# Checklist of learning statements

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| Learning statement | Used as a major focus in learning experiences |
| Social & personal learning |
| Social learningChildren 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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| Social learningChildren build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community. |  |  |  |  |  |  |  |
| Personal learningChildren 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 choicesChildren build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence. |  |  |  |  |  |  |  |
| Gross-motorChildren build sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment. |  |  |  |  |  |  |  |
| Fine-motorChildren build a positive wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects. |  |  |  |  |  |  |  |
| Language learning & communication |
| Oral languageChildren 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.
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| 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.
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| Active learning processes |
| ThinkingChildren think and enquire by generating and discussing ideas and plans and solving problems. |  |  |  |  |  |  |  |
| Investigating the natural worldChildren think and enquire by:* investigating their ideas about phenomena in the natural world
* developing shared understandings about these phenomena.
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| Investigating technologyChildren think and enquire by investigating technology and considering how it affects everyday life.  |  |  |  |  |  |  |  |
| Investigating environmentsChildren think and enquire by investigating features of, and ways to sustain, environments. |  |  |  |  |  |  |  |
| Imagining & respondingChildren 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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