



Early years curriculum materials

# **A day in the life of a Preparatory Year class**



**Queensland  
Government**



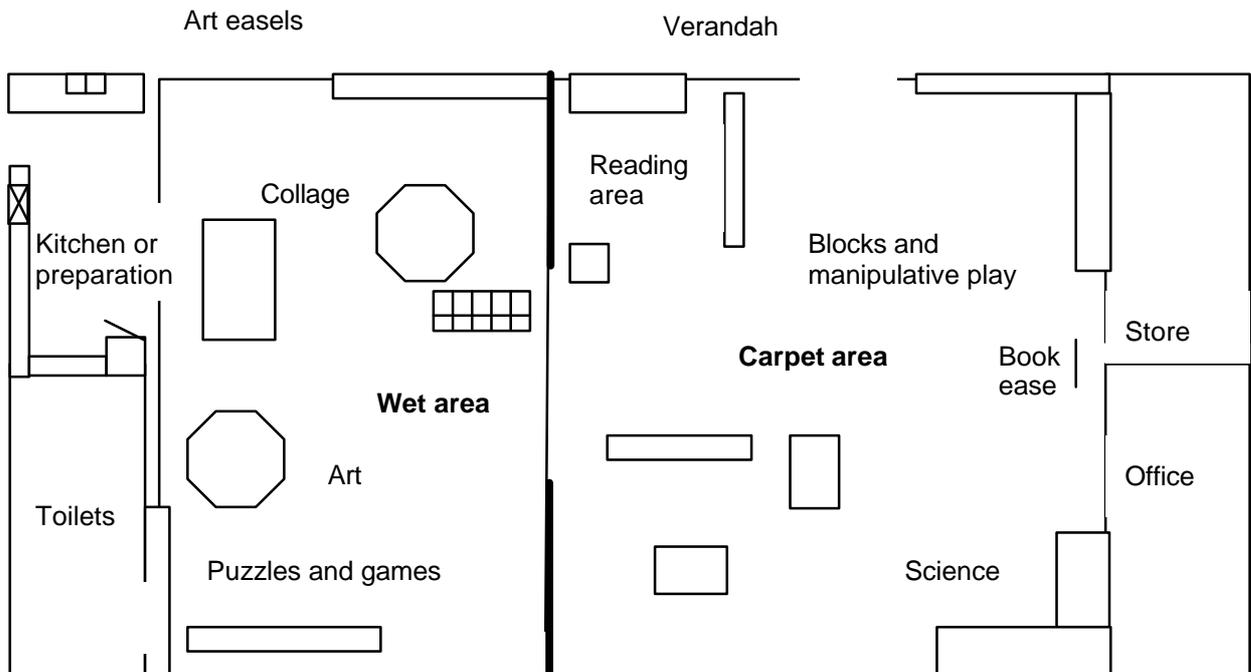
**Queensland  
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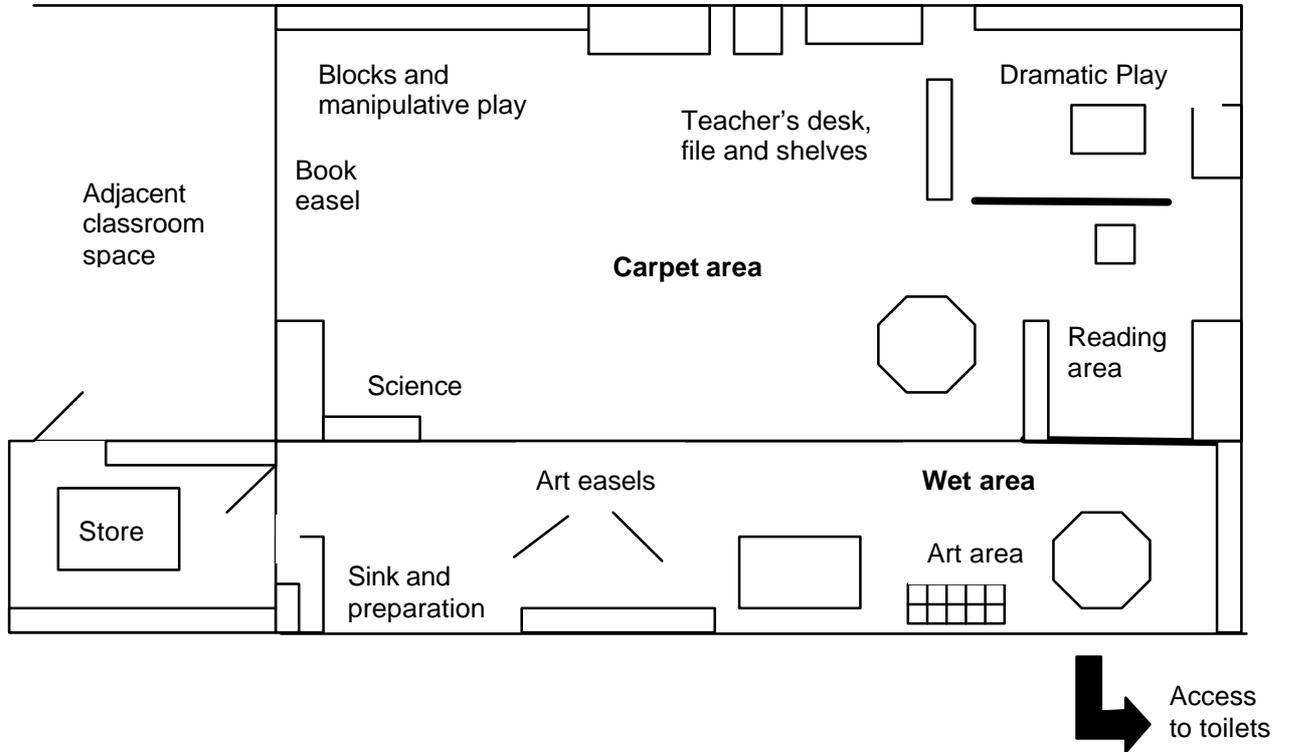
## A day in the life of a preparatory class

This support material is designed to model the types of active learning experiences children would experience every day in a Preparatory Year classroom, taking into account the key components of the *Early Years Curriculum Guidelines*. The classroom environment should provide flexible spaces for active learning and access to learning resources in all five early learning areas. Examples of flexible indoor and outdoor environments are provided below.

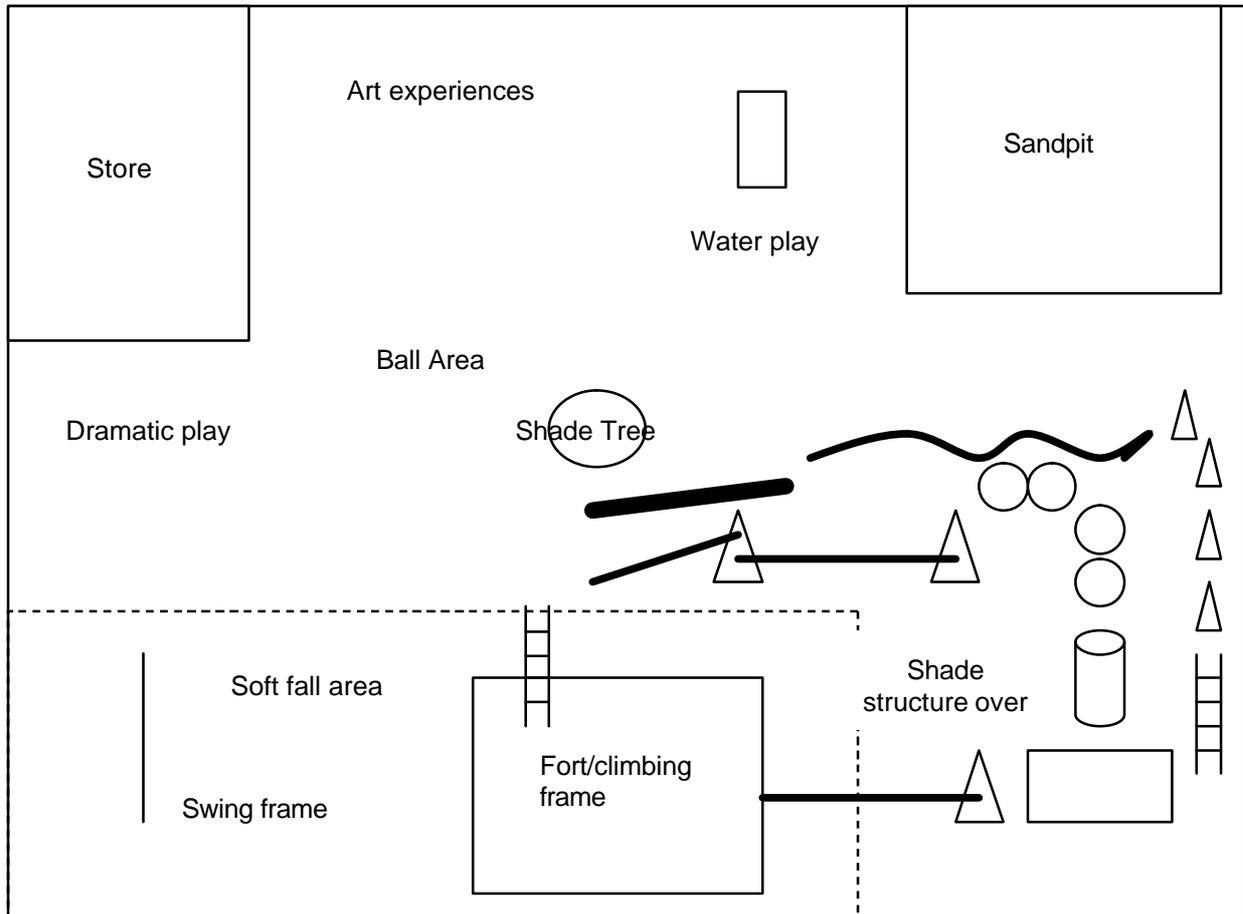
### Example 1: Indoor environment



**Example 2: Indoor environment**



### Example 3: Outdoor environment



The following example of a day in the life of a Preparatory Year class demonstrates:

- how the learning experiences may be organised
- possible focuses for learning
- opportunities for children to explore ways to represent ideas
- opportunities for monitoring children's learning and collecting material for individual folios.

In this sample, the teacher aide is available in a three hour block.

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Organisation of learning experiences	Learning focus	Opportunities to represent ideas	Monitoring and assessing
<p><b>9.00 – 9.30 am</b> <b>Focused learning and teaching (small group)</b></p> <p><b>Transition: modelled writing</b></p> <p>Teacher models a simple way to represent ideas for a real purpose, e.g. the teacher draws a picture and writes a label to describe one of the small group activities and lists the children who will go to that activity today.</p> <p><b>Small group work</b></p> <p>Children move to small groups (4-5 children). Children complete one task each day. All tasks are completed over 5 days. Alternatively, the 5 tasks could be completed across 10 days, so every second day the children engage in a whole group focused learning and teaching situation at 9.00 am. The teacher aide may start at 9.30 am and finish at 12.30 pm on these days to allow extra time for indoor activities, e.g. if the class is cooking.</p> <p><b>Group 1</b> — language, literacy or numeracy activity with teacher aide.</p>	<p>The teacher and children discuss the sounds and letters, similarities and differences between words. The sign and list created is placed on the planning board for future reference.</p> <p><b>Examples of active learning in small groups:</b></p> <p><b>Group 1 (with teacher aide)</b></p> <ul style="list-style-type: none"> <li>Retell the Three Billy Goats Gruff story using puppets or felt board pieces.</li> </ul> <p><b>Group 2 (with teacher)</b></p> <ul style="list-style-type: none"> <li>Introduce a board game, e.g. requiring counting or matching (this game may become a self-selected task next week).</li> </ul> <p><b>Group 3, 4 and 5</b> — self selected activities. Children may work with peers from other groups (parent may assist). Activities include:</p> <ul style="list-style-type: none"> <li>geo boards or patterning experience, e.g. pegboards</li> <li>language game, e.g. Let's go</li> </ul>	<p>Teacher models ways to represent a plan. Children use the same process later to record self-selected activities (Groups 3,4 and 5) in a personal planning book (see sample provided below).</p> <p>Activities that are now self selected activities were introduced in previous weeks, when the teacher modelled language and representations, e.g. mathematical language and ways to use drawing, tallying and other symbols to record and represent ideas appropriate to the task. As children revisit these experiences they can explore more complex ways to represent ideas and revisit language and ideas.</p> <p><b>Group 2</b></p> <p>Teacher models or asks children to record the numbers they roll on the dice (in dot formations or numerals). These numbers are discussed and compared and represented in other ways with</p>	<p><b>Early literacy:</b></p> <p><b>Observation during modelled writing</b></p> <p><b>Joanne:</b> Used language to discuss text, e.g. "That's my letter. It's a 'J'." "What does that word say?"</p> <p><b>Kye:</b> Able to isolate initial sounds and recognised that "K" in Kate's name is the same as "K" in his name.</p> <p><b>Jack:</b> Spontaneously created 2 rhyming words for Kate — gate, late.</p> <p><b>Observation (by teacher aide) Group 1 (Option: a criteria sheet could be used)</b></p> <p><b>David:</b> Used story-book language — "Once upon a time"... "when suddenly"... and phrases from text, e.g. "I'm going to gobble you up!"</p> <p><b>Jason:</b> Needed to use pictures (visual prompts) in the book to help retell a story and sequence ideas.</p> <p><b>Early numeracy:</b></p> <p><b>Focused analysis (with teacher)</b></p>

A day in the life of a preparatory class

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<b>Organisation of learning experiences</b>	<b>Learning focus</b>	<b>Opportunities to represent ideas</b>	<b>Monitoring and assessing</b>
<p><b>Group 2</b> — language, literacy or numeracy activity with teacher.</p> <p><b>Groups 3, 4 and 5</b> — choose from the self-selected activities shown on the planning board. Self-selected tasks are all “familiar” tasks introduced in previous weeks. Each activity is illustrated on a planning board with familiar drawn pictures and labels. Children may also record their choice of activities in an individual planning book (see sample below).</p>	<p>shopping</p> <ul style="list-style-type: none"> <li>• playdough, e.g. using balance scales to compare mass of objects or children create and match textures or patterns</li> <li>• computer experience — problem solving software</li> <li>• water trough — measuring and comparing volumes using non-standard units.</li> </ul>	<p>adult support.</p> <p><b>Groups 3, 4 and 5</b></p> <p>Children record their choice of activities by drawing a picture, roleplay writing, copying a label or using phonetic spelling to write the label.</p> <p>A scaffolding sheet (see sample below) may be offered to support recording, e.g. for measuring tasks.</p>	<p><b>Group 2</b></p> <p>Teacher collects children’s representations of numbers and later annotates them, e.g. child’s ability to sequence/compare/match dots and numerals and types of support required.</p> <p><b>Conversation: Groups 3, 4 and 5</b></p> <p>Teacher collects Sian’s representations of geoboard shapes. During indoor time she asks Sian to talk about the shapes/ideas/problems she solved. The discussion is documented and placed in Sian’s individual folio.</p>
<p><b>9.30 – 10.20 am</b> <b>Outdoor experiences</b></p> <p>Combinations of child-initiated and teacher-initiated experiences</p> <p><b>Obstacle course</b></p> <p><b>Ball or coordination activity</b></p> <p><b>Swinging, rocking or rolling activity</b></p> <p><b>Sand play</b></p>	<p><b>Obstacle course</b> including:</p> <ul style="list-style-type: none"> <li>• jumping — jouncing board, jump from height, jump in hoop path</li> <li>• balance — raised beam, raised ladder</li> <li>• spatial awareness – tunnel witches hat pathway.</li> </ul> <p><b>Ball activities</b> — short handled</p>	<p>Making signs for the obstacle course to introduce new ways to move, e.g. forwards, backwards, sideways, on tummy. Making arrows to change the direction of climbing.</p> <p>Making lists to help organise turns of games, e.g. ball activities, swings or a teacher-introduced game, such as “What’s the time Mr Wolf”.</p>	<p><b>Health &amp; physical learning</b> <b>Social &amp; personal learning:</b></p> <p><b>Observation: obstacle course</b></p> <p><b>Jack:</b> Jumped with two feet together across jouncer — controlled, jumps from height, 2 feet stable landing.</p> <p><b>Observation:</b> ball activity</p> <p><b>Jason:</b> Needed adult verbal prompts to prepare and strike ball.</p>

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<p><b>Water play</b></p> <p><b>Dramatic play</b></p> <p><b>Artistic experience</b></p> <p><b>Teacher-introduced game</b></p> <p><b>Child-initiated investigation</b></p> <p><b>Routine: pack-up time</b></p>	<p>bat and medium-sized ball suspended in a stocking.</p> <p><b>Swing</b> — tyre swing for two people, and knotted rope swing.</p> <p><b>Sand play</b> — building roads and waterways using trucks, shovels and plastic sheeting.</p> <p><b>Water play</b> — investigating how to move and stop water using plastic tubing and/or pipe off-cuts.</p> <p><b>Dramatic play</b> — choice of prop boxes, e.g. picnic set, pirate set, large hollow blocks and musical instruments.</p> <p><b>Artistic experiences</b> – painting on large paper with wide and thin rollers and foam brushes.</p> <p><b>Teacher-introduced game</b> — e.g. “What’s the time Mr Wolf”. Teacher explains rules and helps children to negotiate turns.</p> <p>Child-initiated investigation — a small group of children collect leaves and compare sizes and shapes. Teacher discusses leaf</p>	<p>Drawing and negotiating plans or copying roadways and waterways to create permanent records with paper on clipboards. Writing invitations, drawing treasure maps, making a poster with concert times etc.</p> <p>Creating 3-dimensional representations to symbolise ideas when shaping sand and during make-believe play, e.g. blocks become a ship, paper is transformed into food, a set of bells becomes treasure.</p> <p>Making designs or drawings using visual art media, materials and processes.</p> <p>Tracing leaves and representing colours and textures observed in the leaves.</p>	<p><b>Kye:</b> Organised each child to write their own name on a list to reduce conflict over turns with the bats.</p> <p><b>Observation:</b> swinging</p> <p>Lianna: Climbed up rope swing coordinating upper and lower body movements. Demonstrated upper arm strength to support own weight with control</p> <p><b>Thinking</b></p> <p>Investigating environments:</p> <p><b>Observation:</b> sand and water play</p> <p><b>Sean:</b> Suggested alternatives to solve problems, e.g. to turn pipe.</p> <p><b>Kate:</b> Used knowledge of roads and rules to suggest safe crossing area and traffic lights.</p> <p><b>Imagining and responding</b> <b>Social &amp; personal learning:</b></p> <p><b>Observation: dramatic play</b></p> <p><b>Nari:</b> Used props to establish role as treasure maker. Independently created</p>

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	textures, colours, edges, lines etc and how leaf shapes and lines can be printed (followed up during indoor time).		<p>a workspace and identified materials she could use.</p> <p><b>Observation: teacher-introduced game</b></p> <p><b>Peta:</b> Joined in game without teacher support. Verbalised “Can I play?” Very happy to be in game but did not accept offer to be the Wolf.</p> <p><b>Observation: artistic experience</b></p> <p><b>Aleesha:</b> Used language to describe lines and textures — rough, bumpy, scratchy and smooth. Enjoyed playing with language to describe shades of colour, e.g. red with some brown, yellow that’s burnt.</p>

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<p><b>10.20 – 10.30 am</b></p> <p><b>Routine:</b> toilet visit and prepare for morning tea</p> <p><b>Transition:</b> game to move children in small groups to bathroom or the tables for morning tea.</p>	<p>Meeting needs and developing independence.</p> <p><b>Example of a transition game</b></p> <p>Memory game — set of 16 large cards showing 8 pairs of shapes (with matched colours and/or sizes), e.g. big green triangle, small pink triangle. Cards are spread on the floor face down. Children work with a partner to locate a pair.</p>	<p>Children discuss representations of shapes and discuss real objects with similar shapes, e.g. a clock has a circle shape. Each time the game is played over a few weeks, the teacher may add drawings to a shape chart to show various real objects children identify with particular shapes.</p>	<p><b><i>Social &amp; personal learning</i></b></p> <p><b><i>Early numeracy:</i></b></p> <p><b>Observation</b></p> <p><b>Sian:</b> Could not find her morning tea. Required adult support to solve the problem.</p> <p><b>Nari:</b> Willingly helped Sian, without prompting, when Sian lost her bag and became upset.</p> <p><b>Callum:</b> Spontaneously labelled size, shape and colour of images using words — big, little, red, green, blue, triangle, square, rectangle, circle.</p>

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<p><b>10.30 – 10.50 am</b></p> <p><b>Routine:</b> morning tea in preparatory classroom with a teacher from the school</p> <p>Teacher and aide are relieved for a 10 minute break and the school provides a teacher to work with the preparatory group.</p> <p><b>Transition:</b> as children finish morning tea they engage in quiet reading or negotiate to add ideas to class big books.</p>	<p>Teacher from school staff sits with children and scaffolds interactions to promote turn-taking, vocabulary development and listening skills.</p> <p>Teacher helps children:</p> <ul style="list-style-type: none"> <li>• discuss and recount outdoor play experiences</li> <li>• recount and share recent experiences with their families</li> <li>• share jokes</li> <li>• discuss favourite stories or television characters</li> <li>• compare and count foods items.</li> </ul>	<p>Visual prompts or charts remind children of routines and responsibilities, e.g. wiping tables, throwing away rubbish.</p> <p>Informal discussion encourages children to represent ideas for real purposes. For example, a set of “class big books” can be developed to add to over time, such as “Our favourite jokes” or “Our favourite stories” or “What we like to eat”. Children negotiate to add ideas from their conversations to the books after finishing eating.</p>	<p><b>Oral language</b> <b>Social &amp; personal learning:</b></p> <p><b>Observation</b> (shared orally with class teacher by visiting teacher)</p> <p><b>Jason:</b> Referred to routines chart without an adult prompt to remember sequence of morning tea routine.</p> <p><b>Lianna:</b> Organised to clean up a spill without adult assistance.</p> <p><b>Sean:</b> Beginning to approximate joke-like language structures, e.g. asks “What does a... ?” combined with a “knock knock” sequence.</p> <p><b>Kate:</b> Added a picture to the favourite stories book. Drew a troll from a familiar story. Asked the teacher to write, “I like the yucky troll”. Identified “L” and “T” by letter name.</p> <p><b>Observation (focused)</b> Using a criteria sheet, gradually observe each child’s pencil grip, verbalisation of plans, ways they record plans (e.g. using drawn image and initial sound).</p>

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<p><b>10.50 – 11.00 am</b>  <b>Routine and focused learning and teaching: planning for indoor play</b></p> <p>Teacher helps children to:</p> <ul style="list-style-type: none"> <li>• recall play and investigations from the previous day</li> <li>• suggests particular focuses</li> <li>• explains new materials/experiences</li> <li>• reminds children of previously negotiated activities, e.g. printing leaves.</li> </ul>	<p>Teacher and teacher aide interact with children to help them to plan what they will do. Children explore ways to represent, use symbols and approximate writing. Adults use explicit language to talk about letters, words, sentences and how to represent plans.</p> <p>An example of a planning sheet is provided below.</p>	<p>A planning board with visual prompts (pictures and labels, common words or sentence starters such as “Today I will...”) helps children with planning and representing plans.</p> <p>Children explore ways to represent plans in their planning book: using drawing, diagrams, role play writing, alphabetic writing, phonetic spelling, copying or dictating.</p>	<p><b>Focused analysis</b>            Teacher collects Kye and Callum’s detailed plan for a space station to photocopy, analyse and annotate, e.g. noting the use of appropriate vocabulary to explain plan, and children’s efforts to record labels using co-constructed phonetic spelling.</p>
<p><b>11.00 – 12.00 pm</b>  <b>Indoor experiences</b></p> <p>Child-initiated and teacher-initiated learning and previously negotiated learning experiences. Some experiences are continuing from the previous days. Two or three new experiences are planned each day.</p> <p><b>Dramatic play</b></p> <p><b>Puzzles and games</b></p>	<p><b>Dramatic play</b> — a small group of children have been creating a restaurant provides for a few days. The teacher magazines and folded card to create menus and interacts to extend understandings, e.g. helping to categorise food (drinks, snacks, main meals, desserts), write or cut out letters to label food.</p> <p><b>Puzzles and games</b> — a selection is available and some new puzzles and games are</p>	<p>The teacher helps children to use images, letters and words to represent food choices on menus. The teacher scaffolds to extend children’s abilities to use knowledge of sounds, letters and visual texts.</p> <p>Adults help children to read or negotiate and record rules for games.</p> <p>The teacher or teacher aide helps children to create a sign and</p>	<p><b>Imagining and responding:</b></p> <p><b>Focused analysis: dramatic play</b>            Collect and photocopy menus to place in individual folios with an analysis of learning, for example:</p> <p><b>Sian:</b> Categorised food images into 2 groups. Sought teachers help to find initial letters on an alphabet chart and copied the letters.</p> <p><b>Observation:</b> dramatic play</p>

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<p><b>Reading area</b></p> <p><b>Manipulative equipment</b></p> <p><b>Block play</b></p> <p><b>Collage</b></p> <p><b>Arts experiences</b></p> <p><b>Science area</b></p> <p>Teacher aide and teacher interact in experiences to support, challenge and make learning explicit by prompting, modelling language, asking questions and drawing attention to features of objects, making links to prior experience etc.</p> <p>To assist the teacher, the teacher aide packs away glue and paint and makes up new supplies in sealed containers for the next day or the afternoon session.</p> <p><b>Routine:</b> pack-up time</p>	<p>included each week to suit the range of abilities and interests.</p> <p><b>Reading area</b> — some children choose to use the puppets to create a puppet theatre.</p> <p><b>Manipulative equipment and block play</b> — Mobilo was introduced at the end of the previous week. Children are still exploring options and possibilities. The teacher supports children to enact their plan to build a space station to hold the mobilo spacecraft.</p> <p><b>Collage</b> — some children work with dyed pasta and self selected items to create visual designs. Others are constructing with boxes.</p> <p><b>Arts experience</b> — the teacher aide works with children who collected leaves during outdoor play to explore ways to print leaves.</p> <p>Science explorations — children explore ways to create sound vibrations using instruments,</p>	<p>tickets for the puppet theatre.</p> <p>Children use clipboards and paper to record ideas, plans or designs or make signs for buildings. Children create 3-dimensional representations using blocks and manipulative materials. The teacher may photograph some of these representations.</p> <p>Children verbally describe patterns and designs they have represented. The teacher may model other ways to represent designs to share with others, e.g. tracing or copying.</p> <p>Children are helped to represent their investigations with sound by drawing/dictating in order to share their discoveries with peers.</p>	<p><b>Peta:</b> Needed adult prompts to use language to match the role of chef, e.g. “order”, “menu”, “serve”.</p> <p><b>Social &amp; personal learning</b></p> <p><i>Early numeracy</i> <i>Fine-motor</i></p> <p><b>Imagining and responding:</b></p> <p><b>Observation:</b> puzzles and games</p> <p><b>Nari:</b> Stated rules for a card game based on prior experience. Willing to negotiate rules and include others’ ideas.</p> <p><b>Sean:</b> Completed large floor puzzle. Sought help from Kate to start, then used picture, colour and shape clues.</p> <p>Focused analysis: block play</p> <p>Photograph space station building and record analysis of: problem solving, verbal skills, complexity of representation.</p> <p>Observation: collage</p> <p><b>Lianna:</b> Cut out a large mask from</p>

A day in the life of a preparatory class

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	tuning forks, foam cups and tin and string telephones.		<p>card. Correct scissor hold, smooth action, integrated cutting and support hand.</p> <p>Observation: arts experience</p> <p><b>Aleesha:</b> Solved problem with leaf lines not printing – used paint on the other side of leaf. Experimented with blending colours to make “yellow that’s burnt”.</p> <p><b>Observation:</b> science</p> <p>Jason: Drew on prior experience to explain “the shaking running along the string” (vibration). Willing to make predictions, e.g. whether the sound created using a tuning fork would be louder or softer when the fork was placed on the foam cup.</p> <p><b>Observation:</b> pack-up time</p> <p><b>Callum:</b> Required adult support to pack up blocks and negotiate roles with peer.</p>

<p><b>12.00 – 12.20 pm</b>  <b>Focused learning and teaching: music and movement experiences</b></p> <p>Combinations of musical, conceptual and movement activities that may include:</p> <ul style="list-style-type: none"> <li>• transition/settling songs or rhymes</li> <li>• concept songs or games</li> <li>• familiar or favourite songs or games</li> <li>• movement songs, games or experiences</li> <li>• new rhymes or songs covering a variety of styles of music</li> <li>• variety of styles of music to listen, respond and move to</li> <li>• playing with musical concepts (e.g. beat or rhythm) using familiar songs</li> <li>• settling songs or rhymes</li> <li>• transition songs or games.</li> </ul> <p><b>Note:</b> The teacher may also use some of this focused learning and teaching time to encourage children to share some of their learning from</p>	<p>This session provides daily opportunities to develop and extend musical understandings, capabilities and dispositions, to explore movement and dance, and to develop a range of learnings within the context of musical games. An example of a typical sequence for a music and movement session is:</p> <ul style="list-style-type: none"> <li>• settling song, e.g. “Five little speckled frogs” or “This old man” (gradually sing more quietly until whispering)</li> <li>• rhyming song, e.g. “When I was one I .... going over the sea”</li> <li>• familiar song or game, e.g. concept focus — “P-P-Pollyanna” (initial sound isolation) or turn-taking game — “Little Sally Water”</li> <li>• movement game, e.g. locomotor movements — “Rig-a-jig –jig” or move to tambour rhythms</li> <li>• musical concept experience, e.g. compare beat and rhythm while singing familiar songs/rhymes or children copy/echo simple rhythmic patterns</li> </ul>	<p>Symbols, drawings and labels can be used to help children and the teacher select songs or games for the session. These symbols can be displayed for discussion.</p> <p>Whole or parts of songs, e.g. the chorus, can be represented in text and referred to while singing.</p> <p>Names, words, letters and symbols can be introduced as part of various games.</p> <p>Rhythmic patterns can be represented using symbols.</p>	<p><b>Imagining and Responding</b>  <b>Early numeracy:</b></p> <p><b>Observation</b></p> <p><b>David:</b> Clapped rhythm and beat for 2 familiar nursery rhymes without assistance.</p> <p><b>Joanne:</b> Counted 5 frogs and, without counting again, calculated there were 4 when one jumped off the log.</p> <p><b>Kate:</b> Used her body expressively to move to the tambour rhythms. Matched movements to rhythms and varied direction, level and speed of movements. Also included some expressive “freeze” positions.</p> <p><b>Tahleea:</b> Moved to the tambour using basic locomotor skills, e.g. run, walk, jump. With prompts, began to include arm movements and tried some turns and changes of direction.</p> <p><b>Michelle:</b> Copied rhythmic patterns including whole beats, half beats and rests.</p>
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A day in the life of a preparatory class

<p>the indoor play time, e.g. to share how they made the menus or used the tin and string telephones.</p> <p>Once a week, a music specialist may take this session allowing the teacher to take non-contact time.</p>	<ul style="list-style-type: none"> <li>• settling rhyme, e.g. “Here is a beehive” or “Open shut them”.</li> </ul>		
<p><b>12.20 – 12.30 pm</b></p> <p><b>Routine:</b> toilet visit and prepare for lunch.</p> <p><b>Transition:</b> game to move children in small groups to bathroom or to tables for lunch.</p>	<p>Meeting needs and developing independence.</p> <p><b>Example of a transition game</b></p> <p>“Ickle Ockle Blue Bottle...” — find a shape/letter/colour within a display of 4 or 5 items.</p>		<p><b>Early literacy:</b></p> <p><b>Observation</b></p> <p><b>Peta:</b> Needed adult support to participate in letter identification game. Teacher selected two letters — “P” for Peta, and a “J”. Peta hesitantly pointed to the “P” when asked to find the “P” that says P for Peta.</p> <p><b>Jason:</b> Reminded Tahleea, who is new, of routines, including to walk inside and remember to wash her hands.</p>
<p><b>12.30 – 1.00 pm</b></p> <p><b>Routine:</b> lunch in preparatory classroom with a teacher from the school.</p> <p>Preparatory teacher is relieved for lunch by a member of the primary staff (30 minutes). The replacement teacher interacts with children to support discussions and learning.</p> <p><b>Transition:</b> as children finish lunch</p>	<p>Replacement teacher sits with children and scaffolds interactions to promote turn-taking, vocabulary development and listening skills.</p> <p>Children may be assisted to:</p> <ul style="list-style-type: none"> <li>• discuss and recount outdoor play experiences</li> <li>• recount recent experiences with their families</li> </ul>	<p>Visual prompts/charts remind children of routines and responsibilities, e.g. wiping tables, throwing away rubbish.</p> <p>Informal discussions encourage children to represent ideas for real purposes. For example, a set of class big books can be developed to add to over time such as “Our favourite jokes” or “Our favourite stories” or “What we like to eat”. Children negotiate to add ideas</p>	<p><b>Oral language</b></p> <p><b>Making healthy choices:</b></p> <p><b>Observation</b> (shared orally with class teacher by visiting teacher)</p> <p><b>Peta:</b> Negotiated a space at a table by verbalising “Me too, I want to sit here!” without adult assistance.</p> <p><b>Michelle:</b> Spontaneously showed teacher her lunch box and stated, “I’d better eat my yoghurt first because it’s</p>

A day in the life of a preparatory class

<p>they engage in quiet reading or negotiate to add ideas to class big books.</p>	<ul style="list-style-type: none"> <li>• share jokes</li> <li>• discuss favourite story or television characters</li> <li>• compare and count foods items.</li> </ul>	<p>from their conversations to the books after finishing eating.</p>	<p>the healthy one. I can eat my biscuits later.”</p> <p><b>Corey:</b> Became unsettled after lunch. Appeared to be very tired and, with adult support, decided to have a quiet rest with a book, while others participated in a whole group session.</p>
<p><b>1.00 – 1.20 pm</b> <b>Focused learning and teaching: literacy</b></p> <p>This session includes interactive experiences that engage children in co-constructing and/or interpreting texts, e.g. shared reading, modelled writing, jointly constructing texts to be used in other experiences, e.g. a helpers’ chart.</p> <p>This session is likely to provide a basis for exploring texts in the following session.</p> <p>Once a week this session may become a library specialist lesson to provide teacher with non-contact time. Non-contact time may also be provided when a primary teacher takes the group from 1.00–1.50 pm (literacy session and representing and sharing writing session).</p> <p><b>Transition:</b> game to organise children into next task.</p>	<p>Teacher introduces a shared text to explore aspects of text and ways to engage with texts, e.g:</p> <p>predicting the story from the cover and illustrations</p> <p>predicting the title and key words in the text using picture, initial sounds and other contextual information</p> <p>making connections to prior knowledge and experiences</p> <p>encouraging children to engage with repetitive language</p> <p>identifying the use of rhyming words and creating other rhyming words.</p> <p><b>Example of a transition game</b> Select 3 children. Peers identify something the same or different about all three children (e.g. hair colour, clothing, gender). As children finish their turn, they begin the next activity.</p>	<p>Opportunities to explore representations will depend on the choice of learning experience, e.g. using a computer text may lead children to explore different ways to combine words, images and sounds to represent ideas and to construct their own representations using computer software to represent ideas (combining words, images and sounds).</p> <p>Some texts allow children to examine and later experiment with constructing different types of texts, e.g. speech bubbles, lists, invitations, letters, recipes and story maps.</p>	<p><b>Early literacy</b> <b>Social &amp; personal learning:</b></p> <p><b>Observation</b></p> <p><b>Lianna:</b> Predicted the title of a text using illustrations and initial letters/sounds, without teacher prompts.</p> <p><b>Jamie:</b> Identified a connection between “Three Billy Goats Gruff” and “Three Little Pigs” — both have three animals and both have a “bad guy” — a troll and a wolf.</p> <p><b>Tahleea:</b> Found herself a new position in the group when she was unable to see the text without disrupting others.</p> <p><b>Observation</b></p> <p><b>Kye:</b> Noticed all the children standing speak English. Seemed to make a link between the same/different transition game and yesterday’s discussion about who could speak various languages.</p>

<p><b>1.20 – 1.50 pm</b></p> <p>Focused learning and teaching: representing and sharing ideas through writing and drawing</p> <p>Children draw and “write” or co-construct texts with teacher/peer support designed to assist children to use current knowledge about letters and sounds and draw attention to new symbols and ideas about writing and representing.</p> <p>Children collect a writing folder and use environmental print, books, alphabet charts etc. as they draw or write about topics of personal interest. Children may also work with computer software, individually or in pairs to develop electronic texts.</p> <p>Each day, two Year 7 students work with children as peer tutors to help scribe texts. The teacher has worked with the Year 7 students to build their understandings about how to help the Preparatory Year children to represent ideas.</p> <p><b>Routine: sharing time</b></p> <p>Children may choose to share their work in progress or completed work with a small group or whole group.</p>	<p>Teacher works with a small group of children to record a list of “What we did today” to display on the parent notice board. This provides an opportunity for focused learning and teaching about text and ways to represent ideas to an audience.</p> <p>Children work individually or collaboratively on a text. They may begin a new text each day, or build on ideas over a few days. Children may dictate, draw or write:</p> <ul style="list-style-type: none"> <li>• responses to shared text/modelled writing</li> <li>• responses to play experiences</li> <li>• plans for play</li> <li>• about a favourite topic and develop a “book”</li> <li>• about family members</li> <li>• about personal experiences</li> <li>• to make maps and diagrams</li> <li>• letters/emails</li> <li>• signs</li> <li>• notices</li> </ul>	<p>Children can gradually be encouraged to discuss and add detail to their drawings. They can represent ideas as they explore early forms of writing including using:</p> <ul style="list-style-type: none"> <li>• letter-like symbols</li> <li>• roleplay writing</li> <li>• alphabetic writing</li> <li>• phonetic spelling</li> <li>• copying</li> <li>• dictating.</li> </ul> <p>Children can be encouraged to consider different audiences for their texts, e.g. family members, peers or teachers.</p>	<p><b>Early literacy</b> <b>Social &amp; personal learning:</b></p> <p><b>Observation</b></p> <p><b>Joanne:</b> Organised, without prompting, the pens and alphabet cards for each table, when the Year 7 children arrived a little late.</p> <p><b>Luke:</b> Observed others using an alphabet chart. Watched as the teacher scribed ideas. Decided to add to the sign — copied ABCDE... in sequence from the alphabet card. When he got to “L”, he stopped and said, “Mum will know I wrote this sign — that’s L for Luke”.</p> <p><b>Michelle:</b> Two children were arguing about using the red pen. Michelle intervened and, without adult support, suggested that Peta could use pink as “all rainbows need pink”. This resolved the conflict.</p> <p><b>Focused analysis</b></p> <p>Teacher periodically collects samples of representations and records an analysis of learning, e.g.</p> <p><b>David:</b> Drew a map to show the three pigs’ houses. Teacher noted how he labelled and represented aspects of the story.</p>
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	<ul style="list-style-type: none"><li>• lists.</li></ul>		<p><b>Laura:</b> Made a book with a cover about each family member over four days. Each page used a copied stem “This is...”. She wrote (from memory) people’s names.</p> <p><b>Corey:</b> Roleplay writing and simple representations of people.</p> <p><b>Aleesha:</b> Detailed drawings and elaborate dictated text illustrating her skills for producing oral narrative text.</p>
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<p><b>1.50 – 2.50 pm</b>  <b>Negotiated experiences (play, real-life situations, investigations)</b></p> <p>This session allows the teacher and children to extend learning relevant to children’s interests and learning needs.</p> <p>The experiences may be negotiated during play sessions or build on focused learning and teaching by allowing a small group or individual to follow up ideas or prepare for learning the following day.</p> <p>This time can also allow children who are tired to engage in quiet activities such as:</p> <ul style="list-style-type: none"> <li>• books, story tapes and felt board pieces</li> <li>• threading</li> <li>• manipulative equipment for individual use</li> <li>• games and puzzles.</li> </ul> <p><b>Routine:</b> pack-up</p> <p>Parents may be invited to join in this learning time to interact with children and help with packing up.</p>	<p>Examples of negotiated learning experiences:</p> <p><b>Independent projects</b></p> <ul style="list-style-type: none"> <li>• Kye and Callum work on an ongoing project to design and make a spaceship with box collage.</li> <li>• Lianna continues to work on a mask for a family fancy dress party.</li> <li>• Michelle, Kate, David, Joanne and Aleesha create a dance to taped music. After 20 minutes, three other children join them and become the audience and later play percussion instruments during the chorus.</li> <li>• Sian and two other children, who worked in the restaurant earlier in the day, negotiate to make food for the restaurant tomorrow using playdough.</li> <li>• Sean and Nari work on the computer using a paint program to design a pirate map for outdoor play tomorrow.</li> </ul> <p><b>Focused learning and teaching</b></p> <p>Teacher works with a small group of children (including Jason and</p>	<p>Children create representations using:</p> <ul style="list-style-type: none"> <li>• paper and pencil (e.g. to draw spaceship or playground designs)</li> <li>• box collage to create 3-dimensional representations</li> <li>• dance</li> <li>• playdough to create “food” for restaurant</li> <li>• collage (e.g. to create a mask)</li> <li>• computer software (e.g. to make a map)</li> </ul> <p>The teacher helps children to document their science investigations using drawing, scribing or a form of early writing.</p> <p>Children draw their playground designs to share with family members and/or peers.</p>	<p><b>Thinking</b>  <b>Imagining and responding</b>  <b>Fine-motor:</b></p> <p><b>Observation</b></p> <p><b>Lianna:</b> Faced some challenges when making the mask — heavier objects would not adhere. Used trial and error before choosing lighter objects, e.g. cellophane, tissue paper and feathers.</p> <p><b>Kate:</b> Tahleea did not want to pack away her playground model. Kate explained how to put a sign on it showing it is still to be finished. Kate wrote for Tahleea “Nt Fn” in big red letters and traced Tahleea’s hand and drew a large X through the hand-shape. This meant “not finished” and “don’t touch”.</p> <p><b>Jamie:</b> Accurate placement of small pieces of lego using pincer grip.</p> <p><b>Investigating</b>  <b>Thinking</b>  <b>Imagining and responding:</b></p> <p><b>Focused analysis</b></p> <p>Periodically collect, photocopy or photograph samples of children’s work and record annotations about learning, for example:</p>
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	<p>Jack) to follow up investigations with sound. They investigate questions including: "Does sound travel through different things, e.g. air, water, blocks?" "Can you see sound?"</p> <p><b>Quiet activity</b></p> <p>A new set of manipulative materials is provided. Children are set a problem, e.g. to design a playground.</p>		<p>box constructions or designs for spaceships, noting problem solving, use of knowledge and use of vocabulary to describe the model and its functions</p> <p>playground models, noting language use, thinking strategies and aspects of representations</p> <p>maps made using software, noting the use of the mouse, tool bars, prior knowledge, negotiation with peers.</p> <p><b>Conversations</b></p> <p>Record conversations about investigations involving sound, and note, for example, language use, ability to hypothesise, infer cause and effect relationships and generate explanations.</p>
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<p><b>2.50 – 3.00 pm</b> <b>Routine: prepare for going home</b></p> <p><b>Routine: reflecting on learning and thinking ahead</b></p>	<p>Teachers support children to gradually manage tasks related to preparing for going home with increasing independence, such as:</p> <ul style="list-style-type: none"> <li>• putting on shoes</li> <li>• packing bags</li> <li>• collecting artwork</li> <li>• tidying-up the room.</li> </ul> <p>Teacher models ways to reflect on what was learnt during the day and make connections to learning experiences planned or negotiated for the next day.</p>	<p>Teachers use a chart or list to help children to remember how to prepare for going home, e.g. drawings and labels of belongings to collect, or helpers' tasks.</p> <p>Teachers model ways to recall and reflect using drawing or lists and symbols, e.g. happy face or ticks to show how many children enjoyed a particular experience.</p>	<p><b>Early literacy</b> <b>Social &amp; personal learning:</b></p> <p><b>Observations</b></p> <p><b>Tahleea:</b> Needed some verbal prompts from adult to collect belongings. Sought adult help to put shoes on correct feet.</p> <p><b>Jamie:</b> Used chart to help recall tasks, e.g. to collect art work, shoes and bags.</p> <p><b>Laura:</b> Collected her own and others' paintings independently and read the names on work in order to give the correct paintings to her friends.</p>
<p><b>3.00 pm</b> <b>Informal discussions with families as children leave (building partnerships)</b></p> <p>Teacher displays for parents the list of "What we did today" and possibly some work samples related to this list of learning experiences.</p>	<p>The teacher interacts with parents, carers and children to share particular learning, events and experiences. The teacher may follow up with individual parents, e.g. Showing Luke's mother where he recorded "L" on the list.</p>	<p>Children, parents and carers interact with the displayed list of "What we did today" and work samples.</p>	<p><b>Social &amp; personal learning:</b> <b>Conversations</b></p> <p>Informal conversations can give teachers valuable information about a child to record and place in the child's individual folio. For example, Lianna's parent explained that Lianna had made the mask for a cultural festival rather than a fancy dress party. The parent noted that Lianna chose traditional colours when she made her mask.</p>

### Examples of scaffolding sheets

Scaffolding sheets, unlike worksheets, help children to organise their own ways to represent and share ideas and experiences. They are open-ended and are used by children as they actively learn through reciprocal interactions involving people, objects and representations.

Name \_\_\_\_\_

Planning sheet

Draw or write your plan

Name: \_\_\_\_\_

**What did you measure?**

What did you fill?



How many cups?

What did you fill?



How many cups?

What did you fill?



How many cups?

Name: \_\_\_\_\_

**Which was heavier?**

Show which object was heavier and which one was lighter

Heavier



Heavier      Lighter



Lighter

Lighter



Heavier      Lighter