

Learning P-3

Overview



Focus

Learning P–3 describes the focus of the early years of learning (Prep to Year 3) and forms part of the Learning P–12 approach developed by the Queensland Studies Authority (QSA).

These focuses include:

- Equity of access
- Strong foundations
- Continuity and transition.

Equity of access

Equity of access means providing all children with the knowledge, understanding and skills needed to access learning. It supports children to develop dispositions for participating in their ongoing education. In the early years, teaching and learning build on children's prior learning and should be responsive to the diverse needs of learners.

Strong foundations

Strong foundations for learning are built on:

- Literacy
- Numeracy
- Social and emotional competence
- Health and physical wellbeing
- Active processes for learning.

Learning P–3 describes the learning children need for building strong foundations and success at school.

Continuity and transition

The early years of learning are an important time of transition for children and their families. Learning P–3 supports continuity and transition by providing curriculum resources that meet the specific needs of young children.

A set of common principles underpin all Learning P–3 resources. This commonality enhances the continuity of teaching, learning and assessment throughout the early years.

Learning P–3 resources

Learning P–3 comprises linked curriculum resources that provide clarity about what to teach, specify the expected learning for all children and support monitoring and assessment of children's learning. These include:

- *Early Years Curriculum Guidelines (EYCG)*
- Year 1 Learning Statements
- *Essential Learnings by the end of Year 3 and Standards*
- P–3 Literacy and Numeracy Indicators.

Early Years Curriculum Guidelines

The *Early Years Curriculum Guidelines* are designed around five early learning areas that have been shown to build strong foundations for success at school:

- Social and personal learning
- Health and physical learning
- Language learning and communication
- Early mathematical understandings
- Active learning processes.

The guidelines provide a planning framework that explicitly links the curriculum to monitoring and assessment of children's learning. In addition, the guidelines provide advice about reporting on children's learning at the end of the Prep Year.

Year 1 Learning Statements

Year 1 Learning Statements identify what should be taught and what is important for children to have opportunities to know, understand and be able to do by the end of Year 1. They support continuity in learning between the Prep Year and Year 1 by maintaining the five early learning areas as organisers.

The Year 1 Learning Statements also link to future learning by supporting children's progress toward the demonstration of *Essential Learnings by the end of Year 3*.

Essential Learnings by the end of Year 3 and Standards

The *Essential Learnings by the end of Year 3* identify what should be taught and what is important for children to have opportunities to know, understand and be able to do by the end of the early years of learning.

The *Essential Learnings* describe the focus of teaching and learning in eight key learning areas (KLAs) organised around the dimensions of:

- Knowledge and understanding — that describe essential concepts, facts and procedures of the KLA
- Ways of working — that describe processes and capabilities that children use to develop and demonstrate their knowledge and understanding.

The *Standards* provide a common language to describe the expected qualities of student work and describe achievement for reporting. *Standards* support teachers to identify children’s progress and provide valuable feedback about learning as well as inform future planning. The *Standards* are the basis for school-based assessment and assist teachers to make consistent judgments about how well children have demonstrated what they know, understand and can do.

In the early years, the *Standards* are linked to the *Essential Learnings* and can be applied to the Year 1 Learning Statements.

For specific advice about reporting, refer to school sector policies and the QSA’s *Guidelines for Reporting* available from the QSA website.

P–3 Literacy and Numeracy Indicators

P–3 Literacy and Numeracy Indicators describe expected learning for children in literacy and numeracy from Prep to Year 3 and are a resource that can be used when planning for teaching, learning and assessment.

Children learn and progress at different rates and times. The P–3 Literacy and Numeracy Indicators develop in complexity across year levels and describe expectations of learning for children within a year level. Children’s demonstration of these indicators will depend on their individual development, and learning is unlikely to occur in the same pattern or at the same time for all children within a class.

The P–3 Literacy and Numeracy Indicators help teachers determine where children need extra support and how teaching can be focused to meet the needs of individual children.

Organisers

The P–3 Literacy and Numeracy Indicators are organised to focus on the following important aspects of literacy and numeracy.

Literacy	Numeracy
<ul style="list-style-type: none"> • Speaking and listening • Reading and viewing • Writing and designing <p><i>Language elements and text types are embedded in the organisers.</i></p>	<ul style="list-style-type: none"> • Number • Patterns and algebra • Measurement • Space • Chance and data

Planning for teaching, learning and assessment

The *Early Years Curriculum Guidelines* and the *Essential Learnings by the end of Year 3* are a starting point for planning curriculum in the early years. The P–3 Literacy and Numeracy Indicators are an additional resource that teachers can use to plan for focused teaching, learning and assessment.

Teachers are encouraged to use the P–3 Literacy and Numeracy Indicators when planning for teaching, learning and assessment across the KLAs. A variety of assessment packages, including annotated sample responses, will be available from the Assessment Bank.

Scope and sequence guides for English and Mathematics are available on the QSA website and support teachers to plan in English and Mathematics.

For further advice on the use of the P–3 Literacy and Numeracy Indicators and assessment resources, refer to school sector policies.

Indigenous perspectives

Indigenous perspectives refer to Aboriginal and Torres Strait Islander ways of knowing, viewing and relating to the world. These perspectives acknowledge the viewpoints of Indigenous people on time, place and people within local, regional, national and global contexts.

All children in the early years should have access to valued Indigenous knowledges and should have opportunities to engage with a variety of stories, languages, beliefs and cultural practices of Australia’s Indigenous peoples.

The *Essential Learnings* and the Year 1 Learning Statements include some specific references to Indigenous knowledges. In addition, teachers are encouraged to consider other ways to include Aboriginal and Torres Strait Islander ways of knowing, viewing and relating to the world in their teaching and learning programs.

Equity

All children in Queensland have a right to education that meets their needs and prepares them for active participation in their family, school, and community. Schooling should support children to achieve high standards of knowledge and understanding and develop a range of skills and capabilities to act in the world.

The Learning P–3 resources set high expectations for all children and clearly specify expected content standards and achievement standards. Teachers use the resources as the starting point for curriculum planning and make adjustments to support the learning needs of all children.

As a suite of linked curriculum resources that develop sequentially across the year levels, the resources support teachers to develop curriculum; identify appropriate learning goals; and differentiate teaching, learning and assessment to meet the needs of all children.

Communication modes and methods

Children may use a variety of communication modes and methods to help them access and participate in learning and to demonstrate their knowledge, understanding and skills. For example, a child who is non-verbal may “speak” using a voice output device.

The range of communication modes and methods include, but are not limited to:

- physical, e.g. pointing, touching, hand squeezing, blinking
- written, e.g. braille, large print, audio-to-text computer transcripts
- verbal, e.g. vocalising, signing systems, text-to-audio computer programs
- visual, e.g. displaying, drawing, matching, sorting
- augmentative, e.g. switches, adaptive and assistive technologies, symbol systems.

Teachers can refer to the Band scales when selecting focuses for learning programs and assessment for children whose first language is not English. These children can also be supported through the use of their home language when appropriate.

Principles for practice in the early years

The following principles draw on contemporary theory and research about young children and teaching, learning and assessment in early childhood education.

1. Children are capable and competent and have been learning since birth.
2. Children build deep understandings when they learn through all senses and are offered choice in their learning experiences.
3. Children learn best through interactions, active exploration, experimentation and by representing their learning through a variety of modes.
4. Children’s positive dispositions to learning, and to themselves as learners, are essential for success in school and beyond.
5. Children learn best in environments where there are supportive relationships among all partners in the learning community.
6. Early childhood programs are most effective when they recognise, value and build upon the cultural and social experiences of children.
7. Building continuity of learning as children move to and through school provides foundations for their future success.
8. Assessment of young children’s learning is an integral part of the learning–teaching process and is not a separate activity.

These principles:

- inform planning for teaching, learning and assessment
- promote reflective practice
- provide starting points for discussions with children, colleagues, parents, carers, and other stakeholders.