

At St Luke's Catholic Primary School we recognise, acknowledge and celebrate the milestones each child reaches in their 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 Semester 1 so that the next phase of our learning is just as successful.

In Term 3, our program places less emphasis on teacher directed learning and more emphasis on student agency, self-discovery and responsibility. In this phase the learning is active, hands-on and purposeful 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 2, in Term 3 we continue to incorporate intentional teaching opportunities (via mat sessions) with open-ended play experiences (via activity times). We encourage children to use new found communication strategies to strengthen their relationships. We celebrate children separating from loved ones at the door and extending themselves beyond their limitations. At the same time we encourage children to gain independence and responsibility by looking after their belongings. We want the children to develop as confident and unique individuals in their own right. We want to develop caring, empathetic and respectful citizens who promote inclusivity and celebrate our school values. Holistically, we build on our school values program by explicitly pointing out examples that demonstrate loyalty, courage, inclusion, forgiveness, service, personal best and attentiveness.

In Term 3 our Numeracy goals will include (but not be limited to) extending 1:1 counting to a set of ten objects or more, counting on by adding one more, counting aloud in a sequence to 20 and beyond, numeral recognition from 1-20, numeral writing from 0-9, anticipating whether an indicated change to a collection or quantity alters it, making collections up to ten, matching shapes and finding them in the environment, describing a shape by their functionality and use, sorting shapes by their edges and sides, using simple language of measurement such as heavier and lighter, recalling a sequence of events such as the days of the week, discussing significant possibilities and likelihoods (such as weather), reproducing simple patterns.

In Term 3 our Literacy goals will include (but not be limited to) speaking clearly to be understood and heard, speaking confidently and making some eye contact, initiating conversations with peers and adults, talking about personal experiences and remaining on topic, recalling and recounting stories, asking and answering questions, listening to information for sustained periods of up to 20 minutes, demonstrating attentiveness during mat sessions, listening to and recalling three step instructions, demonstrating drawing and writing behaviours, writing their name independently and recognising the letters in their name, knowing and being able to correctly write taught graphemes, demonstrating book handling knowledge and print behaviours, recognising simple rhyming words, predicting which rhyming word may finish a sequence, segmenting syllables in a word, beginning to blend and segment individual phonemes in CVC words and recognise and name taught phonemes.

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, inter-dependence, 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