

Overview of Learning in the Prep Environment Ironsides State School Term 2 2009

Social & Personal Learning	Health & Physical understandings	Language Learning & communications	Mathematical Understandings	Active Learning processes
<ul style="list-style-type: none"> ▪ Takes on some familiar classroom roles & responsibilities. ▪ Discusses others' point of view & tries out ways to respond appropriately to other's ideas, needs & feelings, ▪ Sometimes shares, takes turns, negotiates & compromises. ▪ Participates in discussions about situations & experiences that influence their personal identity ▪ Uses a small range of ways to resolve conflicts in familiar situations, sometimes with prompts. 	<ul style="list-style-type: none"> ▪ Identifies safe & unsafe practices related to hygiene, health & personal safety in familiar situations, ▪ Draws on understandings about familiar community health services & personal during discussions & play, ▪ Uses familiar equipment, materials, tools & objects with increasing coordination, strength & control. ▪ With verbal direction & some physical support, moves spontaneously, explores different movement & ways to use large muscles, ▪ With directions, copies physical gestures & movements, ▪ Moves with confidence on familiar equipment, but needs support with new movement experiences ▪ Repeats & copies movement to increase control, balance & strength, ▪ Repeats & copies movement - hit, kick, throw, catch & visually track objects. 	<ul style="list-style-type: none"> ▪ Use language to join play & social situations, ▪ Participates in discussions about the language used to express needs & feeling ▪ Requires reminding to look & listen to the speaker & to wait for a turn, ▪ Uses simple vocabulary & criteria to sort & label items, ▪ Follows a simple instructions requiring 1 or 2 actions, ▪ Makes up a story based on images they see, ▪ Reads familiar text using memory of text & the visual cues, ▪ Can point to print when asked, ▪ Makes card, signs, lists, etc. ▪ Copies signs to communicate messages to others, ▪ Asks writer to scribe labels for work, ▪ Identifies rhyming words, ▪ Responds to rhythms/patterns by clapping, etc. ▪ Hears & identifies some initial consonants, ▪ Copies letters, numbers, and words. 	<ul style="list-style-type: none"> ▪ Recites number names to at least 10, ▪ Counts small collections to 10, ▪ Experiments with combining objects and parts to make a whole, ▪ Identifies 'how many' in a small collection, ▪ Represents the quantities of small collections in different ways, ▪ Gives money to people in play situations, ▪ Uses personal understandings of everyday measurement language during play, ▪ Responds with support to directions involving positional language, ▪ Copies patterns, repeating element, ▪ Follows the sequence or pattern in order. 	<ul style="list-style-type: none"> ▪ Observes, asks questions about and discusses relationships by- ▪ comparing, exploring cause & effect, exploring part whole relationships, ▪ Follows suggestions for how to plan and make simple choices ▪ Solves problems of personal interest in real-life & play situations, ▪ Experiments with options for solving problems while collaborating with adults, ▪ With support & demonstrations, experiments with materials & actions & makes simple observations. ▪ Shares observations & comments about personal understandings of the natural world, ▪ Represents familiar places through drawings, models & constructions, ▪ Investigates components on computer, ▪ Experiments with ideas for creating imaginative play, ▪ Copies & experiments with new language for describing the features of their artwork or others.