# Checklist of learning statements

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Learning statement | Used as a major focus in learning experiences | | | | | | |
| 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. |  |  |  |  |  |  |  |
| Social learning  Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community. |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |
| Gross-motor  Children build sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment. |  |  |  |  |  |  |  |
| Fine-motor  Children build a positive wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects. |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |
| Early literacy (reading & viewing)  Children become readers and viewers by using emerging understandings to predict and make meanings from a variety of written, visual and multimodal texts. |  |  |  |  |  |  |  |
| Early literacy (writing & shaping)  Children become writers and shapers by experimenting with emerging understandings of written, visual and multimodal texts to communicate meanings. |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |
| Active learning processes | | | | | | | |
| Thinking  Children think and enquire by generating and discussing ideas and plans and solving problems. |  |  |  |  |  |  |  |
| Investigating the natural world  Children think and enquire by:   * investigating their ideas about phenomena in the natural world * developing shared understandings about these phenomena. |  |  |  |  |  |  |  |
| Investigating technology  Children think and enquire by investigating technology and considering how it affects everyday life. |  |  |  |  |  |  |  |
| Investigating environments  Children think and enquire by investigating features of, and ways to sustain, environments. |  |  |  |  |  |  |  |
| Imagining & 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. |  |  |  |  |  |  |  |