

<p>Literacy Indicators</p> <p>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.</p>	<p>Literacy Learning Processes</p> <p>Creating and making meaning. Communicating Reflecting critically Encoding and decoding</p>	<p>Numeracy Indicators</p> <p>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.</p>	<p>Numeracy Learning Processes</p> <p>Wondering; Noticing; Visualising; Reasoning; Comparing; Communicating Sorting; Patterning; Generalising.</p>
--	--	---	---

Literacy	Numeracy	Physical Wellbeing	Sustainable practices	STEM (Science, Technology, Engineering, Mathematics)	Term 3 Overview/focus
<p>Continue rhymes and finger plays during group times (pronunciation, sounds of letters, language flow, pattern and fine motor skills).</p> <p>Reading books on the topic of 'old worlds, new worlds, other worlds' for book week.</p> <p>Children representing their world symbolically through artworks and imaginative drawings.</p> <p><i>Books and puzzles about art, nature, animals, motors and transport (Jack), resilience and persistence.</i></p> <p>Scribing children's stories for their artworks.</p> <p>Discussing what we liked about the excursion focusing on recall. L1, L2, L4, 2.1, 5.4</p>	<p>Continue working on number order. Sequencing 0-20. N3</p> <p>Continue signing in next to the next number (number sequence and recognition). N4, 5.4</p> <p>Complete 3D structure.</p> <p>Continue exploring the idea of a composition, arranging objects in different spaces to create artworks. Set up frames on round table. N1</p> <p><i>Creating and designing road ways using clip boards, masking tape and chalk. (Amir, Arlo, Hamish, Eddy, Patrick, Arthur) N1, 4.1</i></p>	<p>Focusing on healthy food choices and drinking plenty of water during the day. 3.2, 4.1</p> <p>Physical ball games on the lawn, developing gross motor coordination, races. <i>Climbing ladder and trapeze (George).</i> 3.1, 3.2</p> <p>Reminding children about regular toilet breaks. Discussing bathroom etiquette. Child protection curriculum (CPC). 3.1, 3.2</p>	<p>Looking at compost bins and what stage the compost is up to; is it ready to use? <i>Learning about recycling (Amelia)</i></p> <p>Collecting rubbish in two litre drink bottles. Looking at how much waste we are accumulating.</p> <p><i>Learning about what glitter and paper is made of (Rachel)</i></p> <p>2.1, 2.4</p>	<p>Wheels and cogs.</p> <p><i>Marble run (Edward W)</i></p> <p><i>Building with the large wooden blocks outside (Arthur), adding car tracks to this (week 6).</i></p> <p><i>Building with the cardboard boxes (Hudson).</i></p> <p>N1, 2.1, 4.1, 4.2, 4.3,</p>	<p>Literacy focus- I represent my world symbolically. L4 QIP Goal</p> <p>Numeracy focus- I explore my place and space in the world. N1 QIP Goal</p> <p>Aboriginal perspectives- looking at design and patterns in Aboriginal art work and artefacts. Exploring our welcome on the front of the building. 2.2</p> <p>The Arts- Exploring a variety of visual art styles and techniques in preparation for our annual art show.</p> <p><i>Indicates the child led emergent curriculum.</i></p>
<p><i>The Australian Early Years Learning Framework for Australia - Learning Outcomes</i></p>					

<p>Children have a strong sense of identity</p> <p>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.</p>	<p>Children are connected with and contribute to their world</p> <p>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.</p>	<p>Children have a strong sense of wellbeing</p> <p>3.1 Become strong in their social, emotional and spiritual wellbeing. 3.2 Take increasing responsibility for their own health and physical wellbeing.</p>	<p>Children are confident and involved learners</p> <p>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.</p>	<p>Children are effective communicators</p> <p>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.</p>
---	--	---	---	---