Each child is a precious and sacred gift from God created as an individual with their own unique talents and abilities. Catholic schools and care settings cherish each child as a special miracle and create an environment which enables them to experience the joy and wonder of our world. The time from conception through to eight years of age is a vital time for the development and learning of children. The early years are when brain development is most active. At this time, all children’s experiences - physical, cognitive, linguistic, religious, spiritual, creative, social and emotional – are critical, as they impact on later outcomes in life.

By developing strong attachments to those caring for them, including parents, extended family and educators, all children, develop a sense of being and belonging. Educators work closely with primary caregivers to ensure that strong attachments are formed. Learning and development in the earliest of these years occurs through routine care giving, individual rituals, play and sensory experiences that are developmentally appropriate.

Children in the early years learn most effectively through play-based experiences. Play is a vehicle for learning which involves a range of opportunities to explore, imagine, investigate and engage in purposeful and meaningful experiences. It is through play-based experiences that children make sense of their world, as they engage with others and their environment. These learning opportunities are child initiated, with peer interaction and negotiated by the child with educators and adults.

The Catholic education system provides a genuine education and care choice for families. Catholic schools and care settings provide inclusive and dynamic programs for early years. These quality programs are based on an understanding of current brain development and early years’ research. The focus is holistic learning based on child development and early years’ pedagogy. In implementing these programs, educators recognise that children are learning from conception and develop in their own time and at their own pace. They understand that all children are strong, competent and unique. Children are creative and independent thinkers, great problem solvers and communicators who learn and grow through play.

Central to quality early years’ programs are relationships and partnerships. Educators recognise that families are children’s first and most influential educators. They create a welcoming environment where all children and families are respected and actively encouraged to collaborate. Partnerships are based on foundations of understanding each others’ expectations and attitudes and they build on the strengths of each others’ knowledge.

The rich and diverse communities of which the children are a part are valued and understood as central to their lives and their learning. Educators respect the history, culture, language and traditions of families and communities and see learning in a social context built on collaboration and community participation.

Educators take on many roles in play with children, move flexibly in and out of these different roles and draw on different strategies as the context changes. Educators are deliberate, purposeful, and reflective in their planning, documenting and evaluating of children’s learning. They provide quality environments that engage children actively in their learning and ensure the children’s wellbeing, health and safety. Children’s religious, spiritual, social and emotional growth is nurtured by experiencing God’s love for them as they form respectful and reciprocal relationships. Young children are encouraged to develop a positive image of themselves and others as they begin to live the gospel message.

Catholic schools and care settings welcome children into a caring and stimulating environment where educators give witness to Catholic beliefs, values, and attitudes. The educators in these settings provide leadership and are dedicated to their own learning and that of others. They design play-based learning programs that ‘capture the integrated and complex learning and development of all children’ by pursuing the five outcomes in Belonging, Being and Becoming: The Early Years Framework for Australia.

- Children have a strong sense of identity
- Children are confident and involved learners
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are effective communicators

The Early Learning Years Framework is implemented in Catholic schools and care settings in conjunction with the Western Australian Curriculum Framework and within the context of a distinctive Catholic program which aims to develop children as followers of Jesus in today’s world.

Catholic Education Commission of WA Approved Positional Statement August 2009
| Socio Dramatic Area | Role playing – mat time  
Act out stories eg The Enormous Watermelon and 10 little monkeys jumping on the Bed. | Wonder Table | Prayer table  
Insects/bugs  
Colours |
| --- | --- | --- | --- |
| Collage | Introduce how to use glue sticks  
Introduce how to use sticky tape & make double sided tape  
Introduce how to use the stapler  
Variety of colours and textures  
Scissors skills and rules | Play dough | Hide marbles within play dough have an egg carton Children need to find a dozen marbles  
Continue activity but with one hand only  
Continue activity and children hid for a friend to find  
Stencils/rolling pins etc |
| Writing/drawing table | Alphabet & shape stencils  
Current terminology display  
Name tags + children’s photos for writing (with starting points) | Manipulative | Chains  
Tweezers  
Buttons  
Gems  
Play dough  
Magnets |
| Book corner | Me  
Rhyming  
Repetitive Text  
Colour | Games | Dominos  
Shape & Colour Lotto  
Snakes and ladder  
Hopscotch |
| Blocks | Lego  
Shape blocks- large and small  
Connections  
Magnets | Puzzles | Family  
Alphabet  
Outdoors  
Variety of sizes  
Sequencing |
| Painting | Discuss how to use brushes  
Look at various thicknesses of brushes  
Shape, sponge painting  
Teacher demonstration “good work, takes time” | Water play | Water pump-rules for usage  
Coloured water |
### Fine motor activities
- Upper body stability
- Hand strength
- Developing leader and helper hand
- Motor planning
- Sensory awareness
- Isolating finger movements (Dexterity)

### Gross motor activities
- Motor memory
- Co-ordination (Hand/Eye)
- Muscle Tone
- Crossing the mid line
- Truck control
- Motor sequencing

### Body Control Skills
- Motor Memory games - touch memory game, order
- Body image games – point to body parts, exercise and rhythm games. Balloon games(control)
- Related games for body control: animal walking etc
- Hokey pokey, Simon said, Knees and toes etc, If your happy and know it
- Spatial awareness games in and outside the classroom
- Static Balancing activities – standing with feet together and hands out etc
- Posture control and mobility skills – mat time, activity time, playground

### Social Emotional Development
Initiates interactions and responds positively to peers and adults.  
Builds and maintains positive relationships.  
Takes turns and cooperates with a small group.  
Expresses feelings appropriate to the situation.  
Shows empathy for others  
Recognises own and others emotions  
Takes responsibility for own actions  
Shows curiosity, engagement and purpose in learning  
Considers options in making decisions.  
Demonstrates self help skills.  
Demonstrates a positive self image.
### Science
The Western Australian Curriculum

#### Science Understanding
Earth and Space Science

*Daily & seasonal changes in our environment, including the weather, affect everyday life.*

<table>
<thead>
<tr>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science involves exploring and observing the world using the senses.</td>
<td>Communicating</td>
</tr>
<tr>
<td></td>
<td>Share Observations and ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processing and Analysing Data and information</th>
<th>Engage in discussions about observations and represent ideas</th>
</tr>
</thead>
</table>

### Religion

**Special Me**  
(Mystery- Prayer)

**Me and My Body**  
(Body Awareness- Jesus)

**A Happy Day**  
(Lent- Easter)

**Whole Class St Luke’s Values**  
Rainbow

### History
The Western Australian Curriculum

#### Historical Knowledge and Understanding
Children recognise how, their family and friends commemorate past events that are important to them.

### Health
Resilience Program

Challenges and Choices (SDERA)
### English
The Australian Curriculum- Foundation Year

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise rhymes, syllables and sounds (phonemes) in spoken words</td>
<td>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences</td>
<td>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations</td>
</tr>
<tr>
<td>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality</td>
<td>Respond to texts, identifying favourite stories, authors and illustrators.</td>
<td>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact</td>
</tr>
<tr>
<td>Know and hear onset and rime</td>
<td>Share feelings and thoughts about the events and characters in texts</td>
<td>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</td>
</tr>
<tr>
<td>Understand that language can be used to explore ways of expressing needs, likes and dislikes</td>
<td>Retell familiar literary texts through performance, use of illustrations and images.</td>
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<tr>
<td></td>
<td>Identify some features of texts including events and characters and retell events from a text</td>
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<tr>
<td></td>
<td>Recognise letters of the alphabet and know there are lower and upper case letters.</td>
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</table>

### Thinking skills
(Part of a whole class activity)

- PMI
- Blooms Taxonomy- Higher Order Questioning
- Blanke Questioning
- Think Hats- yellow, black, green
<table>
<thead>
<tr>
<th>Numbers and Algebra</th>
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<th>Measurement And Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patterns and Algebra</strong></td>
<td>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point</td>
<td><strong>Shape</strong></td>
</tr>
<tr>
<td>Copy, continue and create patterns with objects and drawings.</td>
<td>Subitise small collections of numbers</td>
<td>Sort, describe and name familiar two-dimensional shapes objects in the environment</td>
</tr>
<tr>
<td><strong>Number and Place Value</strong></td>
<td></td>
<td><strong>Height</strong></td>
</tr>
<tr>
<td>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.</td>
<td>Use direct and indirect comparisons to order and describe length using suitable language associated with measurement attributes, such as ‘tall’ and ‘taller’</td>
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