**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. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| *Children build early understandings about diversity by:*   * investigating and communicating positively about the social and cultural practices of people in their community. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***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. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| **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. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***Gross-motor***  *Children build a sense of wellbeing by:*   * using and extending gross-motor skills when integrating movements and using equipment. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***Fine-motor***  *Children build a sense of wellbeing by:*   * using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| **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)** | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** |   ***SAE***   |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***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. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| *Children become writers and shapers by:*   * experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |

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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. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| **Active learning processes** |  |  |
| ***Thinking***  *Children think and enquire by:*   * generating and discussing ideas and plans and solving problems. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***Investigating the natural world***  *Children think and enquire by:*   * investigating their ideas about phenomena in the natural world * developing shared understandings about these phenomena. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***Investigating technology***  *Children think and enquire by:*   * investigating technology and considering how it affects everyday life. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***Investigating environments***  *Children think and enquire by:*   * investigating features of, and ways to sustain, environments. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |
| ***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. | |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** |   ***SAE***   |  |  |  |  | | --- | --- | --- | --- | | **BA** | **E** | **MC** | **A** | |  |