**Early learning record**

**(English as a second language)**

**Name: Teacher: Date:**

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| **Learning statement** | **Phase of learning** | **Comments** |
| **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.
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| *Children build early understandings about diversity by:* * investigating and communicating positively about the social and cultural practices of people in their community.
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| ***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.
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| **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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| ***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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| ***Fine-motor****Children build a sense of wellbeing by:** using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.
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| **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
* interacting with peers and familiar adults using, with support, the conventions associated with formal and informal group settings including attentive listening
* exploring the patterns and conventions of spoken, signed or augmentative language **(in SAE)**
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| ***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.
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| *Children become writers and shapers by:** experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings.
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| **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.
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| **Active learning processes** |  |  |
| ***Thinking*** *Children think and enquire by:** generating and discussing ideas and plans and solving problems.
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| ***Investigating the natural world****Children think and enquire by:** investigating their ideas about phenomena in the natural world
* developing shared understandings about these phenomena.
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| ***Investigating technology****Children think and enquire by:** investigating technology and considering how it affects everyday life.
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| ***Investigating environments****Children think and enquire by:** investigating features of, and ways to sustain, environments.
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| ***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.
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