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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. | | | |