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<b>Outcome 1: IDENTITY</b>					
<b>Overarching ideas</b>	<b>Focus Points</b>	<b>Noted behaviours that provide evidence of achievement towards this outcome area: (note date in relevant box and describe behaviour as a separate anecdotal note)</b>			
Feel safe, secure, accepted and supported.	<b>Developing a sense of stability and trust</b>				
	<b>Build a sense of belonging</b>				
Act with increasing autonomy, interdependence, resilience and sense of agency.	<b>Show resilience</b>				
	<b>Make choices and decisions</b>				
	<b>Manage routines, organise self and belongings</b>				
Build knowledgeable and confident identities.	<b>Show confidence in own learning and capabilities</b>				
	<b>Display a positive image of self, their family and culture</b>				
Interact with others with care, empathy and respect.	<b>Participate positively as part of a group</b>				
	<b>Respond to others appropriately</b>				

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**Outcome 2: CONNECTING AND CONTRIBUTING**

Overarching ideas	Focus Points	Noted behaviours that provide evidence of achievement towards this outcome area: (note date in relevant box and describe behaviour as a separate anecdotal note)			
Work with others to develop skills for communication and inquiry about themselves and their world.	Develop skills for working with others.				
	Develop inquiry and communication skills.				
Explore diversity and respond with respect <i>(Humanities and Social Sciences)</i>	Explore the diversity of culture, heritage, background and tradition.				
	Respond respectfully to diversity				
Show respect for the environment <i>(Science)</i>	Explore natural and constructed environments				
	Respect, care for and sustain the environment				
	Investigate the interactions between the environment and its people.				

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<b>Outcome 3: WELLBEING</b>					
<b>Overarching ideas</b>	<b>Focus Points</b>	<b>Noted behaviours that provide evidence of achievement towards this outcome area: (note date in relevant box and describe behaviour as a seperate anecdotal note)</b>			
Become Strong in their Social and Emotional Wellbeing <i>(Health &amp; Physical Education)</i>	<b>Interact positively to form relationships and friendships</b> <i>(Health and Physical Education)</i>				
	<b>Recognise simple emotions and build self-regulation</b> <i>(Health and Physical Education)</i>				
Take increasing responsibility for their own health and physical wellbeing <i>(Health &amp; Physical Education)</i>	<b>Build knowledge, skills and positive attitudes to physical movement</b>				
	<b>Explore ways to promote own and others safety</b>				

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**Outcome 4: LEARNING AND THINKING**

Overarching ideas	Focus Points	Noted behaviours that provide evidence of achievement towards this outcome area: (note date in relevant box and describe behaviour as a separate anecdotal note)			
<i>Develop Positive dispositions for learning.</i>	<b>Build enthusiasm, confidence, co-operations, commitment, persistence.</b>				
	<b>Develop curiosity, resourcefulness and reflexivity.</b>				
<i>Develop a range of skills and processes for learning and thinking.</i>	<b>Develop problem solving, investigation and inquiry strategies.</b>				
	<b>Reflect on thinking and learning and transfer and adapt what they have learned.</b>				
	<b>Make choices and organise self for learning.</b>				
<i>Engage in creative and inventive ways of thinking and doing (Arts)</i>	<b>Use imagination and innovation</b>				
	<b>Represent ideas, feelings and experience in creative ways</b>				
<i>Engage in and Extend Numeracy in personally meaningful way (Mathematics)</i>	<b>Develop knowledge of number and algebra</b>				
	<b>Develop knowledge of measurement and geometry</b>				
	<b>Develop knowledge of statistics and probability</b>				

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Term 1 Term 2 Term 3 Term 4 **Outcome 5: COMMUNICATING**

<b>Overarching ideas</b>	<b>Focus Points</b>	<b>Noted behaviours that provide evidence of achievement towards this outcome area: (note date in relevant box and describe behaviour as a separate anecdotal note)</b>			
Interact verbally and non-verbally with others for a range of purposes (English)	<b>Build aural and oral language.</b>				
	<b>Develop phonological awareness skills.</b>				
	<b>Convey and construct messages for a range of purposes in a variety of contexts.</b>				
Engage in and extend literacy practices in personally meaningful ways (English)	<b>Develop understanding of purpose and meanings of a range of texts.</b>				
	<b>Engage in reading, writing and viewing behaviours.</b>				
Understand how symbols and pattern systems work (English)	<b>Develop concepts of print.</b>				
	<b>Investigate symbols and pattern systems.</b>				
Express ideas and make meaning using a range of media (The Arts)	<b>View and create with media.</b>				
	<b>Investigate the properties of a range of media.</b>				
Explore resources, tools and information communication technologies to represent ideas and their thinking (Technologies)	<b>Use tools, resources and technologies in play, thinking and learning.</b>				
	<b>Develop simple ICT skills.</b>				