

At St Luke's Catholic Primary School we recognise, acknowledge and celebrate the milestones each child reaches in their very first year at school. We realise that each child reaches milestones in their own time, and thus we offer ample opportunities for each of them to reach and exceed these markers. At the same time, we embrace children as natural, curious learners who thrive in an environment that is secure and enjoyable. We build on the adult and peer relationships that we worked so hard to foster in Term 1 so that the next phase of our learning is just as successful.

In Term 2 our program evolves so that the emphasis is less on teacher directed learning. In this phase the learning is more active and demands shared participation between the adults in the room and each child. As we promote specific academic development we are very mindful of our core philosophy: to educate the whole child.

Like Term 1, we use a combination of open-ended play experiences and explicit teaching to encourage children to explore and tap into their natural curiosity. We still encourage them to use communication in many forms to forge new relationships, although our emphasis now shifts towards written expression as well as oral forms. We still encourage them to separate from their family and embrace the security and enjoyment of new Kindergarten experiences. We still encourage them to initiate play in both indoor and outdoor settings and to extend themselves beyond their own limitations. We still encourage them to develop as confident and unique individuals in their own right. We still encourage them to be caring, empathetic and respectful citizens who promote inclusivity and celebrate our school values.

So in Term 2 we continue to monitor the growth and development of each student whilst opening them to new play experiences, new learning styles and new knowledge. We may introduce Object Based News. Children whereby the children may have the opportunity to bring in an object (not a toy) and share information about the object according to criteria developed by early literacy expert, Diana Rigg. Likewise, we may nominate a Star of the Week who participates in a range of home-based and school-based tasks that help to draw parallels between the two worlds. Holistically, we build on our school value program by explicitly pointing out examples that demonstrate loyalty, courage, inclusion, forgiveness, service, personal best and attentiveness.

**In Term 2 our Numeracy goals will include (but not be limited to)** extending 1:1 counting to a set of ten objects, counting aloud in sequence to 20, numeral recognition from 1-10, numeral writing from 0-9, anticipating whether an indicated change to a collection or quantify will make it the same, making collections up to ten, matching shapes and finding them in the environment, describing a shape by its functionality and use, begin to use simple language of measurement such as heavier and lighter, recall a sequence of events, discuss significant possibilities and likelihoods (such as weather), reproduce a simple pattern.

**In Term 1 our Literacy goals will include (but not be limited to)** speaking clearly to be understood and audibly to be heard, speaking confidently and making some eye contact, initiating a conversation with peers and adults, be able to talk about a personal experience and remain on topic, be able to recall and recount a simple story, be able to answer simple questions, be able to listen to stories or information for sustained periods of up to 20 minutes, demonstrate attentiveness during mat sessions, be able to listen to and recall three step instructions, demonstrate drawing and writing behaviours, attend to write their own name, start to use known letters and form some recognisable shapes, demonstrate book handling knowledges and print behaviours, recognise simple rhyming words and predict a rhyming word to finish a sequence, clap or tap syllables in a word.

MOTHER'S DAY

THE VERY HUNGRY CATERPILLAR

WHAT THE LADYBIRD HEARD

COMMUNITY/FARMING/TBC

**EYLF PRINCIPLES**

Secure, respectful and reciprocal relationships

Partnerships with families

High expectations and equity

Respect for diversity

Ongoing learning and reflective practice

**EYLF PRACTICE**

Holistic approach

Responsiveness to children

Learning through play

Intentional teaching

Learning environments

Cultural competence

Continuity of learning and transitions

Assessment for learning

**EYLF OUTCOMES**

Children have a strong sense of identity

Children are connected with and contribute to their world

Children have a strong sense of wellbeing

Children are confident and involved learners

Children are effective communicators

**OUTCOME 1:  
CHILDREN HAVE A STRONG  
SENSE OF IDENTITY**

- Children feel safe and secure and supported
- Children develop their emerging autonomy, interdependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

**OUTCOME 2:  
CHILDREN ARE CONNECTED  
AND CONTRIBUTE TO THEIR  
WORLD**

- Children develop a sense of belonging to groups and communities and understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

**OUTCOME 3:  
CHILDREN HAVE A STRONG  
SENSE OF WELLBEING**

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

**OUTCOME 4:  
CHILDREN ARE CONFIDENT  
AND INVOLVED LEARNERS**

- Children develop dispositions for learning such as curiosity, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills as processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, places, technologies and natural and processes materials

**OUTCOME 5:  
CHILDREN ARE EFFECTIVE  
COMMUNICATORS**

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking