Early learning record

**Name: Teacher: Date:**

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| Learning statement | Phase of learning  ***BA = Becoming Aware MC = Making Connections E = Exploring A = Applying*** | Link to key learning areas  (KLAs) |
| *Social learning*  ***Sustaining relationships*** | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | HPE — Enhancing personal development |
| *Social learning*  ***Understanding diversity*** | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | SOSE — Time, continuity & change; Culture & identity |
| *Personal learning*  ***Identity & independence*** | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | HPE — Enhancing personal development |
| ***Making healthy choices*** | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | HPE — Promoting the health of individuals & communities |
| *Gross-motor* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | HPE — Developing skills & concepts for physical activity |
| *Fine-motor* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | HPE — Developing skills & concepts for physical activity |
| *Oral language* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | English — Speaking & listening |
| *Read and view* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | English — Reading & viewing |
| ***Write and shape*** | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | **English — Writing & shaping** |
| *Early numeracy* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | Mathematics — all strands |
| *Thinking* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | Thinking is embedded in all KLA areas |
| *Investigating phenomena* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | Science — all strands |
| *Investigating technology* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | Technology — all strands |
| *Investigating environments* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | SOSE — Time, Continuity & Change; Place & space; Systems, Resources & Power |
| *Imagining and responding* | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | | 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** | |
| **BA** | **E** | **MC** | | | **A** |
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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*** | | |
|  | **Play** | |
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| Add photos | | | | | |

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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*** | | |
|  | **Play** | |
|  | **Real-life situations** | |
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|  | **Focused learning & teaching** | |
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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. | | | | | |
| ***Child’s name*** | | | ***Contexts for learning*** | | |
|  | **Play** | |
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|  | **Focused learning & teaching** | |
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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. | | | | | |
| ***Child’s name*** | | | ***Contexts for learning*** | | |
|  | **Play** | |
|  | **Real-life situations** | |
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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** | |
|  | **Real-life situations** | |
| ***Date*** | | |  | **Investigations** | |
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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*** | | |
|  | **Play** | |
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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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| **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*** | | |
|  | **Play** | |
|  | **Real-life situations** | |
| ***Date*** | | |  | **Investigations** | |
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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** | |
|  | **Real-life situations** | |
| ***Date*** | | |  | **Investigations** | |
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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** | |
|  | **Real-life situations** | |
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|  | **Routines & transitions** | |
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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*** | | |
|  | **Play** | |
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| **Learning statement** | | | | | |
| **Active learning processes** | | | | | |
| ***Investigating environments***  *Children think and enquire by:*   * investigating features of, and ways to sustain, environments. | | | | | |
| ***Child’s name*** | | | ***Contexts for learning*** | | |
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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*** | | |
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