<table>
<thead>
<tr>
<th>Developmental domain objectives</th>
<th>Learning objectives</th>
<th>Children’s current interests</th>
<th>Staff/School/ Community interests</th>
<th>Learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>For the children to describe or explain their feelings or frustrations.</td>
<td>AFL</td>
<td>- Roald Dahl Show (Tues 24th Feb)</td>
<td>Investigations</td>
</tr>
<tr>
<td>Social</td>
<td>For the children to be aware of their peers and work together.</td>
<td>Animals</td>
<td>- Student Leadership Assembly (Wed 25th Feb)</td>
<td>Sensory</td>
</tr>
<tr>
<td>Cognitive</td>
<td>For the children to manage their time responsibly.</td>
<td>Art</td>
<td>- Rika Sensei helping in the Japanese Room</td>
<td>Natural resources</td>
</tr>
<tr>
<td>Language</td>
<td>For the children to use a clear and appropriate voice when speaking in front of the class.</td>
<td>Basketball</td>
<td>- Clean Up Australia (Fri 27th Feb)</td>
<td>Kinetic sand</td>
</tr>
<tr>
<td></td>
<td>For children to listen to their peers (Whole Body Listening)</td>
<td>Beach</td>
<td>- School Photos (Mon 2nd March)</td>
<td>Sand</td>
</tr>
<tr>
<td>Physical</td>
<td>For the children to move around their learning environment in a safe manner.</td>
<td>Beanie Boos</td>
<td>- Bush Dance (Fri 6th 5.30pm March)</td>
<td>Writing</td>
</tr>
<tr>
<td>Environmental</td>
<td>For the children to put canteen rubbish in the correct recycling bins.</td>
<td>Bikes</td>
<td></td>
<td>Collage and box construction</td>
</tr>
</tbody>
</table>

**Mathematics**

**Number:**
- For the children to:
  - locate numbers on a number line
  - identify and explore number patterns (2s, 5s, 10s from any starting point)

**Measurement and Geometry:**
- For children to:
  - Describe and draw 2D shapes

**English**

- explore transactional texts
- be introduced to the structure of persuasive texts
- be introduced to the writing process (draft, edit, publish)
- use the fluency strategy “I can read appropriately levelled texts that are a good fit”
- use the comprehension strategy “I can retell the story”

**Specialists**

**Japanese:** Practise their self-introduction and identify days and dates

**Art:** Experiment with scissor skills such as fringing to create a backdrop for their project

**Performing Arts:** Explore roll and dramatic play through puppets

**Physical Education:** Practise and improve their basic motor skills of catching, rolling, throwing

**Inventions**

Sensory
- Natural resources
- Kinetic sand
- Sand

**Writing**

- Pencils, pens, plain/lined paper, and fiction/non fiction, sticky notes, magazines, envelopes, greeting cards, rulers, writing displays, calendars, dictionaries

**Collage and box construction**

- Scissors, glue, string, wrapping paper, paddle pop sticks, feathers, straws, ribbon, buttons, paper plates, doilies, matchsticks, pompons, crepe paper, paint, pastels, beads, fancy scissors, foam, rulers, recycled boxes

**Construction**

- Lego
- Kapla
- Tinkering
- Screwdrivers, tools harddrive, CD player, hairdryer, hardhats

**Dramatic play**

- Travel Agent
- Ticket, maps, calendars, flight schedules

**Café**

- Diary, notepads, cash register, money, phone, menu, receipts

**Reading**

- Small corners with books the children have chosen from the library, book browsing baskets, range of fiction and non fiction texts

**Numeracy resource table**

- dice, calculators, dominoes, rulers, counters, 10 frames, grid paper, 100’s chart, fraction dominoes, fraction think boards, 3D shapes measuring tools