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|  | Queensland kindergarten learning guideline (QKLG)Planning overview |

The planning overview can be used to ensure alignment to the *QKLG* learning and development areas and to record:

* next steps for learning
* a range of learning contexts
* evidence of children’s learning and development.

Planning cycle: Enter dd/mm/yyyy–Enter dd/mm/yyyy

| Learning and development areas | Planning, observing and documenting |
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| Identity* building a sense of security and trust
* acting with independence and perseverance
* building a confident self-identity
 | Identify: Next steps and contexts for learning | Identify: Evidence of how children’s learning and development will be observed and documented |
| Connectedness* building positive relationships
* showing respect for diversity
* showing respect for environments
 | Identify: Next steps and contexts for learning | Identify: Evidence of how children’s learning and development will be observed and documented |
| Wellbeing* building a sense of autonomy
* exploring ways to be healthy and safe
* exploring ways to promote physical wellbeing
 | Identify: Next steps and contexts for learning | Identify: Evidence of how children’s learning and development will be observed and documented |
| Active learning* building positive dispositions towards learning
* showing confidence and involvement in learning
* using technologies for learning and communication
 | Identify: Next steps and contexts for learning | Identify: Evidence of how children’s learning and development will be observed and documented |
| Communicating* exploring and expanding language
* exploring literacy in personally meaningful ways
* exploring numeracy in personally meaningful ways
 | Identify: Next steps and contexts for learning | Identify: Evidence of how children’s learning and development will be observed and documented |
| Reflecting on evidence collected across the planning cycle |
| Consider: the range of methods and types of documentation used to gather evidence, and how children demonstrated their learning and development. |