Early learning record

**Name: Teacher: Date:**

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| Learning statement | Phase of learning***BA = Becoming Aware MC = Making ConnectionsE = Exploring A = Applying*** | Link to key learning areas(KLAs) |
| *Social learning* ***Sustaining relationships***  |

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| **BA** | **E** | **MC** | **A** |

 | HPE — Enhancing personal development |
| *Social learning****Understanding diversity***  |

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| **BA** | **E** | **MC** | **A** |

 | SOSE — Time, continuity & change; Culture & identity |
| *Personal learning****Identity & independence*** |

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 | HPE — Enhancing personal development |
| ***Making healthy choices*** |

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 | HPE — Promoting the health of individuals & communities |
| *Gross-motor* |

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 | HPE — Developing skills & concepts for physical activity |
| *Fine-motor* |

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 | HPE — Developing skills & concepts for physical activity |
| *Oral language* |

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 | English — Speaking & listening |
| *Read and view* |

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 | English — Reading & viewing |
| ***Write and shape*** |

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| **BA** | **E** | **MC** | **A** |

 | **English — Writing & shaping** |
| *Early numeracy*  |

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| **BA** | **E** | **MC** | **A** |

 | Mathematics — all strands |
| *Thinking*  |

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 | Thinking is embedded in all KLA areas |
| *Investigating phenomena* |

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| **BA** | **E** | **MC** | **A** |

 | Science — all strands |
| *Investigating technology* |

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| **BA** | **E** | **MC** | **A** |

 | Technology — all strands |
| *Investigating environments* |

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 | SOSE — Time, Continuity & Change; Place & space; Systems, Resources & Power |
| *Imagining and responding*  |

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 | The Arts — all strands |
| *Comments:* |

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| **Learning statement** |
| **Social & personal learning**  |
| ***Social learning*** *Children sustain relationships by:** acknowledging and negotiating rights, roles and responsibilities in a range of contexts
* cooperating with others in social situations.
 |
| ***Child’s name*** | ***Contexts for learning*** |
| **[ ]**  | **Play** |
| **[ ]**  | **Real-life situations** |
| ***Date*** | **[ ]**  | **Investigations** |
| **[ ]**  | **Routines & transitions** |
| **[ ]**  | **Focused learning & teaching** |
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| Commentary  |
| Add photos |

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| **Learning statement** |
| **Social & personal learning** |
| *Children build early understandings about diversity by:* * investigating and communicating positively about the social and cultural practices of people in their community.
 |
| ***Child’s name*** | ***Contexts for learning*** |
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| Commentary  |
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| **Learning statement** |
| **Social & personal learning** |
| ***Personal learning****Children build a positive sense of self by:** developing a sense of personal identity as a capable learner
* acting with increasing independence and responsibility towards learning and personal organisation.
 |
| ***Child’s name*** | ***Contexts for learning*** |
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| Commentary  |
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| **Learning statement** |
| **Health & physical learning** |
| ***Making healthy choices****Children build a sense of wellbeing by:** making choices about their own and others’ health and safety with increasing independence.
 |
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| **Learning statement** |
| **Health & physical learning** |
| ***Gross-motor****Children build a sense of wellbeing by:** using and extending gross-motor skills when integrating movements and using equipment.
 |
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| **Learning statement** |
| **Health & physical learning** |
| ***Fine-motor****Children build a sense of wellbeing by:** using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.
 |
| ***Child’s name*** | ***Contexts for learning*** |
| **[ ]**  | **Play** |
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| **Learning statement** |
| **Language learning & communication** |
| ***Oral language****Children expand their oral language by:** using spoken language (including home language, or signed or augmentative communication) for a range of purposes
* exploring the patterns and conventions of spoken, signed or augmentative language
* interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening.
 |
| ***Child’s name*** | ***Contexts for learning*** |
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| **Learning statement** |
| **Language learning & communication** |
| ***Early literacy*** *Children become readers and viewers by:* * using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts.
 |
| ***Child’s name*** | ***Contexts for learning*** |
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| Commentary  |
| Add photos |

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| **Learning statement** |
| **Language learning & communication** |
| ***Early literacy*** *Children become writers and shapers by:** experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.
 |
| ***Child’s name*** | ***Contexts for learning*** |
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| **Learning statement** |
| **Early mathematical understandings** |
| ***Early numeracy*** *Children build early mathematical understandings about number, patterns & algebra, measurement, chance & data and space by:** investigating and communicating about quantities and their representations, and attributes of objects and collections
* investigating and communicating about position, movement and direction
* investigating and communicating about order, sequence and pattern.
 |
| ***Child’s name*** | ***Contexts for learning*** |
| **[ ]**  | **Play** |
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| **Learning statement** |
| **Active learning processes** |
| ***Thinking*** *Children think and enquire by:** generating and discussing ideas and plans and solving problems.
 |
| ***Child’s name*** | ***Contexts for learning*** |
| **[ ]**  | **Play** |
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| **Learning statement** |
| **Active learning processes** |
| ***Investigating the natural world****Children think and enquire by:** investigating their ideas about phenomena in the natural world
* developing shared understandings about these phenomena.
 |
| ***Child’s name*** | ***Contexts for learning*** |
| **[ ]**  | **Play** |
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| **Learning statement** |
| **Active learning processes** |
| ***Investigating technology****Children think and enquire by:** investigating technology and considering how it affects everyday life.
 |
| ***Child’s name*** | ***Contexts for learning*** |
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| **Learning statement** |
| **Active learning processes** |
| ***Investigating environments****Children think and enquire by:** investigating features of, and ways to sustain, environments.
 |
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| **Learning statement** |
| **Active learning processes** |
| ***Imagining and responding*** *Children generate, represent and respond to ideas, experiences and possibilities by:** experimenting with materials and processes in a variety of creative, imaginative and innovative ways
* discussing and responding to the qualities of their own and others’ representations, experiences and artistic works.
 |
| ***Child’s name*** | ***Contexts for learning*** |
| **[ ]**  | **Play** |
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