 SECTION 5
Chapter 17 • Teacher’s Toolbox

Teacher Toolbox Organisation

Programming and planning
Assessment
Play based learning approaches
Relationships
Environments
Active Learning
Language Acquisition
Emotional development – sense of self and others
Physical development – moving to Learn
Social development – making Connections
Cognitive development – thinking for the future
Language development – communicating and interacting
Programming And Planning

What is a PROGRAM?
A program is a plan of the teaching and learning for your context.
It should contain the following components, which are based upon the Northern Territory Curriculum Framework, although these may vary from school to school.

- Personal belief / philosophy about teaching and learning
- School Action Plan and Vision Statement and how you will enact them
- Duty of Care information
- School policies and how you will apply them in your teaching and learning

**ORGANISATION DETAILS**

- Timetables
- Class List
- Student Needs – any special needs or behaviour
- Specialist areas that students are involved in eg. Music, Boys Education
- Map of the school – which includes location of teachers and classes
- School Calendar
- ISA’s or PTI’s involved in your classroom
- Evacuation Procedures
- Behaviour management strategies
- Reward system
- Class Expectations
- Yard Duty Roster
- Student contact details

**LONG TERM PLANS**

- Curriculum Map
- Yearly Overviews
- Ongoing programs

**MEDIUM TERM PLANS**

- Term Overview
- Units of Work

**SHORT TERM PLANS**

- Weekly Plan
- Day Book

**ASSESSMENT TOOLS**

- Recording tools, eg Checklists, continuum, what’s included in portfolios
- Assessment strategies, eg self-assessment, rubrics
- Methods for moderating and making judgments about student learning

**REPORTING TO PARENTS TOOLS**

- Proforma used by the school
- Information on reporting strategies used, eg three way conference and portfolios
Planning and programming guidelines for educators using the NTCF

NT DEET REQUIREMENTS
- All NT teachers use the NT Curriculum Framework to plan, assess and report on student learning.

SCHOOL REQUIREMENTS
- School is expected to identify curriculum priorities in the School Action Plan
- School may have specific programming guidelines and requirements

Programming expectations
Year/Semester plans (Long term planning and accountability)
- School may have/develop curriculum overviews or maps to guide teachers in their programming and planning
- Teachers are encouraged to develop curriculum plans that encompass all learning areas

TERM PLANS (MEDIUM TERM PLANNING AND ACCOUNTABILITY)
- Teachers are expected to design, deliver and evaluate a program to meet the specific needs of the students in an effective teaching/learning cycle (NTCF Pg 4)
There is no systemically mandated proforma, however the program should address the five questions of the teaching/learning cycle:
- Title
- Description (summary of the intended teaching program)
- Rationale (clarify the focus of the program and the learning outcomes)
- Outcomes and expected levels of student demonstration
- Assessment tasks and the appropriate assessment tools (eg rubrics, anecdotal records…)
- Sequenced learning experiences/activities (What?)
- Teaching strategies (How?) Explicit teaching/learning of English oracy, literacy and numeracy skills across the curriculum (at least 2 hours per day) is a mandated requirement. Strategies for catering for individual differences should be considered

FOCUSED LEARNING:
- Integrated curriculum linking relevant outcomes ie. Exit outcomes (Essential Learnings, Learning Technology) and appropriate Key Learning Areas (KLA). An integrated program does not contain outcomes from all KLAs.
- Single Learning Area – Programs with a single focus or taught by specialist teachers may link outcomes from one KLA with exit outcomes

DAILY PLANS (SHORT TERM PLANNING AND ACCOUNTABILITY)
- School may have varying requirements regarding daybook accountability

Ongoing programs (eg spelling program…)

ETOOL (CURRICULUM MANAGER)
- The electronic Curriculum Manager (eTool) for programming/planning, monitoring/assessing and reporting student learning.
- -cultural backgrounds/ gender
- plan for building PARTNERSHIPS with parents, community
Explicit Teaching

What does explicit teaching mean?

- Conscious planning of clear outcomes and teaching to meet student needs
- Teachers knowing what, how and why they are teaching and learners knowing what, how and why they are learning…negotiating the curriculum (all stakeholders are informed of learning outcomes)
- ‘Explicit’ – clearly defining what students need to know and want to learn
- Teaching the skills to reach outcomes
- Providing teachers and students with time to teach and learn
- PEEWIT (Problem solving/Embeddedness/Explicit/Working Memory/Interaction/Time
- What students learn from teaching and apply to future learning and real life experiences
- Skills, processes and concepts that are understood and can be applied
- Student self reflection in response to guided direction from teacher.

What does explicit teaching of literacy and numeracy look like?

- Assessing where students are at and starting at needs level
- Caters for all aspects of child development
- Explicit teaching of skills and processes
- Modelling of literacy and numeracy strategy (eg: spelling strategies, calculation strategies)
- Planning and programming – knowing how to cater for multi-levels
- Teaching and learning is embedded within a context that makes sense to learners and is linked to real life experiences
- Outcome focused teaching and learning underpins all KLAs and EsseNTial Learnings
- Catering for learning using multi-level learning situations, cooperative learning groups and catering for different learning styles and individual pace (learner-centred)
- Clear expectations – learners informed
- Teachers and students provided with time and opportunities to practise, embed, engage and reflect on learning
- Students and teachers engaging in meta-cognitive processes including self-evaluation and goal setting.

What supports explicit teaching?

- A range and variety of resources
- Extra ‘human’ support eg. tutors
- Flexibility
- Responding to student needs and individual learning potentials
- Teacher knowledge, enthusiasm and confidence…pedagogy.
Explicit Teaching

Dedicated and systematic school-level programs in place, with the “recognition of difference” with student capabilities and learning styles in classroom teaching can provide clear teaching focus for teachers and improve students’ performance.

Some times, the focus on literacy appears to occur at the expense of numeracy, while other times numeracy is subsumed within the broader definition of literacy. These two key areas, while allowing for a degree of integration, should be explicitly taught each day.

Structured opportunities for oral language as a bridge into reading and writing, curriculum literacies, genres and information and communication technologies into each Key Learning Area should be provided. “Teachers use explicit strategies for teaching literacy and numeracy not only in literacy/English and numeracy/maths classes but in all learning areas.”

Students should be given scaffolding tasks to increase their ability to engage with higher order critical thinking across literacy and numeracy. Specific emphasis on specialist knowledge and skills for task engagement must be explicitly taught. Planning for diverse learner needs would maximise potential within individuals and may include multiple intelligences and Blooms Taxonomy.

“Explicitly teaching English oracy, literacy and numeracy skills across the curriculum at least two hours per day.” English Literacy and Numeracy Strategy 2002.
## Processes of Explicit Teaching Proforma

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Guided Learning: Help me to do it</th>
<th>Independent Practice: Let me do it on my own</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educator:</td>
<td>Educator:</td>
</tr>
<tr>
<td></td>
<td>Student:</td>
<td>Student:</td>
</tr>
<tr>
<td></td>
<td>Assessment: Educator and Student</td>
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<td></td>
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</tr>
<tr>
<td><strong>Analysing the components</strong>: Let’s explore it</td>
<td><strong>Analysing the components</strong>: Let’s explore it</td>
<td><strong>Analysing the components</strong>: Let’s explore it</td>
</tr>
<tr>
<td>Educator and Student:</td>
<td>Educator and Student:</td>
<td>Educator and Student:</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Assessment: Educator and Student:</td>
<td>Assessment: Educator and Student:</td>
<td>Assessment: Educator and Student:</td>
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<tr>
<td><strong>Model</strong>: Show me how</td>
<td><strong>Model</strong>: Show me how</td>
<td><strong>Model</strong>: Show me how</td>
</tr>
<tr>
<td>Educator:</td>
<td>Educator:</td>
<td>Educator:</td>
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<tr>
<td>Student:</td>
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<td></td>
<td></td>
<td><strong>Summarise</strong>: What I now understand</td>
</tr>
</tbody>
</table>
Sample Two Week Emergency Preschool Program

Unit Of Work: Getting to Know Each Other

DESCRIPTION
In this unit of work the children will begin to learn preschool routine. They will also meet new people and staff and begin to form relationships with them.

DURATION: 2 WEEKS

<table>
<thead>
<tr>
<th>What this unit looks like in my classroom</th>
<th>Outcomes</th>
<th>Assessment and evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td>TF 1 Uses higher order critical thinking processes to problem solve and make decisions</td>
<td>Observation Ask why are the items the same.</td>
</tr>
<tr>
<td>Matching of items; could be pre made game such as dominos or items you have that you could match, eg find the pair have 2 buttons the same, 2 leaves, 2 counters, 2 keys etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creative Corner</strong></td>
<td>MTL 2 Manipulates objects and resources in own environment to enhance learning</td>
<td>Create a work Discuss how they made the creation.</td>
</tr>
<tr>
<td>Pasting junk material onto paper or card or boxes, eg material scraps, streamers, sand, leaves, small paper pieces.</td>
<td>MC 2 Selects information, resources and procedures relevant to the task</td>
<td></td>
</tr>
<tr>
<td><strong>Dramatic Play Area</strong></td>
<td>SSO 1 Develops own natural talents, abilities and learning preferences further and appreciates and uses these to optimise own learning</td>
<td>Observation of social skills Recording evidence of cooperation, communication.</td>
</tr>
<tr>
<td>Have dress ups, pretend food, tables, chairs, cooking utensil.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Constructive Area</strong></td>
<td>MC1 Engages in a variety of active learning opportunities for the insights they offer</td>
<td>Photos of finished product Discuss with children how they built.</td>
</tr>
<tr>
<td>Large blocks – wooden, Lego®.</td>
<td>MC2 Selects information, resources and procedures relevant to the task</td>
<td>Photos of work Observation.</td>
</tr>
<tr>
<td><strong>Manipulative</strong></td>
<td>CI 2 Explores, and is aware of the relationship between oral, written and visual texts</td>
<td>Ask children to “reread” scribed work – recall about picture</td>
</tr>
<tr>
<td>Playdough, clay, plasticine plus rollers, biscuit cutters, pop sticks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Art and Craft</strong></td>
<td>MC1 Engages in a variety of active learning opportunities for the insights they offer</td>
<td>Observations of children sharing books and completing puzzles.</td>
</tr>
<tr>
<td>Painting on easels or table tops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial paint – four colours, thick-haired brushes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write child’s recount of painting on work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books on display from own source or other for children’s use</td>
<td></td>
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</tr>
<tr>
<td>Puzzles – a range of difficulties and ensure there is at least one for each child if possible.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WEEK 1**

**Explicit teaching**  
(group time)
Establish rules of preschool through discussion with children, eg no running inside, cleaning up, sharing, caring for and respecting each other.
Read a story to children and ask questions about text, eg to predict story, recall, make up another ending, what was their favourite part.
Songs, action, rhymes, CDs, tapes
Sing familiar songs (ask them what they know).

**SSO 4** Assessing personal and group well being and takes steps to address needs
**CI 2** Explores, and is aware of the relationship between oral, written and visual texts
Observations of children working cooperatively Participating in group activities.

**WEEK 2**

<table>
<thead>
<tr>
<th>What this unit looks like in my classroom</th>
<th>Outcomes</th>
<th>Assessment and evidence of Learning</th>
</tr>
</thead>
</table>
| **Numeracy**  
Sorting of familiar articles, eg leaves, toy cars, buttons  
Classify by size, shape, colour etc. | **TF 1** Uses higher order critical thinking processes to problem solve and make decisions | Observation  
Ask how they sorted the items. |
| **Creative Corner**  
Pasting natural material collected from your local environment onto paper or bark. 
Could do as in individual project or group collage. | **MTL 2** Manipulates objects and resources in own environment to enhance learning  
**MC 2** Selects information, resources and procedures relevant to the task | Create a work  
Discuss how they made the creation. |
| **Dramatic Play area**  
Have dress ups, pretend food, tables, chairs, cooking utensil add dolls to area. | **SSO 1** Develops own natural talents, abilities and learning preferences further and appreciates and uses these to optimise own learning | Observation of social skills  
Recording evidence of cooperation, communication. |
| **Constructive Area**  
Large blocks – wooden, Lego© | **MC 1** Engages in a variety of active learning opportunities for the insights they offer | Photos of finished product  
Discuss with children how they built. |
| **Manipulative**  
Playdough/clay/ plasticine plus rollers, biscuit cutters, pop sticks, - delete or add to this depending upon children’s interest - could add baking trays and stove or feathers, garlic presses, matchsticks, small toy people. | **MC 2** Selects information, resources and procedures relevant to the task | Photos of work  
Observation. |
<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Art and Craft</th>
<th>CI 2 Explores, and is aware of the relationship between oral, written and visual texts</th>
<th>Ask children to 'reread' scribed work – recall about picture.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Painting on easels or table tops</td>
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</tr>
<tr>
<td></td>
<td>Commercial paint – four colours thick-haired brushes, vary size of paper or brushes, type of paint</td>
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</tr>
<tr>
<td></td>
<td>Write child's recount of painting on work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>MC1 Engages in a variety of active learning opportunities for the insights they offer</td>
<td>Observations of children sharing books and completing puzzles.</td>
</tr>
<tr>
<td></td>
<td>Books on display from own source or other for children’s use</td>
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<td></td>
<td>Puzzles – a range of difficulties and ensure there is at least one for each child if possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explicit Teaching</td>
<td>CI 2 Explores, and is aware of the relationship between oral, written and visual texts</td>
<td>Participating in group activities.</td>
</tr>
<tr>
<td></td>
<td>(group time)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Read a story to children and ask questions about text, eg to predict story, recall, make up another ending, what was their favourite part.</td>
<td></td>
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<tr>
<td></td>
<td>Songs, action, rhymes, CDs, tapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sing familiar songs (ask them what they know)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You may like to teach the children a new song/ dance/ rhyme.</td>
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</tr>
</tbody>
</table>
## Sample morning preschool timetable semester 2, 2006

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Inside Play Activities</td>
<td>Library</td>
<td>Inside Play Activities</td>
<td>Staff Meeting</td>
<td></td>
</tr>
<tr>
<td>8:45am</td>
<td>Bear Share</td>
<td>Circle Time – Class Greeting, songs, verse and chants</td>
<td>Group Discussion and Reflection Time</td>
<td>Bear Share</td>
<td></td>
</tr>
<tr>
<td>9:10am</td>
<td>Bear Share</td>
<td>Story Time</td>
<td>Story Time</td>
<td>Cooperative Planning/ Programming with Joy</td>
<td></td>
</tr>
<tr>
<td>9:30am</td>
<td>Music Mingle and Share</td>
<td>Sensory Motor</td>
<td>Fine Motor/Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:50am</td>
<td>Morning Tea</td>
<td>Maths Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00am</td>
<td>Story Time</td>
<td>Inside/Outside Play Activities</td>
<td>Story Time</td>
<td>Morning Tea</td>
<td>Administration</td>
</tr>
<tr>
<td>10:15am</td>
<td>Outside Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00am</td>
<td>Hometime</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample afternoon preschool timetable semester 2, 2006

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:45am</td>
<td>Inside activities</td>
<td>Inside activities</td>
<td>Inside activities</td>
<td>Classroom Preparation, lesson plans</td>
<td>Newsletter production</td>
</tr>
<tr>
<td>12:30 – 1:00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45pm</td>
<td>Bear Share</td>
<td>Circle Time – Class Greeting, songs, verse and chants</td>
<td>Group discussion and reflection time</td>
<td>Bear Share</td>
<td></td>
</tr>
<tr>
<td>1:00pm</td>
<td>Music Mingle &amp; Share</td>
<td>Sensory motor/yoga</td>
<td>Fine Motor/Writing</td>
<td>Story Time</td>
<td></td>
</tr>
<tr>
<td>1:20pm</td>
<td>Afternoon Tea</td>
<td></td>
<td></td>
<td>Maths Group</td>
<td></td>
</tr>
<tr>
<td>1:40pm</td>
<td>Story Time</td>
<td></td>
<td></td>
<td>Afternoon tea</td>
<td></td>
</tr>
<tr>
<td>2:00pm</td>
<td>Outside Play</td>
<td></td>
<td></td>
<td>Swimming day</td>
<td></td>
</tr>
<tr>
<td>2:45pm</td>
<td>Home time</td>
<td></td>
<td>Newsletter</td>
<td>Home time</td>
<td></td>
</tr>
</tbody>
</table>

Ros Coggan – Preschool

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SECTION 5 • Chapter 17 - Teacher’s Toolbox
Sample Daily routine for sessional preschool

JABIRU PRESCHOOL DAILY ROUTINE TERM 2 2005

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-8.35</td>
<td>Roll/Attendance</td>
</tr>
<tr>
<td>8.35-9.35</td>
<td>Curriculum based activities</td>
</tr>
<tr>
<td></td>
<td>Pre-literacy</td>
</tr>
<tr>
<td></td>
<td>Pre-numeracy</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>SOSE</td>
</tr>
<tr>
<td></td>
<td>IT/Computer Technology</td>
</tr>
<tr>
<td>9.35</td>
<td>First Pack-up reminder</td>
</tr>
<tr>
<td>9.35-9.40</td>
<td>Pack-up/Sit on the carpet</td>
</tr>
<tr>
<td>9.45-9.50</td>
<td>Wash hands/Find mats/Morning Tea</td>
</tr>
<tr>
<td>9.50-10.00</td>
<td>Book Time</td>
</tr>
<tr>
<td>10.00-10.20</td>
<td>Science &amp; SOSE Talk</td>
</tr>
<tr>
<td>10.20-10.50</td>
<td>Outdoor Program</td>
</tr>
<tr>
<td>10.50-11.00</td>
<td>Wash hands/Drink water/Sit on the carpet</td>
</tr>
<tr>
<td>11.00-11.15</td>
<td>Auditory Perceptual Activity</td>
</tr>
<tr>
<td>11.10-11.25</td>
<td>Language Program</td>
</tr>
<tr>
<td>11.25-11.30</td>
<td>Goodbye/Departure</td>
</tr>
</tbody>
</table>

For Sessional Preschool
Integrated curriculum and planning for multi-level classes

The following is a modified workbook

Integrated Curriculum & Planning For Multi-level Classes

A Wednesday Workshop presented by the Early Years Team 2003
Curriculum Service Branch
NT Department of Employment, Education & Training
Presenters: Mike Caraher & Wanita Gallagher
Curriculum Officers Early Years Team

OUTCOMES:
• Constructive 1: Accesses information & tools from appropriate sources, analyses these & applies the most relevant aspects to optimise results
• Explore features of an integrated curriculum & develop and integrated class program based on student needs & school requirements
• Develop and explore understandings of multi-level planning & assessment

ISSUES/QUESTIONS
What issues/questions do I have?

IMPLICATIONS
How is this going to effect my teaching, my class programming & planning, etc

ACTIONS
What action do I need to take for it to happen? What further support to I need? E.g. more information, contacting a curriculum officer, further reading, more PD

An integrated curriculum:
• Links outcomes not indicators
• Has ‘natural’ links between outcomes
• Cater for the diversity of learner needs within a class
• Caters for multi-level learners within a class
• Is time efficient
• Has different levels of planning for students with individual needs
• Is indicative of the scope and sequence of the curriculum
• Caters for different learning styles
• Teachers as facilitators of the learning process
• Has a strong focus on social interaction and peer relationships
The teaching and learning cycle is the first place to start

- **Curriculum**
  - Why do we want students to learn these things?

- **Pedagogy**
  - How can we best help students to learn?

- **Assessment**
  - How will we know when students have learned? What evidence has been shown to demonstrate progress towards identified learning outcomes?

- **Learner Centred Outcome – Focused Learning and Teaching**

- **Giving Feedback and Reporting**
  - Who will we report/provide feedback to about what students have learned? How will we report this?

- **Selecting outcomes for lifelong learning**
  - What have the students already learned? What do we want students to learn?

> See 'Needs of Early Learners (The Child)'
INTEGRATED UNIT OF WORK:

MAJOR FOCI:

ONGOING PROGRAMS:
Target planner Sample

ENERGY FROM WATER UNIT

Classroom Program Outcomes

- **Collaborative Learner**
- **Writing**
- **Listening and speaking**
- **Inner Learner**
- **Maths**

Specific needs of students in classroom
1. Gelling as a group
2. Writing – moving from copying/dependency to having a go
3. Valuing others opinions
4. Listening & speaking (ESL)
5. Identify where they are at as learners (strengths/weaknesses)
6. Measurement – volume & capacity

Curriculum Requirements
- Curriculum Map
- Science focus Context & Concepts
- Procedural Texts

School, System, Community constraints
- Maths groups
- Year of the Freshwater (great resource in library)

INTEGRATED UNIT OF WORK:
Energy from Water

MAJOR FOCI:
Science

ONGOING PROGRAMS:
Gymnastics, Technology, Maths group
MAJOR FOCUS
Essential Learnings
Inner Learner – In 2
Identifies and actively develops their natural talents, self-worth and learned skills to pursue and achieve their personal goals.

Science Outcomes
Concepts & Contexts
Identify energy sources and their uses in everyday life
Working Scientifically
Carry our instructions and procedures, involving a small number of steps and share observations and possible interpretations and relate observations to other situations

English
Listening & Speaking – Language Structures & Features
Use own variety of English with some Standard Australian English structures and features to express ideas and information and interprets spoken texts

MINOR FOCUS
Essential Learnings
Collaborative Learner – Col 1
Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions

English
Reading & Viewing – Texts & Contexts
Construct meaning from visual and written texts with familiar content and symbols; associate own knowledge with ideas, events and information in texts viewed and heard
Writing – Strategies
Explore ways of representing own writing

Mathematics
Measurement & Data Sense – Estimating & Measuring
Estimate, compare, describe capacity & volume using direct comparison and informal units

TEACHING/LEARNING SEQUENCE
What sequence will your teaching & learning follow?

TASK CONSIDERATIONS
Planning multi-level tasks
• Same focus – One task – Different expectations
• Same focus – Several different tasks aimed at stages of development
• Same focus – Learning Centres with investigations/open tasks

Unpacking the outcomes
1. Look at the wording of the outcome. Discuss verbs & nouns replace key words to make the outcome specific to this group of children.
2. Divide the outcomes into manageable parts
3. Consider what this component means in relation to the task & list what students will demonstrate for this part of the outcome
4. Repeat step 3 for each part of the outcome you have identified
## Unpacking the Outcomes Sample  *Energy From Water Unit Of Work*

<table>
<thead>
<tr>
<th>CURRICULUM OUTCOMES</th>
<th>BAND/LEVEL KGP 3</th>
<th>BAND/LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome:</td>
<td>What do you want to see the students demonstrate?</td>
<td>• Talking about their work &amp; how they can improve it</td>
</tr>
<tr>
<td></td>
<td>Discusses &amp; identify their strengths &amp; weaknesses &amp; shares ideas on how to</td>
<td>• Appraise &amp; explain their feelings about their work</td>
</tr>
<tr>
<td></td>
<td>improve these with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• talk about their work with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appraise their own work ‘This part is good’</td>
<td></td>
</tr>
<tr>
<td>What will we need to explicitly teach for children to demonstrate this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is a strength and a weakness? – how do we know we are good at something</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking – the language of, expressing ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Self Assessment – Proformas (oral and pictorial)</td>
<td></td>
</tr>
<tr>
<td>How can I assess their learning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher &amp; child choose piece of work for portfolio &amp; discuss work</td>
<td>• Student select work for folio &amp; explain why</td>
</tr>
<tr>
<td></td>
<td>• Teacher checklist – Peer assessment (Record if children are using stars &amp; wishes during group listening times)</td>
<td>• Students complete self assessment proforma of their own work</td>
</tr>
<tr>
<td></td>
<td>• Children to guide parents on tour of room sharing work</td>
<td>• Children to share portfolios with parents &amp; discuss goals for next term</td>
</tr>
</tbody>
</table>

> See 'Selecting Outcomes for Life Long Learning'
<table>
<thead>
<tr>
<th>CURRICULUM OUTCOMES</th>
<th>BAND/LEVEL KGP 3</th>
<th>BAND/LEVEL 1</th>
</tr>
</thead>
</table>
| Outcome:            | What do you want to see the students demonstrate? | • work with others to carry out instructions and procedures  
|                     |                  | • talk about and draw what they did and observed |
| Undertake simple experiments using instructions and procedures and share observations and interpretations with others. | • collaborate with others to carry out instructions and procedures  
|                     |                  | • talk about and draw what they did and observed  
|                     |                  | • collaboratively conduct simple texts and describe observations  
|                     |                  | • compose written text containing a few related ideas in sequence using specific outcomes |
| What will we need to explicitly teach for children to demonstrate this? | • procedural/instructional text  
|                     |                  | • collaborative group skills  
|                     |                  | • procedure of conducting investigations |
| How can I assess their learning? | • rubrics of group skills  
|                     |                  | • drawn and scribed procedure  
|                     |                  | • “ ” “ ” recount  
|                     |                  | • rubrics of group skills  
|                     |                  | • written procedure  
|                     |                  | • written recount  
|                     |                  | • oral recount |
Unpacking the Outcomes Proforma

<table>
<thead>
<tr>
<th>CURRICULUM OUTCOMES</th>
<th>BAND/LEVEL KGP 3</th>
<th>BAND/LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome:</td>
<td>What do you want to see the students demonstrate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What will we need to explicitly teach for children to demonstrate this?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How can I assess their learning?</td>
<td></td>
</tr>
</tbody>
</table>
Unit Of Work Sample *Energy From Water Unit*

### PRE-PLANNING

<table>
<thead>
<tr>
<th>Name of Unit</th>
<th>Class Context</th>
<th>Planned Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy from Water</td>
<td>Early Childhood, multi-age group</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

### RATIONALE

Taking into consideration my children's needs as individuals and as a group I have chosen a unit that I believe will engage their interest and include lots of hands on learning. This unit will also fit in with the school curriculum map & utilises a new resource in the school based on the ‘year of the freshwater’.

### LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Major Focus</th>
<th>Indicators</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Learnings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner Learner - In 2</td>
<td>Discusses &amp; identify their strengths &amp; weaknesses &amp; shares ideas on how to improve these with others</td>
<td>KGP 3 • talk about their work with others • Appraise their own work ‘This part is good’</td>
</tr>
<tr>
<td><strong>KGP 3</strong></td>
<td>Teacher &amp; child choose piece of work for portfolio &amp; discuss work • Teacher checklist – Peer assessment (Record if children are using stars &amp; wishes during group listening times • Children to guide parents on tour of room sharing work</td>
<td></td>
</tr>
<tr>
<td><strong>Band 1</strong></td>
<td>Talking about their work &amp; how they can improve it • Appraise &amp; explain their feelings about their work</td>
<td>KGP 3</td>
</tr>
<tr>
<td><strong>Science – Concepts &amp; Contexts</strong></td>
<td>Working Scientifically</td>
<td>•</td>
</tr>
<tr>
<td><strong>English – Strategies</strong></td>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

### CULMINATING EVENT/TASK/EXPERIENCE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Audience</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children to construct a water wheel using knowledge and materials provided that measures energy produced.</td>
<td>Peers – group sharing Parents – students share displays and portfolios</td>
<td>Oral, pictorial &amp; written recounts &amp; description of the process Displays</td>
</tr>
</tbody>
</table>
**BRIEF DESCRIPTION OF UNIT**

This unit of work is built around the EsseNTial Learnings of Inner & Collaborative Learner. These were selected because the children need to develop their self-esteem and group skills to enhance our working relationships in the classroom. Science is a focus in our curriculum map and this suits well the hands on learning that is the preferred style of the majority of children in this group. Through oral sharing, pictures & writing the children will also be given an opportunity to explore their literacy skills and gain confidence in this area. This unit will look at water as an energy source, both in a natural & man made environments, Through working scientifically children will be given the opportunity to carry out investigations, record observations and design their own water wheel as an energy conductor.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TEACHING/ LEARNING</th>
<th>DEMONSTRATIONS</th>
<th>ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is energy?</td>
<td>Brainstorm – What is energy? How do you know something has energy? How can we find out more information about it?</td>
<td>Contribution to group discussion Children to bring things from home that have energy. (Talk Table) Visit to library</td>
<td>Whole class mind map</td>
</tr>
<tr>
<td>Science – WS</td>
<td>Carry out simple partner experiments that look at how we use energy?</td>
<td>Participation with partner</td>
<td>Friendship grouping</td>
</tr>
<tr>
<td>English – R&amp;V</td>
<td>Explain following simple visual instructions at stations</td>
<td>Oral retell</td>
<td>Whole group &amp; partner retell. Compic instructions for station activities</td>
</tr>
<tr>
<td>English – W</td>
<td>Observations – What did you notice when you did this activity? Choose one activity &amp; record what happened? Steps you followed &amp; what happened?</td>
<td>Teacher to model Pictorial/Written steps &amp; observations Oral explanations to group</td>
<td>Compic instructions up in room</td>
</tr>
<tr>
<td>Inner 2</td>
<td>Introduce concept of appraising each others work. ‘Stars &amp; wishes’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Practical Guide to Planning and Programming a Unit of Work

The following key steps may be used to plan an integrated unit of work.

1. Reflection
Reflect on the needs of learners, based on previous teaching and learning cycles and evaluations.

The process of reflection is non-negotiable: the recording of children's needs may be individual thought or in written fashion, but your decisions must be justified, in terms of decisions you are taking now to plan new learning for the children in your class.

2. Title
The use of a title of work helps to identify the content for the early childhood educator and parents. In the electronic Curriculum Management tool (eTool) this information is mandatory, but in proformas designed by individual early childhood educators, the unit does not have to be named.

3. Duration of this unit of work
The duration is a professional approximation only but gives an early childhood educator an idea of the length of time required to demonstrate progress towards the selected outcomes.

4. Description of this unit of work
The description summarises the intended teaching program and indicates the aspects of best practice evident in this unit, for example:

• cooperative learning strategies
• play-based learning
• hands on and contextual learning
• Constructivist approach
• catering for individual learning styles.

How will you embed these throughout this unit? Do you need to consider this aspect when planning your teaching and learning sequence?

Answering those questions might assist you to make decisions about whether this unit of work addressed the outcomes from one single learning area or strand outcomes or whether the content of this unit is integrated across several learning areas or strand outcomes.
5. Rationale

The rationale is where an early childhood educator professionally justifies the decisions made for the learners in this class.

Is this unit for the children, and the learning they need, in order to move developmentally within their cognitive, physical, emotional and spiritual domains?

- clarify the focus of the program and the focus of the learning outcomes
- describe the intended teaching program
  - why is this unit of work being done at this time?
  - what will be achieved by doing this unit of work?
- explain how the program will meet the needs of particular group of children
  - what are the specific needs of children, as identified through class, school and systemic assessments and evaluations?
  - is this unit of work targeting the needs of the children, or has it been designed because the early childhood educator likes the content, eg dinosaurs, space or frogs?
  - what learner needs will be catered for explicitly as a result of doing this unit of work?

Example of a rationale:

This unit has been planned for this time of the year so that we have some time to develop a further understanding of Technology techniques and concepts. It is designed to help in the promotion of problem solving skills in a non-threatening and creative atmosphere, and for children to achieve success at their own particular level. There are also many opportunities for the talented children to be extended.

6. Selecting and Recording Outcomes

Expect achievement at and use a wide range of outcomes. The range of outcomes provides the high expectations and clarity of focus for the children. For example, as expressed in general terms (based on needs of learners), a specific group of children might need to:

- work together collaboratively
- explore opportunities and possibilities independently and within small groups: problem solving, decision making, constructing and analysing
- use imagination and creativity
- explore significant Science concepts about the environment through active, play-based learning (structured and unstructured).

7. Planning for Sequential Learning Activities and Assessment Tasks, Criteria and Scoring Guides

Assessment is planned during the same thought processes linking outcomes to sequential learning experiences.

Sequenced learning activities or what the children will be expected to do can be as broad or as focused as the early childhood educator needs them to be.

However, there are two requirements at this stage: the overall sequence as part of the unit of work and the detail in the daybook, the record of the actual teaching accomplished on a day-to-day basis. The amount of detail that a early childhood educator uses in his/her descriptions of the sequence is an individual choice and may be reflected in a number of ways. The programme is a working document. While it is an accountability requirement, it is also a personal and individual document to assist an educator’s “big picture” of the group and the direction they are heading in.
The best programmes are those that are functional, useful, reflect the changing circumstances of each day, and reflect the early childhood educator’s professional judgments about teaching and learning during the term and on a daily basis. It is not unusual to see an early childhood educator’s program with yellow sticky notes, changes written in a different colour, reminders about assessment materials, etc.

### 8. Teaching Strategies, Explicit Teaching and Assessment

A mandated requirement in NT schools is the two hours per day of English oracy, literacy and numeracy skills across the curriculum. Teaching strategies include what will be explicitly taught and how this will be done, eg cooperative group work. Assessment strategies can also be planned at this time and appropriate tools developed to ensure assessment is an integral part of the active teaching and learning cycle.

**Example of part of a sequence of lessons**

Note: this sequence has been taken from week 3 of this unit of work, and is not the starting point.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Explicit Teaching</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss ideas with peers and describe the planned animal enclosures and the processes of production. Please note: this one indicator may form the basis of one entire week of work (or longer), and the different processes embedded within it may be mentioned specifically in the daybook.</td>
<td>Content: remind children of animals, their needs and how the enclosures must reflect these.</td>
<td>Understanding of content: interviews with children during production of their enclosures.</td>
</tr>
<tr>
<td></td>
<td>Discussion “rules” in pairs, eg model first, scaffold those who need it.</td>
<td>Meaningful engagement in the discussion: observation.</td>
</tr>
<tr>
<td></td>
<td>Collaboration: model, practise and scaffold small groups.</td>
<td>Meaningful collaboration on design and construction (over time): photographic evidence and rubric.</td>
</tr>
<tr>
<td></td>
<td>Description words: • Brainstorm and list • Use daily in descriptions.</td>
<td>Inclusion in children’s oral descriptions: observation and small group interviews.</td>
</tr>
<tr>
<td></td>
<td>Structured play: remind children about the range of materials and resources. Bring in unusual materials and model and scaffold their use in unusual ways, eg electrician’s tape, cardboard tubes, paperbark.</td>
<td>Cooperative play with materials and construction processes: observation. Development of learning journey: photographic evidence and annotations developed with children.</td>
</tr>
</tbody>
</table>

### 9. Strategies for Catering for Individual Differences, including Individualised Education Plans (IEPs)

Catering for differences and being inclusive of children’s needs may require some additional reflection. Strategies might include use of various teaching and learning models eg. Multiple Intelligences©, Bloom’s Taxonomy, Six Thinking Hats©. It may also involve the inclusion of modelling and scaffolding with specific groups of learners and developing individual strategies for specific children.
• What individualised strategies will you need when working with children with specific needs?
• How will higher order thinking be embedded within the teaching and learning sequence? What approach will be used, eg Multiple Intelligences, De Bono’s Thinking Hats, Inquiry learning?

**Daily Plans: Short-term planning and accountability**

In addition to detailed plans for the focus of your teaching, it is necessary to indicate the extent of your teaching as a professional accountability measure, on a day to day basis.

Schools have varying requirements regarding daybook accountability. Speak to your senior staff or unit coordinator for specific requirements for your school.

Your school may be one of many in the NT implementing the electronic curriculum eTool for planning, programming, monitoring, assessing and reporting student learning. Check with your curriculum or unit coordinator for further details.

**Sample Philosophy statement**

**STUART PARK PRESCHOOL PROGRAM PHILOSOPHY**

*Nurture well those little spirits given into your care. Like sparkling jewels, they reflect back all that is placed before them. Rich and varied are their facets.*

- Rudolf Steiner

This program aims to reflect much of the educational philosophy and practice of Rudolf Steiner, while maintaining clear links to the NT Curriculum Framework and Stuart Park’s adoption of the Tribes philosophy: No put downs; The right to pass; mutual respect; appreciation and personal best.

Steiner education aims at educating the whole child (body, mind and spirit) through a balance of academic, artistic and practical activities (head, heart, hands). It recognises three very distinct phases of child development: 0 – 7 years, 7 – 14 years, 14 – 21 years.

The Preschool program addresses part of the first phase (0 – 7 years) in which children learn by doing – ‘participatory knowing’. It is through physical activity, and above all, through imitation through play that a child first comes to know and make the world its own. All understandings must be grounded in ‘lived’ experience at this stage, for abstract conceptuality to emerge in later years.

Children of this age (0 – 7 years) learn most effectively through imitation. Because the quality of their play is greatly influenced by their situation, it is essential that they be surrounded with:

• Adults mindful that all actions are worthy of the child’s imitation.
• An environment and activities that nurture the still developing senses.
• Harmony
• Beauty
• Reverence

My role as educator is to be sensitive to the way children play. Intervention should only arise in order to enhance, clarify or extend play – never take over and control. Children need time, space, patience and lots of positive encouragement to develop learning, independent action and decision making skills. Each child’s abilities, talents and strengths need to be discovered, acknowledged and nurtured. As a result, much of my programming and planning allows individual/group needs to influence the direction we take.
The rhythms of our lives are also a vital influence on the shape of this program. The aim is to create a sense of flow in each day, allowing the children to predict where the day will lead. Our daily rhythm is marked by circle times, story times, play times, morning/afternoon teas. Our weekly rhythm is marked by ‘library days’, ‘spreading days’, ‘swimming days’, ‘yoga days’ etc. The year unfolds rhythmically with the celebration of our six Top End seasons. These rhythms and routines are an important part of a child’s sense of security and well-being.

I strongly agree with Jan Cook – Teacher in Charge, Milner Preschool – when she writes: “Prescribing learning outcomes in a specific way [as is the process in Primary School planning] leads to a narrow set of aims and may not allow what the child/group needs to learn at a given time.” Rather than prescribe everything that will be learned in a term, my aim is to tune-in to what the children are actually doing and then use this to develop areas of need. This could be anything from learning to use scissors, to developing self-esteem, from learning to plan, to hypothesizing. By observing closely, one is able to reflect on the current program thus ensuring a balance of appropriate cognitive, physical, social and emotional learning.

PROGRAM AIMS:
- To provide an environment where children can feel safe, secure and nurtured
- To provide an environment where children are able to grow strong and healthy physically, emotionally and spiritually, allowing them in later years to step into the world confidently.
- To surround the child with real life activities that are skilful, purposeful and worthy of imitation.
- As part of the child’s environment to have adult role models worthy of imitation.
- To surround the child with a strong sense of rhythm and routine.
- To develop a strong sense of security and trust.
- To nurture the child’s inner imaginative life.
- To work strongly with the child in the physical realm, developing both gross motor and fine motor skills and coordination.
- To guide and nurture creative play.
- To set clear boundaries children understand and respect.
- To foster a connection and reverence for nature and all living things.
- To ensure time, space and opportunities for the child to fully complete this phase of development.
- To nurture each child and acknowledge every child for the unique being they are.

ESSENTIAL READING:
- Jan Cook, ‘Philosophy behind the Program’, paper presented to PSTANT workshop concerning programming with the then new NTCF (2002)
- Glenaeon Rudolf Steiner School Overview (2001)
- Dawn Tranter *Kindergarten Curriculum* (2001), The Armidale Waldorf School
  Steiner Schools Australia, *Overview of Steiner Education* (1999)
Sample Preschool Term 3 Weekly Plan  Ros Coggan  Stuart Park Preschool

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus Topic</th>
<th>Story</th>
<th>Music/Dramatic Arts</th>
<th>Handwriting/ Fine Motor skills</th>
<th>Maths</th>
</tr>
</thead>
</table>
| Week 1| **Env KGP 2.3 Natural Systems** Intro Wurrgeng Season  
* Look at animals that are active at this time of year.  
Esp. echidnas. Talk about their habitat, food, breeding cycle.  
• Talk about camping in the bush:  
• What do you need?  
• What do you sleep in?  
• hat do you eat?  
• What do you do and see?**  
• ‘The Apple House’  
• ‘The Echidna’s New Home’ | • ‘Home Among The Gum Trees’  
• Little Cottage in the Woods | **DPC KGP 2.2 Materials, Skills and techniques**  
Make clay echidnas.  
Focus on:  
• Rolling clay into a ball.  
• Pinch nose and tail with fingers  
• Smooth clay with forefinger.  
• Push into clay some matchsticks for quills.  
Talk about echidna as we make them.  
Use these in our story telling session.** | | **Sorting and Classifying**  
**MDS KGP 2.2 Data Sense**  
Intro kids to the terms ‘Sort’ and ‘group’  
• Work as a whole group to sort camels into colour/size  
• Work as whole group to sort animal set. Discuss possibilities then classify into groups nominated by children.** |
| Week 2| **Science CC KGP 2.1 Natural & Processed materials**  
Intro the notion of houses and the different materials used to build them  
• Classify materials according to their properties.  
• Look at strength. What materials are suitable for building?**  
• ‘The 3 Little Pigs’  
• ‘Building Up My Home’ | **‘The Apple House’**  
• ‘The Echidna’s New Home’ | **‘Home Among The Gum Trees’**  
• Little Cottage in the Woods | **‘Story telling session and craft activity with author Allen Bowater reading ‘Pete the Pig’.’** | **MDS KGP 2.2 Data Sense**  
Sorting and classifying  
• Sort and classify a variety of found objects.  
• Discuss properties ie. Metal, wood, plastic** |

> See ‘Planning and Programming for Learning’
<table>
<thead>
<tr>
<th>Week</th>
<th>Focus Topic</th>
<th>Story</th>
<th>Music/Dramatic Arts</th>
<th>Handwriting/ Fine Motor skills</th>
<th>Maths</th>
</tr>
</thead>
</table>
| Week 3 | Env KGP 2.1 Landforms & Features | Where do we live?  
• What is our own house like?  
• What does it look like?  
• hat is it made of?  
• Who lives there?  
• Who built it?  
• ave kids bring in photos of their homes.  
• Play blindfold game to guess what object is and what material it is made from. | Story books:  
Little Crooked House - Library  
There’s a Possum in The House – Kiersten Jensen  
Inside Mary Elizabeth’s House – Pamela Allen | There’s a House With a Wall...  
• Use instruments to keep the beat try a different material each day... wooden, metal, plastic instruments | • Discuss our houses.  
• What do they look like?  
• What shape are they?  
• Are they on the ground or on stilts?  
• What are they made of etc...  
• Draw using photos and teacher modeling  
• Use crayon and A4 card | As for week 2 – Sort and classify variety of materials |
| | | | | | |
| Week 4 | Env KGP 2.1 Landforms & Features | Continue to look at where we live here in Darwin  
• Focus on how when building a house, first we need to think about what we want and draw a plan.  
• Look at a variety of plans.  
• Encourage kids to draw a variety of plans before/after constructing buildings during play time | Hansel & Gretel and the Gingerbread House  
Build ‘Gingerbread House’ with buddies | ‘The Carpenter’s Hammer’  
Use claves to keep beat like a hammer | Look at a house plan.  
Why do we make a plan?  
• Look at the lines. How are they drawn? Are they straight or wobbly?  
• What is in the plan?  
• Think about the rooms you have in your house. How many bedrooms, bathrooms etc... | NS KGP 2.1  
Tallying family members  
• How many people live in your house?  
• Have pre cut rectangles  
Kids draw each family member on rectangle and paste on paper.  
Name and count how many.  
Match to number card. Glue below pictures  
‘I have _ people in my house.’  
• compare number with others in group. |
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Focus Topic</th>
<th>Story</th>
<th>Music/Dramatic Arts</th>
<th>Handwriting/ Fine Motor skills</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Soc KGP 2.4 Values, Beliefs, Cultural Diversity</strong></td>
<td>The T-Pee story. An analogy… T-Pees are like people… all poles are important to hold up the canvas. Without each pole playing their part, the construction would collapse.</td>
<td>1 Little, 2 Little 3 Little Indians… Use headbands with numbers on them.</td>
<td>Look at patterns made by indigenous cultures to decorate their homes. I.e. American Indian, African Discuss and imitate following teacher model</td>
<td><strong>SS KGP 3.3 Location</strong> Play game where children respond to instructions based on everyday language of position. I.e. Build a rectangle shaped house Put a doll inside. Make a roof on top Build a shed beside the house. Put a clothes line out the back etc…</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Soc KGP 2.4 DPC KGP 2.1 Investigate</strong></td>
<td>The Wrong Stone – (Preschool Library)</td>
<td><strong>Building Up my House</strong></td>
<td><strong>Writing in clay</strong></td>
<td><strong>SS KGP 2.1 Features and Applications of Shape</strong> Build a house design using the wooden tessellated block shapes. Take individual photos of each house created for portfolios.</td>
</tr>
<tr>
<td></td>
<td><strong>DPC KGP 2.2 Options, Materials, skills</strong></td>
<td></td>
<td><strong>Wash your dirty Hands p18 Playschool Book</strong></td>
<td><strong>Make a clay tablet – roll and press into rectangle.</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Mud Song</strong></td>
<td><strong>Write own name into clay.</strong></td>
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<td></td>
<td><strong>Decorate with a pattern around the edges</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>AM Excursion to James Hill’s House Boat - Thurs 31st Aug</strong></td>
<td></td>
<td><strong>SS KGP 2.1 Features and Applications of Shape</strong> Build a house design using the wooden tessellated block shapes. Take individual photos of each house created for portfolios.</td>
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<tr>
<td>Week</td>
<td>Focus Topic</td>
<td>Story</td>
<td>Music/Dramatic Arts</td>
<td>Handwriting/ Fine Motor skills</td>
<td>Maths</td>
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<td>Week 7</td>
<td><strong>Soc KGP 2.4</strong>&lt;br&gt;<strong>DPC KGP 2.1 &amp; 2.2</strong>&lt;br&gt;Look at housing, made of wood, grass or bamboo.  &lt;br&gt;• Why do people build their houses this way?  &lt;br&gt;• Where do these people live?  &lt;br&gt;• Would these houses be suitable for Darwin?  &lt;br&gt;• Use bamboo poles for creating structures outside in Playground.</td>
<td><strong>Handa's Surprise</strong>&lt;br&gt;• Look at bamboo instruments and Reed pipes - use in making music</td>
<td><strong>Paper weaving to imitate the weaving done in bamboo huts etc.</strong>&lt;br&gt;• Simple A4 card frame&lt;br&gt;• Card strips</td>
<td><strong>NS KGP 2.1 Numbers &amp; Number Systems</strong>&lt;br&gt;<strong>MDS KGP 2.2 Data Sense</strong>&lt;br&gt;Sorting and classifying a variety of materials.&lt;br&gt;• How many in each group?  &lt;br&gt;• Count then match with corresponding number card to 10</td>
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<td>Week 8</td>
<td><strong>Env KGP 2.2 Environmental Awareness</strong>&lt;br&gt;<strong>Env KGP 2.3 Natural Systems</strong>&lt;br&gt;<strong>Animal Homes</strong>&lt;br&gt;• Brainstorm using pictures where do animals make their homes?  &lt;br&gt;• What animals live where?  &lt;br&gt;• Can animals build houses?  &lt;br&gt;• Make birds' nests outside in the garden  &lt;br&gt;• Look at Bower birds nests. Make our own bower bird nest with lots of treasures decided upon by kids.</td>
<td><strong>The Best Nest</strong>&lt;br&gt;• The Bower Bird's Tale – use children to act out story</td>
<td><strong>Pigeon House</strong>&lt;br&gt;• I Have Made a Pretty Nest p.61 Playschool book.</td>
<td><strong>Clay birds</strong>&lt;br&gt;• Rolling 2 small balls clay&lt;br&gt;• Join together &amp; smooth&lt;br&gt;• Pinch beak&lt;br&gt;• Pinch tail&lt;br&gt;• Insert feathers for wings (make nests for them as outside activity)</td>
<td><strong>NS KGP 2.1 Numbers &amp; Number Systems</strong>&lt;br&gt;<strong>Steal the egg</strong>&lt;br&gt;A counting and subtraction game&lt;br&gt;• Play a bit like Giant's treasure but kids have to steal eggs from the nest.&lt;br&gt;• How many can they steal before they are caught.&lt;br&gt;• Count and match to corresponding written number card</td>
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<tr>
<td>Week</td>
<td>Focus Topic</td>
<td>Story</td>
<td>Music/Dramatic Arts</td>
<td>Handwriting/ Fine Motor skills</td>
<td>Maths</td>
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</table>
| Week 9 | **Env KGP 2.3 Natural Systems**  
Animal Homes  
- Look at animal burrows. Who lives there? Why?  
- Investigate other types of animal homes.  
Tuesday 19th September excursion to Marrara Gymnasium am & pm groups | • Wombat Diary - Jackie French  
• Bilby Where do You Sleep?  
• The Wild Wombat  
• Sebastian Lives in a hat  
• Read class made book … …See Inside Activities collage table. | Rewrite ‘Give me a Home Among the Gum Trees’, instead use a burrow theme. Make up appropriate actions | Teacher scribes words to new song. Children draw animals from song, cut & paste onto new song chart. Use oil pastels. | **SS KGP 2.1 Features & Applications of Shapes**  
Colour/Shape bingo |
| Week 10 | Reflection:  
What house would you like to live in? | Read lots of stories from book shelf… perhaps some favourites can be reread. Allow the kids to select. | Review all the songs we have sung | Follow dictates/interests of kids | Counting rhymes and games |
<table>
<thead>
<tr>
<th>Assessment Strategy</th>
<th>What information does it give you in regards to student demonstration of outcomes?</th>
<th>Strengths</th>
<th>Limits</th>
<th>Who is involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
<td>Social skills (bullying) &lt;br&gt; Behaviour &lt;br&gt; Oral language &lt;br&gt; Essential learning &lt;br&gt; Skill development (gross motor &amp; fine motor)</td>
<td>Avoid failure no testing &lt;br&gt; True assessment &lt;br&gt; Continual</td>
<td>Needs to take notes &lt;br&gt; Need to be unbiased &lt;br&gt; Clouded by personal perception &lt;br&gt; Time</td>
<td>Teacher &lt;br&gt; Para Professionals &lt;br&gt; Peer &lt;br&gt; ISA's etc &lt;br&gt; Parents</td>
</tr>
<tr>
<td><strong>Recollection</strong></td>
<td>Modified learning journey &lt;br&gt; Know prior knowledge</td>
<td>Show progress and development for teacher and student &lt;br&gt; Extra direction for further …continuous</td>
<td>Needs to be supported by other assessment strategies &lt;br&gt; May omit/perception changes if not recorded &lt;br&gt; Unbiased/objective</td>
<td>Teacher and student aids other teacher and students &lt;br&gt; ESL specialist teachers</td>
</tr>
<tr>
<td>Assessment Strategy</td>
<td>What information does it give you in regards to student demonstration of outcomes?</td>
<td>Strengths</td>
<td>Limits</td>
<td>Who is involved?</td>
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<tr>
<td><strong>Products, Performances and Portfolios</strong></td>
<td>Students understanding (learning logs) Everything – personal insights (journals) Whatever you want (work samples)</td>
<td>Honest Gives you info they may not vocalise – open ended Reflect outcomes</td>
<td>Children’s literacy level Can’t lie used as a teaching point in middle and upper Time Limited only by what teacher has planned – don’t just collect final drafts</td>
<td>Child Child and peer teacher Child teacher</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td>Exactly what the child can do – Have they achieved required outcome? Yes/No</td>
<td>Benchmarking Comparison Where are the gaps? Can we move on? Accountability – definite results (parents like) Must be quality – Teacher must create</td>
<td>Test triggers apprehension (conditions) Labelling of children – could be unjust A one off – Doesn’t give the whole picture Consequences eg funding (MAP) Teacher may teach to the test Variables – unconsidered Time restraints Products rather than process</td>
<td>Teacher to administer Student only involved</td>
</tr>
</tbody>
</table>
The Literacy Quilt highlights some of the behaviours you might see as children learn literacy. There is no set order. You might want to mark the squares displaying any behaviours you might have seen your child display.

<table>
<thead>
<tr>
<th>Follows simple instructions</th>
<th>Talks about his or her drawings</th>
<th>Uses a range of tools eg. hammers, scissors, biscuit cutters, staplers</th>
<th>Can work the TV, video or computer</th>
<th>Can play a simple card or board game</th>
<th>Asks for help to write letters or words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can work the TV, video or computer</td>
<td>Can play a simple card or board game</td>
<td>Asks for help to write letters or words</td>
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<tr>
<td>Listens and responds to what people say</td>
<td>Makes patterns</td>
<td>Engages in pretend play</td>
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<tr>
<td>Draws a person</td>
<td>Can point out details in a picture</td>
<td>Listens to a story</td>
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<tr>
<td>Writes his or her name</td>
<td>Asks adults what they are writing</td>
<td>Draws shapes that look like letters</td>
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<tr>
<td>Can retell a favourite story</td>
<td>Draws dots, lines and circles</td>
<td>Knows some songs, rhymes or jingles</td>
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<tr>
<td>Recognises familiar sounds eg. animal, street sounds</td>
<td>Talks to other children when playing</td>
<td>Opens book the right way up and turns the pages one by one</td>
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<tr>
<td>Has fun with rhyming words</td>
<td>Recognises letters from own name</td>
<td>Recognises food packages and cartons from the labels</td>
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<tr>
<td>Recognises popular brand names or signs eg McDonalds, STOP, pizza</td>
<td>Enjoys humour or likes to tell jokes or riddles</td>
<td>Talks about TV programs</td>
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<tr>
<td>Asks for a particular book to be read</td>
<td>Gives an explanation using ‘because’</td>
<td>Asks questions</td>
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</tbody>
</table>
# Numeracy Quilt

The Numeracy Quilt highlights some of the behaviours you might see as children develop numeracy skills. There is no set order. You might want to mark the squares displaying any behaviours you might have seen your child display.

<table>
<thead>
<tr>
<th>Count to</th>
<th>Counts 1: 1 to</th>
<th>Makes patterns</th>
<th>Sorts by colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorts by size</td>
<td>Recognises shapes</td>
<td>Completes puzzles</td>
<td></td>
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<tr>
<td>Matches things that are the same</td>
<td>Plays with sand</td>
<td>Plays with water</td>
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<tr>
<td>Builds with blocks</td>
<td>Recognises some numerals</td>
<td>Knows address</td>
<td></td>
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<tr>
<td>Knows telephone number</td>
<td>Knows age</td>
<td>Recognises speed signs</td>
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<tr>
<td>Recognises road signs</td>
<td>Recognises numbers on TV</td>
<td>Recognises house numbers</td>
<td></td>
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<tr>
<td>Talks about money</td>
<td>Talks about time</td>
<td>Understands big/little</td>
<td></td>
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<tr>
<td>Knows about first/last</td>
<td>Interested in the clock</td>
<td>Knows about night/day</td>
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<tr>
<td>Understands today yesterday tomorrow</td>
<td>Knows numbers in songs</td>
<td>Grades by size</td>
<td>Estimates numbers</td>
</tr>
<tr>
<td>Knows about inside/outside</td>
<td>Uses shape in drawing</td>
<td>Constructs with lego</td>
<td>Measures</td>
</tr>
</tbody>
</table>
Sample Outcomes checklist for preschool KGP2 Semester 1 2006 Jabiru Preschool

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Yes</th>
<th>Beginner</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH – Listening &amp; Speaking:</strong></td>
<td>I listen to:</td>
<td></td>
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<tr>
<td>Interact verbally and non-verbally using own variety of English in classroom/school setting: adjust speaking/listening when interacting with others for a variety of reasons</td>
<td>- the Science and SOSE discussions</td>
<td></td>
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<tr>
<td>Use home language structures in own variety of English to make or convey meaning</td>
<td>- the opinions, feelings and views of my peers</td>
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<tr>
<td></td>
<td>- the songs and stories</td>
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<tr>
<td>I can listen to and tell the difference between familiar sounds</td>
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<td>I can tell the direction of different sounds</td>
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<td>I can tell the difference between loud and soft sounds</td>
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<tr>
<td><strong>ENGLISH – Reading &amp; Viewing:</strong></td>
<td>I can:</td>
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<td></td>
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<tr>
<td>Demonstrate reading/viewing behaviours, make personal interpretation of common symbols relating to their own experience to familiar texts viewed/read/heard</td>
<td>- hold books right side up</td>
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<td></td>
<td>- turn pages front to back</td>
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<td></td>
<td>- turn pages one at a time</td>
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<td></td>
<td>- read my name</td>
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<tr>
<td>Recognise some elements in texts</td>
<td>- read the names of my peers</td>
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<tr>
<td>Use simple strategies to begin interaction with visual and written texts</td>
<td>I pretend to read stories to myself and my friends</td>
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<td></td>
<td>I talk about stories and pictures at book time</td>
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<td></td>
<td>I know writing is different from drawing</td>
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<td></td>
<td>I know the sounds/letters of name</td>
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<tr>
<td>Outcomes</td>
<td>Indicators</td>
<td>Yes</td>
<td>Beginner</td>
<td>Not Yet</td>
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<tr>
<td><strong>ENGLISH – Writing:</strong></td>
<td>I can:</td>
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<tr>
<td></td>
<td>Experiment with written symbols for someone else to read interpret; recognise that these symbols within their context can be used to convey meaning to others</td>
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<td>- hold the pencil/textas/crayon the right way</td>
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<td>- write pretend letters/alphabet</td>
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<td></td>
<td>- write my name with help</td>
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<td>- write my name on my own</td>
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<tr>
<td>Use conventional/unconventional written symbols for expressing ideas</td>
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<tr>
<td>Experiment with a variety of means to produce writing</td>
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<tr>
<td><strong>Number Sense:</strong></td>
<td>I have developed an understanding of:</td>
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<tr>
<td>Patterns &amp; Relationships</td>
<td>1:1 correspondence</td>
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<tr>
<td>Begin to rote count, use one-to-one correspondence, recognise and use simple patterns</td>
<td>sets of 2</td>
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<td>sets of 3</td>
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<td>sets of 4</td>
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<td>sets of 5</td>
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<td>sets of 6</td>
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<td>sets of 7</td>
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<td>sets of 8</td>
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<td>sets of 9</td>
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<td>sets of 10</td>
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<tr>
<td>Outcomes</td>
<td>Indicators</td>
<td>Yes</td>
<td>Beginner</td>
<td>Not Yet</td>
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<td>---------------------------------------------</td>
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<tr>
<td><strong>Numbers &amp; Number Systems</strong></td>
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<tr>
<td>Recognise, name, and use single digit numbers, in simple familiar contexts</td>
<td>- tell the difference between numerals and other shapes</td>
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<td></td>
<td>- tell the difference between numerals</td>
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<td></td>
<td>- tell how old I am</td>
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<td></td>
<td>I understand that ‘0’ means nothing/none</td>
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<td></td>
<td>I can count the number of children in the class</td>
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<td></td>
<td>I can count objects belonging to the same set up to 10</td>
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<tr>
<td><strong>SCIENCE – Concepts &amp; Contexts:</strong></td>
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<tr>
<td>Life and Living</td>
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<td>Recognise basic features of plants, animals, environments</td>
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<td>I know the difference between living</td>
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<td>I know that living things:</td>
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<td></td>
<td>- grow bigger, older and die</td>
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<td></td>
<td>- need food and water</td>
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<td></td>
<td>- move about</td>
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<td>- have young ones</td>
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<td>I talked about and acted the part of different wild animals,</td>
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<td></td>
<td>- their food</td>
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<td></td>
<td>- their environment</td>
<td></td>
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<tr>
<td>Outcomes</td>
<td>Indicators</td>
<td>Yes</td>
<td>Beginner</td>
<td>Not Yet</td>
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<tr>
<td><strong>SOSE – Environments:</strong></td>
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<tr>
<td>Place, Landforms and Features</td>
<td>I know that I live in Kakadu National Park</td>
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<td></td>
<td>I know that the Park has:</td>
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<tr>
<td></td>
<td>- trees</td>
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<td></td>
<td>- rocks</td>
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<td></td>
<td>- creeks and rivers</td>
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<td>I know that there are houses, shops in the Park</td>
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<td>I know that my school is in the Park</td>
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<td>I went on excursions to see:</td>
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<tr>
<td></td>
<td>- Nourlangie Rock</td>
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<tr>
<td></td>
<td>- Mamukala Billabong</td>
<td></td>
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<tr>
<td>Environmental Awareness and Care</td>
<td>I know that I need to take care of the:</td>
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<tr>
<td></td>
<td>- bush</td>
<td></td>
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<td></td>
<td>- animals in the bush</td>
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<td>- trees in the bush</td>
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<td></td>
<td>- billabongs, creeks and rivers</td>
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<td></td>
<td>I know that I need to keep the Preschool clean and tidy</td>
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<td></td>
<td>I know that all rubbish needs to be thrown in the bin</td>
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<td></td>
<td>I pack up everything when it time to tidy up</td>
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<tr>
<td>Natural Systems</td>
<td>I talked about:</td>
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<tr>
<td></td>
<td>- the animals that live in the bush</td>
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<td></td>
<td>- the animals that live in the billabongs/creeks</td>
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<td></td>
<td>- water and why we have rainfall</td>
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<td></td>
<td>- big storms and the damage they can do</td>
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<td></td>
<td>- trees, plants, leaves, flowers, fruit and seeds</td>
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<td></td>
<td>- different parts of trees and plants</td>
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## Outcomes

<table>
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<tr>
<th>HPE</th>
<th>Indicators</th>
<th>Yes</th>
<th>Beginner</th>
<th>Not Yet</th>
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<tbody>
<tr>
<td>Demonstrate self-care skills, identify ways of staying safe and indicate people who can help to keep us safe and well</td>
<td>I can carry out self-care activities</td>
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<tr>
<td></td>
<td>I can explain the need for safety rules in the classroom, play-ground and at home</td>
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<td></td>
<td>I know who to go to when sick/hurt/scared</td>
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<td>I know that some foods are important for me to grow big/strong</td>
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<td></td>
<td>I know that chocolates and chips are sometimes food only</td>
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<tr>
<td>Participation in Physical Activity and Movement</td>
<td>Move around in a structured environment and perform simple whole body movements</td>
<td>I participated in physical movement programme</td>
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<tr>
<td>Participation in organised activity where equipment is shared</td>
<td>I danced to music with streamers</td>
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<td></td>
<td>I participated in the Sports Carnival activities</td>
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<td>I can: *</td>
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<td>-walk</td>
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<td>-run</td>
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<td></td>
<td>-jump</td>
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<td></td>
<td>-creep/crawl/slither</td>
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<tr>
<td>Outcomes</td>
<td>Indicators</td>
<td>Yes</td>
<td>Beginner</td>
<td>Not Yet</td>
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<tr>
<td><strong>Technology &amp; Design</strong></td>
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<tr>
<td>Investigate</td>
<td>I chose different materials and resources for my constructions:</td>
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<tr>
<td></td>
<td>- playdough</td>
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<td></td>
<td>- a variety of blocks</td>
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<td></td>
<td>- cubes</td>
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<td></td>
<td>- peg mosaic</td>
<td></td>
<td></td>
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<tr>
<td>Options</td>
<td>For my constructions I used materials with different:</td>
<td></td>
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<td></td>
<td>- shapes</td>
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<td>- sizes</td>
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<td></td>
<td>- colours</td>
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<tr>
<td></td>
<td>- textures</td>
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<tr>
<td></td>
<td>I used construction materials in a safe way</td>
<td></td>
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<tr>
<td>Evaluate, Impact and Communicate</td>
<td>I talk to my peers and teachers about my constructions</td>
<td></td>
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<tr>
<td>Play with a range of resources and communicate about own discoveries</td>
<td>I show and tell my peers about the materials used</td>
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<tr>
<td></td>
<td>I ask my friends questions about their constructions</td>
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</tbody>
</table>
Sample Portfolio Documentation

ACTIVITY: HOME CORNER – SHOE SHOP

Date 9 March 2006 Strong Beginnings Making Connections

Outcome: MC3 KGP2 Recognises and constructs connections between own learning and play and the wider world. Emerging Solid Comprehensive

Learning Experience: Scott was playing in the home corner. He chose the role of the sales person. Rafael selected some shoes and then he Scott helped him tried them on. After Rafael decided to buy the shoes Scott went to the checkout to take the money and bag up the shoes. He understood the role of the shop keeper well.

This was a: (x) Child initiated activity ( ) teacher initiated activity
It was completed: (x) independently ( ) with some adult help

Sample Portfolio Documentation

ACTIVITY: PAINTING

Date: 19 April 2006 Strong Beginnings Moving to Learn

Outcome: MTL2 KGP2 Manipulates objects and resources in own environment to enhance learning. Emerging Solid Comprehensive

Learning Experience: Your child chose to complete a painting. As we were looking at African animals I asked him to select a photo of a animal to use as a basis of his painting. Yannis selected a cheetah and then next time an elephant.

This was a: (x) Child initiated activity (x) teacher initiated activity
( ) new task (x) familiar task
It was completed: (x) independently ( ) with some adult help
Sample Portfolio Documentation

**ACTIVITY: PAINTING THEIR BODY**  > See 'Outcome SS02'

**Date** 20 Feb 2006  **Strong Beginnings Sense of Self and Others**

**Outcome: SSO2 KGP2** Recognises and understands family and kinship links to enhance a sense of identity. **Emerging**  **Solid**  **Comprehensive**

**Learning Experience:** The children’s bodies were traced around onto a large sheet of paper. The children were asked to look in the mirrors available and to paint themselves, taking note of the colour of their eyes, hair, clothes etc. Children were offered a range of people coloured paints along with a variety of colours for painting of clothes.

This was a:  (  ) Child initiated activity  ( x ) Teacher initiated  
( x ) new task  (  ) Familiar task

It was completed:  ( x ) independently  (  ) with adult help

Mrs. Gore: **Tell me about your painting.**

Maria: **It’s me. I’ve got black eyes and black hair.**

Mrs. Gore: **What are you wearing?**

Maria: **A green shirt and a blue skirt, um, and my pink shoes.**

Mrs. Gore: **What are the white bits?**

Maria: **It’s the writing on my shirt.**

Mrs. Gore: **Are you wearing the same clothes today?**

Maria: **No I’ve got blue shirt and green skirt. It’s different.**
Sample Portfolio Documentation

ACTIVITY: SORTING  > See ‘Outcome TF1’

Date 28 February 2006 Strong Beginnings Thinking for the Future

Outcome: TF1 KGP2 Uses higher order critical thinking processes to problem solve and make decision. Emerging Solid Comprehensive

Learning Experience: Your child chose to engage in play with the zoo animals. The result was to sort the animals into two groups. Declan talked about one of the animals and said that it came from an egg. The teacher then asked if the elephant came from an egg. He said no and placed the elephant to one side. Declan then proceeded to sort the remaining animals into those which hatched from eggs and those that didn’t. He did ask if the penguin came from an egg and the teacher then asked if the penguin was a bird? He was then able to associate that birds lay eggs therefore it should be with the reptiles and the other bird.

This was a: ( ) Child initiated activity ( x ) Teacher initiated ( x ) new task ( ) Familiar task

It was completed: ( x ) independently ( ) with adult help

Sample Portfolio Documentation

ACTIVITY: NEWSTELLING  > See ‘Outcome CI1’

Date May 2006 Strong Beginnings

Outcome: CI1 KGP 2 Develops confidence and competence in using verbal and non-verbal language in active learning opportunities. Emerging Solid Comprehensive

Newstelling has an important social function in promoting participation and confidence. It helps children develop appropriate speaking and listening behaviours. It provides opportunities to practice oral language skills. Newstelling sessions also play an important role in developing listening comprehension and courteous listening behaviours. It also develops skills in planning and presenting the main elements of recount – when, who, where, what, why and helps promote critical listening and effective questioning skills.

First Steps Oral Language Resource Book

At Preschool Newstelling takes place with the help of the ‘Surprise Bag’. Each child has the opportunity to take the surprise bag home. Your child has taken the bag home and presented news to the class. Speaking in front of a group and remembering what to say is a developing skill.
Guide for using assessment rubrics

A GOOD SCORING RUBRIC WILL:

- Help teachers define excellence and plan how to help students achieve it.
- Communicate to students what constitutes excellence and how to evaluate their own work.
- Communicate goals and results to parents and others.
- Help teachers or other assessors be accurate, unbiased and consistent in scoring.
- Document the procedures used in making important judgments about students.

[Herman, Aschbacher, and Winters (1992)]

ELEMENTS OF A SCORING RUBRIC

- One or more traits or dimensions that serve as the basis for judging the student response
- Definitions and examples to clarify the meaning of each trait or dimension
- A scale of values on which to rate each dimension
- Standards of excellence for specified performance levels accompanied by models or examples of each level

[Herman, Aschbacher, and Winters (1992)]

DESIGNING RUBRICS

- Does the rubric relate to the outcome(s) being measured? Does it address anything extraneous?
- Does the rubric cover important dimensions of student performance?
- Do the criteria reflect current conceptions of “excellence” in the field?
- Are the categories or scales well-defined?
- Is there a clear basis for assigning scores at each scale point?
- Can the rubric be applied consistently by different scorers?
- Can the rubric be understood by students and parents?
- Is the rubric developmentally appropriate?
- Can the rubric be applied to a variety of tasks?
- Is the rubric fair and free from bias?
- Is the rubric useful, feasible, manageable and practical?

STEPS IN RUBRIC DEVELOPMENT (TEACHER DEVELOPED)

1. Determine learning outcomes
2. Keep it short and simple (Include 4 - 15 items; use brief statements or phrases)
3. Each rubric item should focus on a different skill
4. Focus on how students develop and express their learning
5. Evaluate only measurable criteria
6. Ideally, the entire rubric should fit on one sheet of paper
7. Re-evaluate the rubric (Did it work? Was it sufficiently detailed?)
TERMS TO USE IN MEASURING RANGE/SCORING LEVELS
Needs Improvement...Satisfactory...Good...Exemplary
Beginning...Developing...Accomplished...Exemplary
Needs work...Good...Excellent
Novice...Apprentice...Proficient...Distinguished
Numeric scale ranging from 1 to 5, for example

After you write your first paragraph of the highest level, circle the words in that paragraph that can vary. These words will be the ones that you will change as you write the less than top level performances.

CONCEPT WORDS THAT CONVEY VARIOUS DEGREES OF PERFORMANCE
Depth...Breadth...Quality...Scope...Extent...Complexity...Degrees...Accuracy
Presence to absence
Complete to incomplete
Many to some to none
Major to minor
Consistent to inconsistent
Frequency: always to generally to sometimes to rarely

STEPS IN RUBRIC DEVELOPMENT (TEACHER – STUDENT NEGOTIATED)
1. Students in groups and asked to consider this question: “If you were me what qualities would you look for in deciding how to grade/mark/assess a…….. (assessment task/work requirement)? Come up with 6 criteria that you would look for.”
2. Rank criteria in order of importance and present top 2 to the class.
3. Choose ones relevant to outcomes of the program/lesson
4. Ask the groups: “What would be considered poor, fair, good, excellent examples?” or if students are made familiar with the NTCF levels Band 1,2,3 learning. You may need to group students in ~ Band levels for this one so the rubric represents the whole class, otherwise students at lower levels will always be assessed as poor.
5. Reach consensus between groups and teacher on the descriptors.
6. Create a rubric with rankings/levels along the top and criteria down the side.
7. Check out the level descriptions in the Andy Stix article.

REFERENCES:
• http://edweb.sdsu.edu.triton/july/rubrics/Rubrics_for_Web_Lessons.html
• http://ekcs.neric.org/~pdonnell/
• Article by Andy Stix (1997) Creating rubrics through negotiable contracting and assessment ERIC #TM027246
Play Based Approaches

> Play Based Learning Posters
Put yourself in the shoes of the three to six year old children who spend their days in your space. Use the statements below, from a child’s perspective, to assess your space. Write the number of each statement in all of the places on your floor plan where you are confident the statement is true.

1. I can see who I am and what I like to do at school and at home.
2. There are comfortable places where my tired mummy or daddy, grandma, or aunty can sit and talk with me or my teacher.
3. The natural world can be found here (such as objects from nature, animals, living specimens).
4. There is something sparkly, shadowy, or wondrous and magical here.
5. My teacher leaves a special object out here every day so I can keep trying to figure out more about its properties and how it works.
6. There are materials here that I can use to make representations from what I understand or imagine.
7. I can feel powerful and be physically active here.
8. I get to know my teachers here – what they like, how they spend their time away from school, and which people and things are special to them.

If you had trouble finding a place where the answers to these questions can be found think about transforming your room.
Environments

Learning Environment Tips

Set learning centres in a way that all areas are clearly visible to the staff.

Ensure that all learning areas are neat, tidy and look inviting, appealing and motivating.

Arrange the room in way that there is smooth flow of activities – from high action to medium to low action. For example, have block area close to home area; have the puzzle area close to the book corner and the computer area. Carpets, mats or rugs in action areas like the block corner will reduce the noise level.

Plan for a mix of activities, that need supervision with low supervision ones. For example, play dough and cutting at tables close by will make it easy for the educator to watch and provide verbal guidance to the play dough participants while ensuring that the students do not hurt themselves or others at the cutting table.

Activities presented need to cater for a range of each developmental domains. Some activities may support learning related to one or more domain. Further, availability of a variety of activities will ensure that:

- students can make choices according to their preferences
- behaviour management issues are minimised to a great extent

Allow plenty of time for the students to attend to each activity for at least 12 to 15 minutes each. A wide range of activities with insufficient time can be very frustrating for the students and can cause frustration leading to anger and behavioural disruptions. An hour and a half is sufficient for 8-9 activity centres.

Plan well, and well ahead so that the teacher guided activities can be reinforced through self supervising activities. Change these regularly as learning progresses. These can be made motivating by changing materials that complement the activity eg transport models with block play or ‘road mat’.

Nature Table/Display with magnifiers or Students Show-n-Tell articles also are self supervising activities, that support exploratory learning.
Activities for skill acquisition need to be presented for large blocks of time. For example, when introducing cutting or scissors skills, provide enough time for:

- learning the grip
- making co-ordinated snips
- co-ordinated continuous cutting
- holding the paper and cutting at the same time

This may require different lengths of time for different children so a variety of paper/patterning scissors keeps the activities motivating and exciting.

When scribing children’s stories for their drawings and displaying, ensure that the name is written in lower case, except for the initial letter and that it is on the top left hand corner, with date on the top right hand corner. This is a pre-literacy skill that ‘conditions’ or prepares the students for left to right eye tracking.

Arrange the play room in a way that encourages autonomy and self-help skills such as accessing necessary materials, cleaning up and self care. Provide assistance when students are unable to carry out task, for example, encourage children to put on their socks and shoes but assist with laces if needed. Include labels and pictures to support early literacy development.

Brightly coloured shelves, at children’s height, packed neatly are inviting and encourage children to ‘explore’ the resources, make choices and also assists students to independently pack away. When familiarising children with the learning environment model and explain the functions and equipment’s appropriate use. Encourage and support children’s access to labels and displays about routine.

Displays of student and teacher materials are vital in creating an Early Learning environment because it:

- conveys to the student their work is valued
- parents can see the progress as it is occurring
- reinforces the concepts being learned.

Concepts of colour, shape, size, spatial relationships are reinforced during play, when children critique, discuss or dramatize in child sized environment. They feel empowered when they take on adult roles, carry out required actions eg washing-up; feeding the baby; cooking. As a consequence they internalise the norms of the culture they are growing up in. This requires recalling and carrying out the action in the same sequence.
ROUTINE & RULES:
Consistency and being explicit about expectations is critical for children to achieve self regulation. Established routine is vital to smooth operation of early learning environments. Young children feel secure when there is routine and predictability. This does not mean that the early learning environment does not provide for spontaneity. In young children, uncertainty can lead to anxiety, which can cause disruptive behaviour, as can the excitement of pending special events. There are times when set routine is not achievable, and in these cases flexibility is just as important. The key factor here is to prepare the children through verbal and visual cues or reminders. If you have had short notice yourself, it is best to say, ‘I only found out just now’ or ‘There is a surprise for us’.

Take into account the weather/climate factor in planning for the outdoor programme; this will impact on the daily routine as well.

Display rules for each activity area within each learning centre. If these rules have been elicited from the students, they will have ownership. These need to be followed consistently, as with the routine, this consistency – because of its predictability makes students feel secure.

Routines are important in contributing towards acquisition of basic informal time concepts like ‘before and after’; ‘now and then’; day and night. Rules and clear expectations are the backbone of the social scene for interaction, communication and self-help skills.

BEHAVIOUR MANAGEMENT:
Have realistic expectations of the students – they are in the process of learning the ‘rules’ of our complex society. Students must not be ridiculed, yelled at or threatened in any manner. It is vital to emphasise that it is the negative behaviour that is unacceptable and not the student themselves. Since young children are in the process of developing cognitive skills, sarcasms are not understood – don’t use them. Sarcasms also dent self-esteem and self-confidence.

Basic rules need to be elicited from the students so they have ownership of these rules and are more likely to follow them. Since young students are developing social interaction skills, they need to have opportunities to exercise these competencies. The staff needs to ensure that they intervene only if a situation is likely to become violent or the students involved are feeling uncomfortable/vulnerable or threatened.

For any unacceptable behaviour, students need to be given 3 warnings; if the undesirable behaviour continues, then they need to have a time-out for thinking and working out different behaviour strategies. Students need to be supervised, guided and supported during this time.

After the student has spent 1-2 minutes, ask him/her the reason for their exclusion; elicit from them the consequences of their actions/breaking rules. This needs to be done in a matter-of-fact manner, without aggression/anger/threats/desperation.

If the student is not ready to talk give them a few more minutes and then try again. Another alternative is to say to tell me when you have finished thinking and we can talk about it.

Time-out need not be more that 3-5 minutes.

Students must not be rewarded with lollies/food/gifts for good behaviour; verbal praise and recognition is very valuable. Young students respond well to stamps and stickers because they are concrete tokens of acceptable behaviour, and can be taken home to the parents. Parents further reinforce the good behaviour.
Physical Environment Guide

PHYSICAL HEALTH, SAFETY & WELLBEING:
All hazardous chemicals that are vital for service operation need to be kept out of children’s sight and reach at all times.

The yard needs to be checked each morning prior to setting up for the day: the sand pit needs to be raked each morning, prior to children entering it.

**Staff are not to carry hot drinks like tea/coffee while supervising children**

Dry foods need to be stored appropriately in containers. Uncooked food needs to be stored appropriately – for example, meat/poultry and other perishables need to be defrosted in the fridge, on the lowest shelf.

The kitchen area needs to be left clean at all times, including staff tea or coffee tray. While preparing or cooking meals ensure students do not enter the kitchen.

Food served should be appropriately prepared to enable students to safely bite and chew the food. This is not spoiling the children but preventing choking incidents.

Kitchen and Playroom cleaning cloths need to be colour coded for differentiation to prevent contamination and cross-infection.

Information relating to the management of students’ medical conditions need to be easily accessible and need to be acted on immediately; all staff involved need to be aware of these requirements.

Accidents and incidents are to be recorded in the Accident and Incident book.

If a student is sick the parents are to be notified immediately.

The students are not permitted outdoors without hats, sunscreen or mosquito repellent. Parental permission needs to be obtained prior to application of any material such as face paint, pawpaw cream, etc.

Students need to be reminded to drink water throughout the day, after any outdoor activity and particularly during the hot months.

Ensure hand-washing ritual:
- before meals/eating
- after outdoor play
- after excursions and trips
- after visiting the toilet

**OCCUPATIONAL HEALTH & SAFETY:**
The Learning Environment needs to stay clean tidy and safe at all times. Water, food and resource material spillages, chairs left untucked can cause accidents for all present in the area, and in particular, children who have special needs. There are no role demarcations in such instances. All staff need ensure the health and safety of everyone. Prevention is the best strategy.

Ensure that all fire exits are free of furniture/preparation materials and any clutter; ensure that the ceiling above the fire exits are free of overhanging displays – in case of a fire these materials may ignite and fall on the evacuees.
Jingili Primary School Inside

> See 'Characteristics of an Effective Physical Environment'
Sample Primary School Inside

- Kitchen
- Mirror
- Home corner
- Fridge
- Lego
- Oven
- Shop
- Library
- Reading
- Kidney table
- Circumference
- Felt & Whiteboard
- Listen
- Readers
- Notice board entry
- Lockers
- Children's whiteboard (gym mats, construction)
- Weekly activities shelves open
- Storage room
- Toilets—half height
- Glass half height storage
- Benches top ovens
- Double sided storage
- Half height
- Own access
- Computers
- Children's fridge own access

Strong Beginnings: An explicit guide to quality practice in the early years
Active Learning

See the power point Active Learning 2006 on CD

> "Active Learning" Powerpoint Presentation

> Play Based Learning Powerpoint Presentation
Language Acquisition

See power points Oral language pd 2006 or Planning and assessing oral language development on CD

> Oral Language Planning & Development Powerpoint Presentation

> Oral Language Planning & Assessing Powerpoint Presentation
Sense of Self and Others – Emotional Development

Sense of Self and Others

SOCIO-EMOTIONAL DEVELOPMENT

Self concept is the notion, idea or perception of one's self. It is learned, organised and dynamic. Self confidence is the positive and realistic belief or trust in ones ability. Self esteem is how one sees one's qualities or competencies. Current definitions include one's sense of being worthy of happiness. This term is used interchangeably with self-worth and self-respect.

Children who have experienced love and nurturing develop trust in infancy, which forms the basis of optimism. As children are developing their sense of autonomy which is not synonymous with self confidence. If given good parenting and care the child emerges with a sense of control and independence. Often the defiant and determined ring of “NO” can last or have sporadic bouts into the preschool period. The emotional stage of the “play period” or taking initiative as identified by Erikson, is significant for early years programs. This is the time when children in positive and healthy environments develop many skills through imaginative and socio-dramatic play. They begin to cooperate with other children and will take turns to lead or follow.

Children who are fearful, withdrawn or excessively dependent on adults or show limited play skills will require close support and monitoring. As children emerge from this stage it usually coincides with moving into formal academic learning. The stage of developing competence includes learning the formal rules and structures of social interactions including games, teamwork and self discipline.

Young children develop self esteem from what the adults in their environment think of them; verbal and non-verbal ‘put-downs’ are bad for self esteem. It involves beliefs, feelings and behaviours.

/\ If a student constantly appears disinterested and unresponsive in the learning environment you should seek information from the parents or carers.
<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Strong Beginnings Links</th>
<th>Explicit Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>self awareness including a positive self image concept, identity, worth, esteem, confidence)</td>
<td>SSO1 SSO2</td>
<td>Tips:</td>
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<td></td>
<td></td>
<td>• ensure that your praise is sincere with verbal and non verbal language being congruent as students pick these up very quickly. A preschooler once said, “She smiles but says mean things”.</td>
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<td>• praise the student and give genuine recognition. Be specific and as children develop use more specific and descriptive language.</td>
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<td>• avoid praise that is conditional or reflects past failures eg: instead of ‘your work is very neat today’ say ‘what neat work’</td>
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<tr>
<td></td>
<td></td>
<td>• Typically, most children experience feelings of embarrassment, guilt, shame and pride by 3 years of age. Most children have a sense of self or whole body, mind and feelings by 4 years of age</td>
</tr>
<tr>
<td>self regulation including recognising own emotions and moderating behaviour, delayed gratification and coping with change</td>
<td>SSO4</td>
<td>Tips:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• explicitly teach the skills and strategies for calming down. This can be done initially through physical excitement (wind up) and then relaxation (wind down). As awareness develops, children can be taught many strategies for calming</td>
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<td></td>
<td></td>
<td>• shared stories are an excellent way to introduce feelings, using the labels and expanding vocabulary as understanding develops, support recognition of these with facial expressions and body language</td>
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<td></td>
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<td>• cameras and mirrors are very helpful for children to recognise and compare own expressions with others</td>
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<tr>
<td></td>
<td></td>
<td>• talk about and compare situations that make them happy, sad, angry</td>
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<td></td>
<td></td>
<td>• reassure children that all feelings are ok and distinguish between feelings and behaviour or actions</td>
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<td></td>
<td>• reinforce the importance of treating others feelings with respect, feelings can change and it is important to practice appropriate ways to respond eg what to do when someone says something mean</td>
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<td></td>
<td></td>
<td>• Typically, most children can separate easily from parents or carers by 3 years of age</td>
</tr>
<tr>
<td>Developmental Area</td>
<td>Strong Beginnings Links</td>
<td>Explicit Teaching Tips</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Autonomy, following routines and responsibilities such as self care | SSO4 | • play games where everyone one gets a turn at being leaders/followers  
• self help skills include: eating, feeding, toilet, dressing, undressing, packing belongings,  
• bag, washing cups, bowls  
• routines to teach self care include: put belongings in the pigeon-hole; find a spot for self in the activity; seek information/materials; dress/clothe self in home corner; wash/put away cups/bowls/lunch box; wash/dry hands  
• If a student is unable to attend to his/her personal needs does not have bowel; bladder control by the age of 5 it is important that the parent or carer be advised to seek professional assistance.  
• daily routines for pack-up, tidy-up, put things in their correct places, water plants, feed pets, wipe tables, push chairs in, wash own cup/bowls, care of belongings/in pigeon-hole, pack belongings/bag can be supported with visual reminders including recognising own name for those chores that have a roster  
• routines are useful for developing a sense of informal time, security and predictability, sequencing skills - a vital pre-reading skill  
• Typically, most children are capable of dressing and undressing most clothing, and toileting by 3 years of age |
| persistence and optimism including positive response to achievement | SSO3 MC1 | • everyday, small successes enable children to take risks and become successful in bigger events |
| making choices, and goal orientation | SSO3 | Learning environment design contributes a great deal to supporting children’s choices and recognising purpose in experiences or activities.  
• Make sure children have repeated opportunities to see new or unfamiliar activities modelled  
• Invite children to try other activities, but allow them to take comfort or refuge in the familiar |
Developmental Stages of Drawing

There are basically five developmental stages that children progress through in their drawings between the ages of two and six.

RANDOM SCRIBBLING
The very young child makes random arcs on the paper. They have no visual control over where the marks go. However the motor activity of using their whole arm is important to their development.

CONTROLLED SCRIBBLING
There is greater variety of scribbles. The arcs get smaller because the child is using their wrist. There is some visual control. The child looks at the drawing until it is finished.

NAMES SCRIBBLING
There is no doubt in the child’s mind about what her/his picture is about. Adults may not recognise it. Drawings are symbols of the object, event or experience the child has had. This is an important step because the child is using abstract thought.

EARLY PRESENTATION
The drawings start to look like the objects they represent. There will be distortions in size. The most important part of the drawing will be larger than the rest. By this time the child will probably have an almost mature grip and hand preference will be established.

PRE SCHEMATIC
The objects are more relative to size. There is a right side up to the paper and a base line develops. The child is using wrist and fingers and has mastered the mature grip on the pencil.

OBSERVATION

<table>
<thead>
<tr>
<th>Random Scribbling</th>
<th>Controlled Scribbling</th>
<th>Names Scribbling</th>
<th>Early Presentation</th>
<th>Pre-schematic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
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<td>Date</td>
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</tbody>
</table>
Developmental Stages of Writing

PALMER GRASP – STAGE ONE
Pencil is held across the palm, holding the top end. The tip of the pencil is pointing down, (thumb facing upwards).

PALMER GRASP – STAGE TWO
Pencil is held with the thumb on one and all fingers on the other side. The palm faces down.

TRIPOD GRIP – STAGE ONE
As the child grows and develops, there is a gradual progression from grasping to gripping. The thumb opposes the index finger with the pencil held between them. The middle finger may extend down the shaft or support the pencil along the side of the finger. Generally, there is more control towards the tip of the pencil. Whole arm movements are still used, with little control over the small muscles of the hand.

TRIPOD GRIP – STAGE TWO
Once again, the progression is a gradual one. In stage two of the grip, less whole arm movements occur because the shoulder, elbow and then the wrist become more stable to provide a fixed posture.

MATURE GRIP
The thumb opposes the index to hold the pencil resting on the middle finger. There are refined small movements of the thumb and index finger for control. The fourth and fifth fingers reinforce the middle finger.
Stages of Block Play

STAGE 1 TOTE AND CARRY:
Blocks are carried around but not used for construction.

STAGE 2 BUILDING BEGINS.
Children make mostly rows, either horizontal (on the floor) or vertical (stacking). There is much repetition in this early building pattern.

STAGE 3 TRIAL AND ERROR BRIDGING
(two blocks with a space between them, connected by a third block) is used.

STAGE 4 ENCLOSURES
(blocks placed in such a way that they enclose a space) are made. Bridging and enclosures are among the earliest technical building problems that children have to solve. They occur soon after the children begin to use the blocks regularly.

STAGE 5
When facility with blocks is acquired, decorative patterns appear. Much symmetry can be observed. Buildings generally are not yet named.

STAGE 6
Naming of structures for dramatic play begins. Before this stage, children also may have named their structures, but the names were not necessarily related to the function of the building.

STAGE 7
Block buildings often reproduce or symbolize actual structures children know, and there is a strong impulse towards dramatic play around the block structures.
<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Explicit Teaching Tips</th>
</tr>
</thead>
</table>
| **Fine Motor through drawing** | Drawing, collage, painting and printing are important for fine motor, visual – motor planning and also for: creativity/imagination  
• designing/critiquing  
• self-worth & self-esteem  
• pincer grasp for pre writing skill  
• free expression of thoughts, understanding concepts  
• demonstrates literacy and numeracy skills  
• developing concepts of shape, size and colours  
• sensory experience  
Drawing use:  
• wax candles/white wax crayon on white paper (roller paint over)  
• chalk on wet board  
• textas on wet paper  
• chalk on cement  
• chalk dipped in thin paint  
• crayons on corrugated board  
Tips for drawing:  
• ensure that students work in groups of 4-6, for designing, critiquing, social interaction to occur  
• ensure that the younger the age the smaller is the group  
Stages of Drawing:  
1. random scribbles/squiggles  
2. attempts at representational drawing  
3. representational drawing  
Prewriting skills:  
1. experimenting with the writing resources/implements  
2. random scribbling  
3. horizontal/vertical/circular scribbles  
4. making shapes – circles, squares/rectangles, triangles  
5. letter like shapes  
6. alphabet letters |
| **Fine Motor through collage** | For collage use:  
• dot/square/rectangle stickers, large and small for concept being taught, fabrics, foam, cotton-wool  
• put clear contact – sticky side up - on the table, stick the corners/sides with sticky tape to prevent slipping/sliding – students paste collage material on the sticky surface without glue: when complete, cover with another sheet of contact.  
• use coloured contact for variety - eg blue for under water scene  
Tips for collage:  
• use glue without strong odours  
• reinforce the safe practice of not ‘sniffing’ things; ‘check with grown-ups’  
• for easy grasp use slender glue sticks; this also reduces waste  
• demonstrate and explain how the activity is done. This will help clarify meanings of action words and names of objects  
• ask ‘how, when, what would happen’ questions to elicit the rules and clarify expectations for the activity presented eg ‘what would happen to the glue if you don’t paste the………right away?’ |
### Developmental Area: Fine Motor through painting

<table>
<thead>
<tr>
<th>Explicit Teaching Tips</th>
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</thead>
<tbody>
<tr>
<td>For painting use:</td>
</tr>
<tr>
<td>- foam/fabric dish-mop with medium consistency paint</td>
</tr>
<tr>
<td>- cotton-buds; twigs – Indigenous style</td>
</tr>
<tr>
<td>- cotton-balls/pompoms</td>
</tr>
<tr>
<td>- paddle-pop sticks/plastic spoons with thick paint</td>
</tr>
<tr>
<td>- butter/oil – small amounts – to make patterns on paper, wash with thin paint</td>
</tr>
<tr>
<td>- dip chunks of bright crepe paper in a small amount of water, gently squeeze out extra water, paint on white/pastel paper</td>
</tr>
<tr>
<td>- mix with flour different coloured powder paint in separate bowls, sprinkle on paper spread with thin glue wash: extension – sticky tape plastic stencils to paper sheet and sprinkle flour/powder mixture on the exposed areas</td>
</tr>
<tr>
<td>- For bubble painting add a capful of cheap shampoo to thin paint, beat with a beater to create lots of foam. Skim/gather light coloured foam with fingertips/spoon and deposit on the paper let it dry: the end result will be a pastel texture</td>
</tr>
<tr>
<td>- finger-painting with a variety of accessories like: cardboard/plastic combs pompoms/sprinkle glitter/dry powder paint of contrasting colour/lego cubes/brush blocks/pop-sticks</td>
</tr>
</tbody>
</table>

### Tips for painting:
- demonstrate and explain how the activity is done – for aural and visual learners. This will help clarify meanings of action words and names of objects
- ask ‘how/when/what would happen’ questions to elicit the rules for the activity presented eg ‘what would happen to the paper if you put too much paint?’
- provide small chux cloth pieces – for small hands, one piece between two students to share, ask the students to ‘clean up’ after putting their work on the drying rack. Instruct the students to wash their hands before they remove their aprons

### Activities for developing strength and stamina of hand muscles:
- spray painting: spray top plastic bottles filled with runny paint
- punching holes with a variety of hole punches
- squeezing water out of sponges/chux clothes
- playing tug-o-war;
- daily play-dough (clay/plasticine) activity

### Activities for shoulder strength:
- easel painting
- wiping the bench
- pegging easel painting on a drying line

*putting pegs on the rim of tin cans (ensure safety)
*unscrewing container lids
## Developmental Area

**Fine Motor through printing**

<table>
<thead>
<tr>
<th>Implicit Teaching Tips</th>
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</thead>
<tbody>
<tr>
<td>For printing use:</td>
</tr>
<tr>
<td>• any kind of material that has texture/shape; can easily be grasped in small hands and is hazard free</td>
</tr>
<tr>
<td>• vegetable printing: carrots/potatoes/squash/firm green tomatoes</td>
</tr>
<tr>
<td>• leaves/flowers</td>
</tr>
<tr>
<td>• hessian/fabrics/cotton reels/bottle-tops/old texta-tops/lego/brush-blocks</td>
</tr>
<tr>
<td><strong>Tips:</strong></td>
</tr>
<tr>
<td>• use flat, foam meat trays, line with a piece of old chux cloth.</td>
</tr>
<tr>
<td>Saturate the cloth with medium consistency paint – do not fill the tray. Press the printing implement on the saturated cloth, wipe excess on the edge of the tray and make prints on the paper</td>
</tr>
<tr>
<td>• demonstrate and explain how the activity is done for aural and visual learners. This will help clarify meanings of action words and names of objects</td>
</tr>
<tr>
<td>• ask ‘how/when/what would happen’ questions to elicit the rules for the activity presented eg ‘what would happen if you don’t wipe the extra paint on the edge of the container?’</td>
</tr>
<tr>
<td>• provide small chux cloth pieces – for small hands, one piece between two students to share, ask the students to ‘clean up’ after putting their work on the drying rack. Instruct the students to wash their hands before they remove their aprons</td>
</tr>
</tbody>
</table>
**Developmental Area** | **Explicit Teaching Tips**
---|---
**Fine Motor through play dough**<br>The primary focus of providing play dough experiences are:<br>• dexterity, strength/stamina<br>• manipulation<br>• wrist rotation for pre-writing<br>• achieving pincer grasp for pre writing skill<br>Secondary foci include:<br>• creativity/imagination<br>• designing/critiquing<br>• self-worth & self-esteem<br>• free expression of thoughts, understanding of concepts<br>• memory<br>• sequence of rolling/cutting process<br>• developing concepts of shape/size/colours<br>• sensory experiences including - visual perceptual, auditory, tactile, olfactory, gustatory<br>**Tips for scented play dough:**<br>• lemon yellow colour with lemon essence<br>• white/creamy white with banana/pineapple essence<br>• red with strawberry essence<br>• black with licorice (or aniseed)<br>• chocolate with chocolate essence<br>• ask students to blend two different colour play dough lumps to get another colour<br>**Tips for making textured play dough:**<br>• create textures with contrasting/matching colours, eg:<br>  • green fresh/dried peas with pink/yellow/blue/dark green play-dough<br>  • red/brown lentils/yellow split peas/dried kidney beans<br>  • glitter/flour & powder paint mixture<br>  • cooked/uncooked pasta/spaghetti<br>  • sawdust/birdseed<br>**Other tips for using play dough:**<br>• prepare a few lots of play dough – plain and coloured for the entire term<br>• discard play dough after 1 week<br>• provide accessories like paddle-popsticks/coloured feathers/uncooked pasta spaghetti sticks<br>• hessian/fabrics/spools/lego to emboss/imprint<br>• leaves/shells/small textured rocks’<br>• introduce the above variety of accessories one at time; after the students are familiar with using these, let them make their own selections<br>• ask ‘how/when/what would happen’ questions to elicit the rules for the activity presented eg ‘what would happen to the carpet if we played with play dough on it or what would happen if you put play-dough on your head? ’<br>Working with playdough has its value in strengthening wrist rotation for the later writing skills, enhancing fine motor skills of grasping pinching folding. Many opportunities for language development occur in widening vocabulary, use of structures and purposes.
<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Explicit Teaching Tips</th>
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</thead>
</table>
| Fine Motor through paper scrunching and tearing | Primary focus of the paper handling activities is to develop:  
  - dexterity  
  - strength/stamina  
  - manipulation  
  - wrist rotation for pre-writing  
  - achieving pincer grasp  
  - sensory experience (a variety of paper thickness and textures like tissue, crepe paper, cellophane, craft paper, foil, cling wrap, cut up plastic bag pieces)  
Tips:  
  - check for hazard factors – sharp/fine paper edge  
  - explain to the students to check with ‘grown-ups before scrunching up any paper – it may be important for the ‘grown-ups’  
  - save the scrunched up materials for collages (e.g., scrunched up foil pieces can be used to collage stars (shape) for ‘Earth & Beyond’ or a different shades of yellow for sun collage/green for tree collage  
  - perforating paper and tearing material by running it through the sewing machine makes tearing easier for some materials with early learners, it also makes for a different sensation |
## Eye/hand Co-ordination through cutting

Cutting with scissors, threading, lacing and sewing are important for developing co-ordinated hand eye movement as well as:

- dexterity
- manipulation
- pincer grasp
- strength
- sensory perception
- stamina in hand and arm

Tips:

- blunt plastic scissors with soft play-dough is an excellent early introductory activity weeks to scissor use
- use paper with some strength to assist the control but not requiring too great strength to cut through
- offer a variety of materials in an activity that does not require lots of accuracy to practice the muscle pattern and coordination
- activities with folded paper with half shape drawn – shape midline on the fold – so that students cut on the shape lines and ‘open’ a full shape after cutting are a fun way to practise following a line
- an effective way to introduce correct scissor motion can be to tell a story eg hold the scissors so that the crocodile’s mouth is wide open. The same can be done to explain the placement of the fingers eg Thumbkin goes in the top window, and Tallman goes in the bottom window; the crocodile’s jaw rests on Pointer and Ringman and Little Miss stay curled up at home. When their grasp is comfortable and easy show them how to hold and guide the paper
- be explicit, give frequent reminders and elicit safety rules
- ensure that students sit with their feet on the floor, with their back touching the back of the chair, and chair pulled forward, this gives secure support to the students for safety and stability to hone their skills

### Stages of cutting skill:

1. correct grasp of the scissors
2. making separate single snips
3. making continued snips with shaggy edges
4. continuous, co-ordinated cuts with smooth edges
5. cutting straight lines
6. cutting diagonal lines
7. cutting slight curves
8. cutting circular lines

Most children who have been given opportunity to acquire the correct grasp and hand coordination, with practise are able to cut out by the age 5

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Explicit Teaching Tips</th>
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<tbody>
<tr>
<td>Eye/hand Co-ordination through threading</td>
<td>For use in threading:</td>
</tr>
<tr>
<td></td>
<td>• chunky wooden beads/coloured plastic spools with plastic tubing</td>
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<td></td>
<td>• paper pieces with holes punched, with a firm string/blunt plastic needle</td>
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<td></td>
<td>• dye pasta (gnocchi) with food or non-toxic brilliant, fluoro colours, Froot loops, Nutrigrain, Cheesels. Food stuffs are especially fun for sensory input. Be cautious about use of “junk foods” or children with food sensitivities</td>
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<td></td>
<td>• hole-punched leaves; drilled gum-nuts; salt dough beads; scrolled, gummed paper strips of varying lengths</td>
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<td></td>
<td>Tips</td>
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<tr>
<td></td>
<td>• elicit safety rules particularly when using bodkins, plastic needles or items that may be a choking hazard</td>
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<tr>
<td></td>
<td>• chunkier materials for early skill development will help with grasping</td>
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</tbody>
</table>
### Developmental Area

**Eye/hand Co-ordination through lacing and sewing**

<table>
<thead>
<tr>
<th>Explicit Teaching Tips</th>
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</thead>
<tbody>
<tr>
<td>For use with lacing and sewing</td>
</tr>
<tr>
<td>- cut out card or ice cream container lids in a variety of shapes with hole punched around the edges and use brightly coloured shoe laces to thread in and out or blanket stitch style around. Thick jute or wool with sticky tape wound tightly on the ends is easy to grasp and control also easier to unravel or undo</td>
</tr>
<tr>
<td>- paper chains are an excellent early activity</td>
</tr>
<tr>
<td>Stages of lacing/sewing:</td>
</tr>
<tr>
<td>1. grasping and inserting laces in the punched holes</td>
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<tr>
<td>2. 1-2 stitches – at random</td>
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<tr>
<td>3. shape covered with random stitches – stretched across the shape</td>
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<tr>
<td>4. up &amp; down pattern to the lacing/sewing // // // //</td>
</tr>
<tr>
<td>5. in &amp; out pattern to the sewing</td>
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### Gross motor development through locomotor skills including:

**walking, running, galloping, skipping**

<table>
<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>The development of a range of locomotor skills requires but also further develops:</td>
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<tr>
<td>- brain development (cross midlines and pathways between hemispheres)</td>
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<tr>
<td>- co-ordination and control through body awareness</td>
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<tr>
<td>- large muscle tone and strength</td>
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<tr>
<td>- balance</td>
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<tr>
<td>- stamina</td>
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<tr>
<td>- laterality</td>
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<tr>
<td>- spatial sense</td>
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<tr>
<td>- visual motor planning (perception)</td>
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<tr>
<td>- make yourself very aware of the medical needs or conditions of all students</td>
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<tr>
<td>- model fun and enjoyment of all physical activity</td>
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<tr>
<td>- avoid excessively competitive activities and encourage all children to develop their skills</td>
</tr>
<tr>
<td>- many educators rely on commercially available or packaged programs. This is recommended if this is not an area of expertise or sound knowledge</td>
</tr>
<tr>
<td>- pretend to be fast and slow cars – with/out props – and other transports</td>
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<tr>
<td>- play chasing games, outdoors</td>
</tr>
<tr>
<td>- have horse races – with/out pretend horses</td>
</tr>
<tr>
<td>- pretend to fly fast slow/other animal movements</td>
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</table>

**Typically, most children can hop on one foot by the age of 5**
<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Explicit Teaching Tips</th>
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</table>
| Gross motor development through prehension skills of throwing catching kicking | The development of prehension skills requires but also further develops:  
• brain development (cross midlines and pathways between hemispheres)  
• co-ordination and control through body awareness  
• large muscle tone and strength  
• balance  
• stamina  
• laterality  
• spatial sense  
• visual motor planning (perception)  
Tips  
• Throwing appears before catching which requires development of grasping skills.  
• Modelling the throwing catching and kicking action is important  
• Children require a level of body awareness and coordination in order to be coached through skill development  
Stages of throwing:  
1. two hands and arms/torso throw – with a forward lunge and a backward swing after the throwing action, feet together  
2. preferred arm throw – slight swing back of arm and torso on the preferred side; before releasing the object there is extension of the preferred arm, swinging of the torso towards the opposite side, feet together  
3. as in 2, but the preferred side foot is a step out in the direction of the throw and the throw arm extends out further, before releasing the object  
Tips:  
• Starting off catching skill development is effective with larger balls  
• Use a variety of size and textured balls  
• Visual tracking can be supported by circle games involving sitting on the floor and rolling the ball  
• Balloon games are also a lot of fun and develop visual tracking and motor planning  
Stages of catching:  
1. arms stretched forward – ball scooped inwards to the chest  
2. two arm catch – arms forward/sideward, fingers stretched out; catch with a ‘clap’ and then scooping action  
3. hand catch – just with the hands, with movement at the wrists  
/\ Typically, most children can catch a large, bounced ball and can throw underarm to target at short distance by the age of 5  
Stages of kicking:  
kick with the leading leg flexed backwards; very little arm movement – the foot may not contact the ball  
kick a large ball with a definite backward/forward swing; arm movement  
stepping up to the ball with smooth forward/backward swing and arm movement  
control of ball direction |
<table>
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</table>
| **Vestibular skills of balancing – static and dynamic** | Balancing skills are fundamental to many gross motor skills. Static balance can be assessed and developed in games and activities that require the following:  
• stand with feet together, eyes shut  
• stand with feet together, move torso/trunk side to side  
• stand with feet together, bend forward backward  
• stand with feet together, swing side to side – from the waist  
• stand with feet together, swing arms in circular movement/up/down  
• stand with feet together, lower down to pick up items  
• play ‘statue’ or ‘freeze’  
• do bucket painting  
• play Jack-in-the-box  
Dynamic balance can be assessed and developed in games and activities that require the following:  
• walking forwards, backwards, sideways, on balancing beam, on sloped and uneven ground (thick gym mats, sand pit)  
• step between the rungs of a supine ladder  
• walk tippy-toes  
• use the stairs one foot on each step  
/!\ typically, most children can walk confidently and smoothly across a wide balance beam but may need to look at feet on a narrow one. Most often can navigate their way through stationary and other moving children by 4 year of age |

| Kinesthetic skills for coordination and muscle pattern through Dancing Digging Riding bikes or scooters | Dance is a fantastic experience for young children to develop sensory integration. There are many commercial programs to support sequenced and appropriate activities. Tips:  
• Any percussion instruments can add fun and diversity to singing and dancing games  
• Beat is the first musical concept that children will acquire and is a great basis for movement and dance games such as “Punchinello”, “Bingo”, “Seven Steps”, “My ship sailed from China”.
/!\ Typically, most children can hop 3-4 times on one foot by the age of 5  
Digging offers tactile sensory input when done with hands and bare feet in the sandpit. Designated digging patches or garden beds are also suitable. Suitably sized rakes, shovels, spades and wheelbarrows develop coordination, strength, muscle tone and proprioception. Riding trikes is achieved prior to riding scooters and bikes. Stages of trike riding:  
1. sitting on the trike, holding and moving the handles  
2. sitting on the trike, steering with the handles correctly and moving with their feet on the ground  
3. sitting on the trike holding handles correctly and moving by pushing on the pedals |
## Develop mental Area Explicit Teaching Tips

### Proprioception skills for tone and strength through Jumping

**Stages of jumping:**
- one foot jump with second foot following – like a ‘step-off’
- two feet together, stance bent but muscle movement often appears stiff, two feet landing, often losing balance with arms/hands swinging backwards
- whole body joins in with forward inclination of the torso, arms forward; legs bent at the knees - straightening just prior to take-off; straightening again for landing. Arms may move in any direction to help with balance
- jump with a fluid motion and may go in forward, backward or sideways direction
- jump from varying safe heights, or over low obstacles

**Tips**
- include jumping as an activity on obstacle courses or as part of daily physical activities
- draw shapes or segmented snakes for jumping along, similarly long triangles or wedges to jump over side to side in a zig-zag are good for motor planning and strength
- for carpeted floors masking tape can be used for the above activities

**Stages of climbing:**
1. climb with dominant foot stepping and then other foot comes together
2. climbing with hand over hand and foot over foot

**Tips for climbing:**
- basic climbing equipment should be made available such as monkey bars and climbing frames
- children should be carefully observed and monitored for their level of confidence on equipment or activities of different levels of difficulty. Often a close at hand adult can help with the coaching of climbing skills, confidence or for security while taking those first risks.

/!/ Typically, most children can coordinate their bodies to navigate basic climbing equipment, can jump on a trampoline but may still lose balance when jumping

### Climbing up and down

### Hanging or swinging

### Auditory Perception

There are four areas of auditory perceptual development:

- **volume of the sound being heard**
  - Tips: play games that require changes in loud and quiet clapping, voices or music
  - direction of the sound being heard
  - Tips: music box or player treasure hunt, blind folded catching or navigational games
  - pitch
  - Tips: play and listen to a variety of musical instruments, use bodies or position along a line to show high and low sounds, experiment using available resources to make instruments and organise them according to pitch
  - background/foreground sounds
  - Tips: map or count and label sounds heard outside in a wide space, discriminate or categorise sounds
### Visual Perception

**Visual tracking**
Tips: rolling objects such as a ball across circle of children or marbles across the desk. There are many toys which have balls or cars rolling in tracks that are very good for building these skills.

**Visual discrimination**
Tips: “pick which one doesn’t belong” type games using everyday, familiar items and building up in difficulty to items with a number of similar attributes such as colour, shape or size. Games such as Pick the difference, I spy or treasure hunts are fun ways to practise visual skills.

**Figure ground or depth perception:** games such as puzzles, stepping stones, steps and walking on surfaces of different colours and textures are an effective way to identify difficulties.
## Making Connections – Social Development

### Social Development

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Strong Beginnings</th>
<th>Explicit Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sense of belonging</strong>&lt;br&gt;family and kinship structures and cultural identity</td>
<td>SS02</td>
<td>Tips:&lt;br&gt;• start with the student her/himself; extend to their immediate family – mum, dad, brother, sisters, baby – ensure that you are aware of who make up the immediate family as identified by the children. Whatever the nature of the child’s family circumstances, acceptance and respect are paramount. Provided that celebrations are culturally or religiously accepted, include them in activities.&lt;br&gt;• talk about parents having parents/parents having brothers/sisters&lt;br&gt;• provide different nationality/race dolls in the home corner, especially those representative of the children’s own backgrounds&lt;br&gt;• invite parents to join in and present activities like cooking, singing, dancing or crafts and talk about the cultural significance or origin of these.&lt;br&gt;• invite holidaying grandparents to spend time in the classroom, or adopt a class grandparent&lt;br&gt;• include parents and carers in routine class activities and events</td>
</tr>
</tbody>
</table>

| Interpersonal skills<br>**Taking turns**<br>**Initiate friendship**<br>**Negotiate**<br>**Reading and responding appropriately to others emotions and behaviours** | MC4 | Tips:<br>• provide opportunity for children to observe appropriate verbal and behaviours to respond in a range of situations<br>• explicitly reinforce or give feedback on the children’s successful attempts even when they are not positively responded to by other children<br>\!/\ Typically, most children can negotiate a solution to conflict and will be cooperate with other children including sharing by 4 years of age. Most children show a desire to be liked by other children and to please other children by 5 years of age. |

| Follow routine and group rules and explore these through play<br>**Use equipment appropriately and seeks information** | MC2 | /!/ Typically, most children are likely to agree to, and follow rules by 5 years of age |
## Cognitive Development

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Explicit Teaching Tips</th>
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</thead>
</table>
| **Concentration**  | Even very young children can sustain and attend to an activity for extended periods of time. Often this is entirely dependent on their level of interest in the activity or the pleasure in the experience. Developing children’s period of concentration is necessary for study skills and learning behaviours. Tips:  
• Identify the skills and needs for each child  
• Give lots of encouragement and direct feedback for extending attention to task completion such as puzzles, stories, games, and for choosing more difficult tasks that require longer periods of concentration  
There are many activities and thought processes that benefit from memory skills. Automaticity is the term used for the automatic responses or rote learnt responses to basic operations such as times tables, short addition, sight words. These skills are dependent on memory and recall skills. |

| Memory            | Tips:  
• many fun memory games such as Kim’s game can be done as a group or individually  
• activities such as getting children to recall a sequence of digits or objects can be used as transition activities  
• build up to four items, said to the child clearly and slowly for recall  
• auditory memory can be introduced with very simple games where children take turns to close their eyes and identify a sound or voice, such as “Doggy, doggy who’s got your bone”  
• allow children opportunity to recall details from a shared story or experience |

| Sequencing        | Sequencing skills are important to some basic language skills such as using or constructing procedures and narratives. Tips:  
• use visual cues to support children’s sequencing such as pictures from stories, photos from procedures or proformas for news telling  
See chapters on learner characteristics and active learning for extensive references on approaches to learning that support development of problem solving and inquiry skills. |

| Problem solving and inquiry skills and give agency to these skills Uses a range of intelligences and levels of cognition including imagination | TF1  
TF2  
TF3 | Tips:  
• Encourage children to ask questions and support their investigations, hypotheses and deductions. Scaffold their inquiry with open ended questioning and probing.  
• Ensure that not only maths/logic or verbal intelligences are catered for or rewarded in the learning environment |
### Concept Development Colour

Tips for developing concept of colour:
- refer to colour in names in all aspects of program
- vary colours of play-dough with contrasting coloured glitter, colour water—for water play
- use wet paper and sprinkle powder paint for colour blending effects or mixing primary colours
- allow children to experiment with mixing colours – don’t forget to encourage predicting, inquiry and expressive language skills by scaffolding and open ended questions
- encourage sorting objects by colour — paddle-pop sticks, match-sticks, cubes. This can be a fun way of helping at pack up time
- experiment with prisms when talking about rainbows or make a rainbow with a water spray
- experiment with a spinning disk with 7 coloured sections on it — spin and see just white

### Shapes

Tips for developing concept of shape:
- use shape names in describing everyday items
- encourage children to use observation and generalisation skills about the attributes of shapes and support this with explicit teaching of the discriminating features
- provide a wide range of materials such as attribute blocks and everyday items for manipulating, sorting and using creatively
- use open ended questions to encourage children to label shapes and their attributes
- provide collage materials of different shapes

### Size

Tips for developing concepts of size:
- sorting and seriation activities are an excellent way to introduce size and relative language. There are many opportunities for introducing and practising these including fairy tales such as The Three Bears and The Three Billy Goats Gruff
- opposites such as big/little, large/small, tall/short (vertical), fat/thin (animate), narrow/wide, long/short (horizontal), thick/thin (inanimate) usually come before relative terms such as bigger and biggest etc
- apply the concepts being learned in physical activities and visual arts activities

### Spatial Relations

Tips for developing spatial relations concepts:
- construction including barrier games and gross motor activities are a fun and very meaningful way to develop these concepts
- concepts should be explicitly taught in planned and unplanned opportunities
### Strong Beginnings: An explicit guide to quality practice in the early years

#### Tips to develop concepts of informal time:
- Early concepts should include day/night, morning and afternoon.
- Displaying and explaining the daily routine supports children's developing understanding of the passing of time, sequence and pattern of events.
- In talking about routine and activities, the concepts of before, after, yesterday, today and tomorrow can be supported.
- To further develop the understanding of passage of time and different calibrations of time, use tools such as weekly timetables, class rosters, class calendar with special events and holidays marked on it, daily weather chart, seasonal calendar, observation of shadows and varying sized egg timers.
- Days of the week presented on a circular clock promote understanding of repetition.
- Use digital and analogue clocks to support daily routine and activity times and length.
- Explicitly teach the parts of the clock.

#### Tips for developing number sense:
- One to one correspondence means that the child gives one tag or number to every item.
- Number conservation refers to the ability to recognise the number of numbers and set size. This is not reliably connected to a child's counting proficiency.
- Cardinality is the knowledge that the final tag in a counting sequence of a set is the number of items in the set.

*Typically, most children achieve cardinality by age 4 (for sets up to 5)*

- One to one correspondence is a fundamental skill for cardinality and number conservation.
- Practise at counting aloud and in groups, especially with concrete materials to help develop counting sequence.
- Equivalence of sets is easier for younger children when the sets are made of the same items (i.e., both sets to be compared have blocks).
- As a child's cognitive skills develop to more abstract levels, they will understand that counting is not dependent on concrete materials and that when counting a set, it doesn't matter what order the items are counted in.
- Some studies show that for young children using body parts prior to other objects for number conservation activities is effective. Such activities could include the finger and toe counting songs.
- Ability to pair objects as in one to one correspondence precedes the ability to share objects of a set.
## Language Development

### Expressing needs and interests

<table>
<thead>
<tr>
<th>CI3</th>
<th>Stages of Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• holophrastic stage – one word sentences eg ‘milk’; ‘mummy’; wan (want)</td>
</tr>
<tr>
<td></td>
<td>• telegraphic stage – just noun + verb sentences eg ‘daddy bye-bye’; ‘milk gone’</td>
</tr>
<tr>
<td></td>
<td>• full sentences – ‘I want my mummy’; ‘the milk is all gone’</td>
</tr>
</tbody>
</table>

**Tips:**
- use and scaffold the proper form of words eg dog/not doggy. If students use incorrect words or grammar just model the correct form by repeating what they were trying to say
- expand vocabulary by introducing new words in context, in a sentence and repeat the sentence with a known word
- Most children enjoy chants and rhymes
- Children who speak English as their first language will typically be using pronouns consistently by 3 years of age. Children from non English speaking backgrounds may need explicit teaching and scaffolding of pronouns.
- Include activities or games where children ask questions
- Encourage story telling and scribe for the children regularly

*Typically, most children by 3 years of age have a minimum vocabulary of 1,000 words and understand most of what is said to them*

### Sharing ideas

<table>
<thead>
<tr>
<th>CI4</th>
<th>Uses and recognises common verbal and non verbal communication conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Typically, most children can follow 3 step instructions by 4 years of age</em></td>
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</tbody>
</table>

**Tips:**
- There are many cues in tone, pitch and volume of voice that children may not have acquired. Similarly, depending on experiences, children may need to have appropriate body space and language modelled and scaffolded.

### Aware of relationship between oral and visual literacy

<table>
<thead>
<tr>
<th>CI12</th>
<th>The development of the following pre-literacy skills varies greatly between children depending on their experiences:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• awareness that writing or printed text represents spoken words. Daily writing or scribing children’s stories is very effective for this.</td>
</tr>
<tr>
<td></td>
<td>• awareness of the purposes of printed texts and have these modelled and represented in the environment eg signs, labels, text on construction and artwork displays or photos, procedures etc</td>
</tr>
<tr>
<td></td>
<td>• directionality of holding the book the ‘right-way’ up, turning the pages, front to back, left to right</td>
</tr>
<tr>
<td></td>
<td>• predicting and sequencing</td>
</tr>
</tbody>
</table>

*Typically, most children can follow 3 step instructions by 4 years of age*
Some effective Language Strategies for Sound and Word Awareness

- **Detection of sound** – a blindfolded student is in the middle of a circle, he/she must point to the child in the circle who made a sound (percussion, clapping, singing etc.)
- **Musical Statues** – play some music and have the children move freely, when the music stops they must freeze. Last one to freeze is out.
- **Add on story** – in a circle, the first child says, *I went hunting and I got a kangaroo*, next child repeats this and adds another word, ie. *I went hunting and got a kangaroo and a fish* etc.
- **Sound Discrimination** – children listen to two sounds (ie. whistle, clap, drum, bell, alarm etc) and state if they are the same or different. Repeat with words- were the two words the same or different?
- **Sound Discrimination** – using a hidden triangle, drum and tambourine, link a movement to each ie. so when children hear the hidden drum they march, when they hear the hidden tambourine they shake etc.
- **Clapped Rhythm** – clap a simple rhythm for the children to echo. Children each take turns creating the rhythm
- **Metalinguistic Awareness** – educator says a familiar sentence from the WTT text, children try to count the number of words in it, they may jump, tap, move a counter or draw dashes on paper to represent each new word they hear. Write down the sentence and point to each word as the children repeat the sentence out loud. Smaller words such as the, a, so, but, to, her will be harder to hear than the nouns and verbs. You might want to start with the children suggesting their own shorter sentences for breaking up.
- **What’s Left?** – ask children what word is left if you take bow from rainbow, star from starfish, mid from midnight
- **Compound Words** – as a group brainstorm words that start with foot (football, footpath); sun (Sunday, sunrise, sunset) etc.
- **Syllables** – children divide words into syllables or ‘beats’. Clap, nod, tap for each syllable whilst chanting a familiar sentence or phrase in WTT unit. Count the syllables in the children names and classroom objects.

Listening Games

- **Barrier Games** – there are many variations of these. One is when the Teacher has threaded some beads on a string. He/She hides it from the group and gives them instructions as to how to thread their own identical one, ie. start with the small yellow bead, now thread the big red one etc. When completed, the early childhood educator shows her string and the children compare it with their own.
- **Guess who?** – One child has their back turned to the group. The early childhood educator selects someone in the group to say Good Morning/Afternoon to the child. The child turns around and must identify who spoke.
- **Simon Says** – focus on body parts
- **Who am I?** – The early childhood educator describes someone for the group to name. eg. I work at the school. I sell drinks. Who am I? I work at the clinic. I help sick people. Who am I? I am grey. I am big. I have a long nose. Who am I?
- **Chinese Whispers** – The group sits in a circle on the floor. The Early childhood educator tells one child a familiar word or phrase from WTT text. This child tells the one beside them, and so on, till the last child who says the word or phrase. First child says if what is said is right or wrong.
• **Auditory Memory** – some children will need to develop skill at attending to and comprehending pronouns, prepositions, number and descriptive words - not just nouns. Use a group of closely related objects/pictures ie. pictures of different dogs, cars of different colours, objects of different sizes. Give an instruction for the children to identify/select a specific one in the group, ie. The red car, the dog with long legs, the small yellow circle

• **Treasure Hunt** – Early childhood educator hides something in the room; children listen to instructions to find it. Educator uses terms such as above, beside, on top of, under, near. Complexity of instructions will vary according to skill of children.

• **Riddles** – Educator gives clues in the form of oral riddles, related to focus text. ie. I am a bird. I hunt at night. I eat mice and insects. I rhyme with howl. I am an _____ (owl).

• **Minimal Pairs** – have a selection of pictures, including pairs of objects which only have one sound different ie. pin and bin; shop and chop. Children listen carefully to word called out and put a counter on that picture.

### Pronunciation Exercises

- **Rhymes**, finger plays, action songs- children join early childhood educator in reciting these. The focus should be on the children imitating the Educator for correct pronunciation, stress and rhythm.

- **Tongue Twisters** - use these or nonsense sentences focusing on those sounds the children find particularly tricky. Record yourself saying them for children to listen to and imitate at listening post.

- **Singing** - using the children's vocabulary make short phrases to sing for each letter of the alphabet to the tune of ‘Skip to my Lou my darling’. Use a noun + verb or adjective + noun. eg. ‘Ants on the apple, a a a, ants on the apple, a a a, ants on the apple, a a a, skip to my Lou my darling’.

- **Chant** - children chant the familiar text, whilst keeping the beat by clapping or some other body action

- Direct children to focus on the way sounds are produced. They need to know how to arrange their lips, tongues and vocal cords for each sound. See the attached vowel and consonant production charts. Be aware of consonant sounds which can be easily confused: p/b; k/g; Vd/th; f/l/p/b; s/z/sh/ch/j; r/l.

- Vowel sounds - practice producing vowel sounds, get children to imitate you in producing each vowel group. Within each group, the tongue will gradually lower for each subsequent sound:

  **Group 1**: vowels produced at front of mouth /ee/ (bee), /i/ (bin), /e/ (bed), /a/ (back)

  **Group 2**: vowels produced in the middle of the mouth /ir/ (bird), /u/ (bud), /ar/ (car)

  **Group 3**: vowels produced at the back of the mouth /oo/ (moon), /ou/ (could) /o/ (top), /or/ (ford)

- **Voiced/Unvoiced** – Discuss that some sounds are made using the voice and some the air. Demonstrate how producing a voiceless sound (p, t, k, th (as in thin), s, f, sh, ch) will move a tissue or feather held close to the mouth

- **What’s missing?** – Make a word with single letter cards. Sound out the word. Cover it and remove one letter. Children must tell what letter is missing.

- **Hop a word** – put 9 letters on a grid on the floor. Educator says a word, children must hop from one letter to the next in the correct sequence to spell it out.
• *Exchange sounds* – have prepared cards with the consonant sounds c __ t, h __ t, b __ n, p __ n etc and vowel sounds so the children make words by changing the middle vowel sound, ie. cat can become cut and cot; hat can become hit and hut. Repeat, exchanging a new beginning or ending letter to make a new word.

• *Omitting Sounds* – Children omit a beginning, ending or middle sound to make a new word, ie. cat would become at with first sound omitted; shop would become hop with beginning sound omitted.

**Hearing the sounds in words – Rhyming**

**RECOGNITION**

• Early childhood educator says pairs of words and children indicate (perhaps with a yes/no card) if they rhyme or not. Repeat, saying three words at a time (extension: children tell the word which didn’t rhyme with the other two).

• Children play rhyming snap (BLM in appendix)

• Early childhood educator says a word, children point to a picture card in a selection which rhymes with that word.

• Children identify rhyming pairs in WTT text or in a simple poem.

**CREATION**

• Children orally supply a word to rhyme with one given by Early childhood educator.

• Children orally complete a sentence by supplying a rhyming word, eg. There was a cat who was so .......

• Read a familiar nursery rhyme to the children, reread encouraging the children to supply the rhyming word.

**Hearing the first sounds of words (Alliteration)**

• *Same or Different* – children listen to early childhood educator say two or a short series of words and state if they start with the same sound or not.

• *What’s the sound?* – educator says a word, group make its starting sound.

• *Children Name* – assist the children to group themselves according to the first sound of their English and then Indigenous name.

• *I Spy* – a selection of common objects (each starting with a different sound) are put on display for all the class to see. One student is selected to go first, saying, “I spy with my little eye something beginning with ...” The group call out the name of the object beginning with that sound.

• *Feely Bag or Box* – filled with familiar classroom resources or toys. Children take turns to put their hand in and try to identify one, say name and make initial sound of that word.

• *Brainstorming* – going around the circle, each student must name something beginning with a target sound, ie. book, bag, ball, boy etc.

• *Picture Dictionary* – use a card for each letter of the alphabet to display in the room, onto it have the children glue pictures (from magazines, copied BLMs, children own drawings) all starting with the same sound.

• *Odd One Out* – Educator shows three picture cards, two of the pictures starting with the same sound. Children name each picture and then indicate the one which starts differently.

• *Oral Close* – Educator says the start of a sentence and the first sound of the last word, children supply the missing word, using the context of the sentence and the initial sound as clues, ie ‘I went to the shop and bought a m....... A boy’s name is D.... I drove my car to B....
• **Barrier Game** – in pairs. Each child has an identical picture card. One instructs the other to put a counter on particular pictures depending on the starting sound, ie put your count on something starting with b

• **Races** – pairs race to say the first sound in a spoken word

• **Bingo** – using game boards with pictures or photos of well known objects. Let children know if they are to listen to beginning or ending sounds. Educator says a word, children put counter on picture with same beginning or ending sound, ie. Educator says house, children put counter on hat or horse

• **Sound category game** – prepare two sets of cards, one showing sounds the other with categories such as sports, fruit, something you like to eat. Children take turns to turn two cards over, they have to give a word which fits both categories, ie g and fruit= grapes

**Separating the sounds in words (word stretching, isolation, segmentation)**

• **Final Sounds** – looking at picture cards, group says name of object in picture and its final sound; extend to match pairs of pictures with the same final sound

• **Final sounds** – each student in a circle has a turn thinking of a word that begins with the last sound of a word given previously

• **Sort according to sound** – children are given a selection of pictures, they sort them according to the final sounds

• **Medial Sounds** – many of the activities for initial and final sounds above will help children learn to hear the middle sound of a word. At this stage, it would be best just to use three letter words in a consonant-vowel-consonant pattern, ie. can, run, hat, leg

• **Sound snap** – BLM in appendix- you can focus on beginning or final sounds

• **Word Stretching** – Educator says a word slowly, stretching it out so each sound is clearly distinguished, ie. cat becomes c...a...t; she becomes sh...e. Children listen carefully, imitating the Educator and then represent each sound they hear with a block or a dash on paper. They then tell the Educator how many sounds they heard.

• **Buzz Game** – the children stand in a circle, the educator says a three sound CVC word (mat, cup, sun, log etc.) Going around the circle, the first student says the first sound, the second student the middle sound and the third student the final sound. For example, if the educator says dog, the children stretch it out to d...o...g. The fourth student says “Buzz Off!” and is out, sitting down. Educator then says another word (initially just use the same word for the whole game so children can learn the rules) and the fifth student says the first sound and so on around the circle until only one student is left standing.

• Say the last sound in a spoken word (eg. in game the last sound is m)
Manipulating the sounds in words (exchanging, blending)

- **Stretching and Blending** – Educator calls out a Consonant / Vowel / Consonant word (hat, pin, jug, can, fox, cat, box, bed, sun, bus, pig, dog etc.), breaking it into its individual sounds- children listen and imitate educator saying the sounds, then say the word the sounds spell out. Extensions would be for the children to then write their word on their whiteboard. A physical body movement such as stretching out arms whilst stretching out the word and then clapping hands together as the word is said may help.

- **Build Word Families** – brainstorm words belonging to a particular word family, ie. cat, mat, hat, sat; ten, men, pen, Ben.

- **Blending Race** – educator stretches out a word, or shows three letter cards spelling a word, pairs of children race to call out what the word is.

- **Flipbooks** – children can make these themselves. They write an ending vowel and consonant on the right hand side of card, such as og. They then cut paper cards to staple on the left hand side and write a consonant on each. By flipping these cards they can make words such as log, dog, jog

- **Team Spelling** – three children in a team, educator calls out a CVC word. each person in the team must write one of the letters of the word. First team to finish the word wins.

- **What’s missing?** – Make a word with single letter cards. Sound out the word. Cover it and remove one letter. Children must tell what letter is missing.

- **Hop a word** – put 9 letters on a grid on the floor. Educator says a word, children must hop from one letter to the next in the correct sequence to spell it out.

- **Exchange sounds** – have prepared cards with the consonant sounds c __ t, h __ t, b __ n, p __ n etc and vowel sounds so the children make words by changing the middle vowel sound, ie. cat can become cut and cot; hat can become hit and hut. Repeat, exchanging a new beginning or ending letter to make a new word

- **Omitting Sounds** – Children omit a beginning, ending or middle sound to make a new word, ie. cat would become at with first sound omitted; shop would become hop with beginning sound omitted.

Linking sounds to letters

- **Flashcards** – for the sounds the children are competent discriminating and making, introduce the letter flashcard (BLM set in Appendix 2), more details in the ‘Resources’ section

- **Letter name/sound** – talk to the children about the difference between letter names letter sounds

- **Teach the letter names of the alphabet**

- **Upper and lower case letters** – make games such as snap or memory where the children have to match a lower case letter to the correct upper case letter

- **Alphabetical Order** – chant the alphabet in order. Allow the children free play with the alphabet jigsaws.

- **Bingo game** – educator says a sound or word, children place a counter on corresponding first letter on a game board

- **Picture flaps** – children staple paper “flaps” onto card, onto the front of each flap they draw a picture, under that flap on the card they write the initial sound. They can use the card to test a partners letter-sound link knowledge.

- **Make the letter shape** – with playdough, in the sand with a finger, string, fingerpaint, counters, on the back of another child who must say what it is

- **Feeling letters** – make a letter from pipe cleaners. A blindfolded child must feel it and say what its name or sound.
• Select the right word – Educator writes three words on the board each starting with a different letter. Educator says one of the words, children have to identify the word from the first sound and write it on their own small board.
• uses knowledge of alphabetical order to locate words in dictionaries, glossaries

Phonological Awareness

A basic definition of phonological awareness includes the knowledge that words are composed of individual sounds and sound patterns and the individual’s ability to manipulate these sound patterns effectively, by rhyming, blending, alliteration, repetition, comparison, etc. This is done by manipulating the components of phonological awareness:

1. **Phonemes** are the smallest, most minimal sound unit.
   ![Smallest Sound Unit](image)

2. They combine to form **morphemes**, the smallest unit of meaning. These can be words meaningful within themselves BUT can also be sounds and sound patterns that encode a new meaning eg. (–ing)/( - ed) and (plural /s/) which rely on being attached to a word.

3. Phonemes and morphemes form **spoken words** (d-o-g; j-u-m-p) and also syllables (ba/na/na(s); jump-(ing).

4. **Graphemes** are then used to encode this sound information into **written** text.

   To understand that words are comprised of sequences of basic speech sounds (which in turn are linked to learning to read an alphabetic language) is an essential skill. Understanding the logic of the alphabetic principles (and from there, to informal and formal spelling) is a major pathway in the journey. To learn to read, children learn to deal meaningfully with the sounds of the language of instruction. To ‘see’ Oral Language in print, to understand how speech and interactions are represented visually as written sounds, words, phrases, sentences, paragraphs and into organisational frameworks called genres, is a complex journey.

   The knowledge of ‘phonics’ is but one step along the way to a rich and increasingly useful phonological awareness.

The Need for an Explicitly Taught Phonological Awareness program

For children whom English is a first language, phonological awareness is usually developed before school in the home through activities such as shared reading, singing, playing sound games, chanting etc. in English. These children have been immersed in English and generally come to school ready to learn the sound/letter correspondences.

Those sounds that are easier to hear and feel will be easier for children to distinguish. The easier sounds to discriminate are: “m: “f” “s” “n” “v” “z” “h” “w”

//\ Fifty to ninety percent of children consistently use most vowels, diphthongs and p, m, h, w, and ng by 4 years of age.

//\ Fifty to ninety percent of children consistently use most vowels, diphthongs, p, m, h, w, ng, b, n, d, y, k, g, f and y (as in yellow) by 5 years of age.

//\ Fifty to ninety percent of children consistently use l, sh, ch, zh (as in measure), t and soft g (as in George) by 6 years of age.

//\ For fifty to ninety percent of children to consistently use r, v, voiceless th, s and z it may take till 8 or 9 years of age. (This data taken form Speech Therapist, ACT 1981 based on norms set in the Queensland articulation test).
The more difficult to discriminate sounds are: “l” “r” “th”

It is important to avoid introducing similar sounds such as “m” and “n” together.

An excellent resource for in depth information is Love and Reilly, A Sound Way 1994 Pearson Education Australia.

Many children have not had these opportunities before coming to school and so will need to develop phonemic awareness before learning phonics, therefore before learning to read or spell.

Many ESL children will have difficulties in identifying, discriminating and making the sounds of English as there are many sounds in English that are not present other languages and dialects. Compounding this are the hearing problems suffered by many children. Children with a history of hearing loss experience significant difficulty with phonological awareness.

SUPPORTIVE STRATEGIES INCLUDE:

- opportunities for repetition – choral, individual and practice
- modelling new language / tasks
- small amounts of input
- visual stimuli / diagrams / pictures etc
- use of materials & resources
- use of body language (comprehensible input)
- expecting children to perform, but not forcing them if they are not ready
- scaffolding responses when necessary
- explicit practicing of new language.
Songs to mark changes in the day:  
These songs are to be sung each day. They are important signals, allowing the children to mark important changes in the daily rhythm.

A CALL TO JOIN THE CIRCLE FOR CIRCLE TIME….  
*Teacher stands in place making a rounded, welcoming gesture with arms.*

We can make a circle,  
Round like the sun.  
We can make a circle,  
With a place for everyone.  
We can make a circle,  
Round like the sun.  
We can make a circle,  
To welcome everyone!

GREETINGS TO BEGIN CIRCLE TIME…

Good morning, good morning,  
Good morning to you! (clap, clap)  
Good morning, good morning,  
Good morning to you! (clap, clap)  
Good morning’s what we say (clap, clap)  
Good morning’s what we do (clap, clap)  
Good morning, good morning,  
Good morning to you! (clap, clap)

MORNING VERSE

Down is the Earth,  
(*gesture with hands placed flat on the ground*)  
Up is the sky  
(*raise hands to the sky*)  
Here are my friends  
(*gesture with hands moving wide*)  
And here am I  
(*hug self*)  
Good morning  
Good Morning  
(*turn to people on both sides to their shake hands and greet*)

PACK AWAY SONG – TO BE SUNG AS WE PACK AWAY

We’re packing up,  
We’re packing up,  
We’re putting things away.  
We’re packing up,  
We’re packing up,  
We’ve had a lovely play!

STORY TIME SONG...

Listen, listen to the story now,  
Quiet, quiet, make not any noise.  
Wonder what is happening here.  
Story time is coming near.  
Listen, listen to the story now.  
(To be sung repetitively while the story teller is setting up the props and the children are gathering around.)
MORNING AFTERNOON TEA BLESSING
(To be sung over a lit candle)
Earth that gave us all this food,
Sun that made it ripe and good.
And here we are for Morning Tea,
What a lovely place to be!
Spoken: Thank you for our food!
A chosen child then blows out the candle

LINING UP SONG
To be sung before we head off to the library
(To the tune ‘Mama’s Little Baby loves Shortnin’ Bread)
Everybody line up. Line up. Line up,
Everybody line up at the door!
Not on the ceiling!
Not on the floor!
Everybody line up at the door.

GOODBYE SONG…
Have a chosen child sit on the Teacher’s lap
Goodbye now, goodbye now,
We leave you now and home we go.
Goodbye now, goodbye now
It’s time for us to go!
It’s time to go or we’ll be late,
Let (chosen child’s name) lead us to the gate,
Goodbye now, goodbye now,
It’s time for us to go!

BIRTHDAY RHYME
said while lighting a child’s candles…lighting one for each line of the verse.
When ________ was One, s/he had just begun,
When ________ was Two, s/he was nearly new,
When ________ was Three, s/he was fit as a flea,
When ________ was Four, s/he was not much more
But now ________ is Five, s/he’s as clever as clever and we think s/he’ll be Five for ever and ever!

Contributed by Ros Coggan