Outcome 1: Children have a strong sense of identity.

Values program
- Care and Compassion
- Honesty and Trustworthiness
- Integrity
- Understanding, Tolerance and Inclusion
- Freedom
- Responsibility
- Fair Go
- Doing Your Best
- Respect
- Resilience

Self and Relationships
- Recognising similarities and differences between themselves and others
- Identifying and describing their abilities and strengths
- Describing their families and identifying people who are special to them
- Identifying and practising the skills involved in making and maintaining friends

Language Awareness
- Develop an awareness of and respect for sociocultural and linguistic diversity
- Mix with EALD speakers within the community
- Discuss the first languages of children in the group, giving status to these languages.
- Participate in activities where they experience languages other than English, building understandings about languages and developing positive attitudes towards diversity
- Learn greetings in a variety of languages to use as greetings at roll call
- Invite parents to share their languages with the children

Developing awareness of Aboriginal and Torres Strait Islander Cultures
- Learn about Aboriginal and Torres Strait Islander cultures through stories, music and art
- Use a range of resources that depict aspects of Aboriginal and Torres Strait Islander cultures

Outcome 2: Children are connected with and contribute to their world.

Vegetable Garden
- Observe the growth of the plants
- Care for our plants as they grow with sunlight, warmth and water
- Learn the consequences of neglect of the needs of plants

Environmental Awareness
- Observe and discuss changes evident in the local environment - seasonal changes
- Recycle food waste, placing fruit peels, cores etc in the chicken bucket. Discuss where the scraps will go and make decisions about what chickens will and won’t eat.
- Discuss the use of resources such as water and the need to conserve resources and protect the environment
Meeting new adults and children

- Meeting the other children in the Preschool group and beginning to learn their names
- Playing with other children and developing friendships
- Becoming confident with peers and staff, interacting with others readily
- Developing trusting relationships with staff and peers

Learning and following Preschool routines

- Learning about the Preschool routine and following the picture timetable
- Learning that some times are inside times and other times are outside times
- Learning to sit with the group for short periods during story, language and music times
- Helping to pack away and learning where things go
- Learning hygiene and personal care routines and developing independence with these
- Eating with the group during morning tea and lunch times
- Participate in discussions about what the rules should be at preschool
- Learning that there are rules to keep everyone safe and happy

Outcome 3: Children have a strong sense of wellbeing.

Saying goodbye to parents/carers

- Developing confidence within the Preschool setting and beginning to feel a sense of belonging
- Demonstrating enjoyment and a sense of fun in attending Preschool

Developing Independence

- Developing independence with classroom routines and beginning to care for their belongings
- Using the bathroom independently, cleaning, flushing, washing and drying hands afterwards. Verbal assistance is given to those who may need it. Many reminders are given
- Asking for help when they need anything at all

Safety

- Learning safe ways to use each piece of equipment - swings, climbing frames, tunnels, bats and balls, bikes etc
- Learning to stay in the supervised area - outside during outside time and inside during inside time
- Learning about areas that are out of bounds for safety reasons - storerooms, shed, cleaners room etc
- A visit from Kenny Koala to discuss road safety.

Locomotor Skills

- Practice locomotor skills - walking, running, galloping, jumping, hopping, skipping etc
- Walk along boards a short distance above the ground
- Jump with 2 feet kept together

Ball skills

- Develop eye hand coordination through rolling, throwing and catching activities using large soft balls and bean bags
- Develop eye hand coordination through bat and ball games - cricket, stocking ball, T-ball

Obstacle course/Climbing

- Learn the safe way to climb over trestles - turning bodies to go over the top and coming down backwards and develop confidence in climbing
- Develop confidence walking along boards of varying widths a short distance above the ground - height will increase as confidence develops
- Jump down onto a mat from a small height

Balancing

- Practice static balance - sitting cross legged at group times, balancing on one leg etc
- Practice balancing while moving in activities like hopping, using the plastic stilts and beam work
Outcome 4: Children are confident and involved learners

Shape and Structure
- Compare and classify objects and describe in everyday spatial language
- Make and draw a variety of shapes
- Recognise and name shapes
- Find familiar shapes in the preschool environment
- Use flips, slides and turns to complete simple visual puzzles
- Sing and participate in songs and games about colours and shapes

Number
- Compare and match objects and collections
- Recognise which collection has more/less
- Match pointing to each object with saying the number name
- Learning that a set of 3 objects remains 3 objects no matter how it is arranged
- Use whole numbers to count including counting the number of children present during morning group time
- Sing counting songs and finger plays - participate in counting the items

Sorting and classifying
- Identify and describe regularities and differences
- Sort collections using the attributes of shape and colour
- Give names to the collections they have made eg. The set of green ones, the set of squares etc
- Describe their sorting and explain why a particular object belongs or doesn’t belong in that set

Time and sequence
- Use pictures to track the daily Preschool routine
- Use simple language (first, next, before, after) to discuss the daily sequence
- Learn the Days of the Week song

Cutting
- Beginning to use two hands together eg. using scissors while holding the object being cut, using two hands to manipulate construction materials
- Learning safety rules for scissors

Building
- Building with a variety of materials helps to develop skills necessary for cutting and writing. Children engage in a variety of activities using manipulative materials daily
- Choose and use a range of classroom materials and tools to make products
- Talk about and explain their own designs and products

Modelling
- Using dough and clay help to develop hand strength, joint stability and assist in the ability to isolate fingers and use two hands together

Outcome 5: Children are effective communicators

Speaking
- Develop confidence in talking with peers and adults within the Preschool setting
- Learn appropriate ways to use spoken language to deal with people (e.g. ways to ask for and share equipment)
- Develop the confidence to speak in front of the group
- Learn to rephrase their own utterances if they are not understood by others
- Participate in activities that allow for the practice of sounds - songs, rhymes etc
Listening
- Using the conventions of conversation - taking turns with listening and responding, attending to the speaker, making appropriate responses to what is said
- Learning to listen during group times using a “listening body” - bodies and hands stay still, ears listen, mouths stay quiet, eyes look at the person speaking, brains think
- Responding appropriately to simple directions

Reading
- Enjoying books and stories one to one and in groups
- Learning to care for books - having clean hands, turning pages carefully and putting them away when finished
- Discussing the meaning of books and stories and commenting on them, giving their own ideas
- Choosing books to look at by themselves or with a friend
- Using props and pictures to retell stories they have heard
- Reading everyday charts using visual cues - listening body chart, plan of the daily routine
- Finding their name cards and craft pockets, looking at both the written name and photo
- Begin to notice, ask about and read labels and signs in the classroom
- Learn about the ways sounds are organised in spoken language (phonemic awareness) and represented by letters and letter clusters in print (phonics), using the Reading Eggs program.
- Library visits

Drawing and Writing
- Experiment with forming their own messages, sometimes dictating to adults (E.g. Writing books)
- Role play using writing tools making up their own letters and symbols (eg. Writing a shopping list in the home corner)
- Begin to write their own names and practise daily on their sign on sheets
- Participating in activities that develop the ability to keep the joints in the hands, wrists, elbows and shoulders stable eg. Swinging from an overhead bar, squeezing and squashing playdough, using pegs, using squeeze bottles etc
- Using a variety of drawing materials to create their own pictures and approximations of letters
- Working on activities that help develop precision and small muscle control eg. Using tweezers, eyedropper painting, threading etc

Art
- Experiment with a range of drawing and painting - brush, spattering, crayon wash, chalk, pencil etc
- Create works that tell a story and have the story scribed
- Explore details and characteristics of objects through drawing and painting them
- Experiment with a wide range of materials for painting, drawing and sculpting

Music
- Express mood or feeling through dance
- Learn basic musical concepts – tempo, pitch
- Sing songs and play music

Drama
- Explore dramatic elements in storytelling
- Participate in role playing favourite stories
- Engage in role play both indoors and outdoors using a variety of props and materials