ideas and represent thinking.	