Stage Four
Physical Personal & Social Learning

Health & Physical Education

Movement & Physical Activity
Student movement patterns are established and they perform single actions. They respond to simple commands and recognise familiar pieces of equipment.
Students may:
- demonstrate established movement patterns
- perform single actions, e.g. rolling, running, stamping, splashing
- negotiate an appropriate pathway when moving both indoors and outdoors
- recognise familiar pieces of equipment such as a ball or trampoline
- engage in parallel physical activities with others
- move with confidence during activities in familiar environments (swimming, P.M.P. etc), showing some awareness of space
- experience moving on play equipment, e.g. using a slide
- respond to simple commands, e.g. stop and go
- show awareness of cause and effect, e.g. knocking down skittles
- recognise the need to change clothing for familiar physical activities, e.g. swimming

Health Knowledge & Promotion
Students follow familiar health routines and respond appropriately to requests containing key words in relation to personal care and safety.
Students may:
- use spoon/fork to eat food that has been previously cut up
- hold own cup (may be modified) and drink from it (minimal supervision)
- actively help during self care routines; face and hand washing, teeth cleaning, hair brushing, nose wiping
- remove own unfastened clothing with physical prompts
- dress when clothes held in position by an adult
- participate in an established toileting routine, with success
- develop safety awareness in daily routines, e.g. awareness of cold tap and hot tap
- let others know when they are uncomfortable (hot, cold, hungry, thirsty, wet, etc)
- participate with increasing independence in activities that protect their health, e.g. washing hands before eating
- participate in a variety of activities involving appropriate dressing for weather, e.g. wearing a hat
- recognise that eating some substances can be harmful, e.g. sand, play dough

Interpersonal Development
Students engage in parallel activity with others and begin to respond to the feelings of others.
Students may:
- respond to feelings of others, e.g. another student crying, tone of voice
- respond to visual cues from others' faces, expressions, gestures, body posture
- identify class members and other significant people
- engage in parallel activity with several others
## Personal Learning
Students show an interest in classroom activities through observation and/or participation. They begin to select and use activities and resources with support. Students may:
- select appropriate resources for a specific activity from a limited choice, e.g. scissors or crayons
- express feelings, needs, likes and dislikes using preferred method of communication
- take pride in accomplishments
- initiate organisation of personal belongings, e.g. hang up bag independently and take lunch from their bag
- be appropriately energetic

## Civics & Citizenship
Students are aware of behavioural expectations and follow familiar classroom routines with support. They have an established sense of self identity and their relationships with familiar people. Students may:
- follow familiar routines and take part in familiar tasks or activities with support from others
- recognise and respond to praise or disapproval
- respond appropriately to 'yes' and 'no'
- follow simple classroom rules, with support
- identify the people with whom they have a relationship, e.g. family members
# Stage Four

## Discipline Based Learning

### The Arts

Students show some awareness of cause and effect in a creative process. They explore materials and equipment systematically. With some support they listen and attend to familiar musical activities and follow and join in familiar routines. They repeat an activity to make the same or similar effect. They make marks intentionally on a surface with fingers or tools, e.g. pressing objects into clay or putting paint on paper

Students may:

- differentiate between colours
- recognise and name the primary colours of pigment (red, blue and yellow)
- manipulate materials/equipment with a degree of control
- use materials/equipment within a defined area
- experience a variety of techniques and materials, e.g. roller printing
- sing to themselves
- repeat/imitate actions, sounds or words in songs
- echo simple rhythmic patterns when playing a percussion instrument
- participate in music activities that develop their sense of tempo (fast/slow) and dynamics (loud/soft)
- remember gestures and actions for a simple song/dance
- perform simple dances and action songs
- participate in performances at community venues with support, e.g. Music Festival
- role play during a story e.g. mimic the movements of a character in a story with support
- complete locomotive movements in all levels of space

### Literacy

**Reading**

Students listen and respond to familiar rhymes and stories. They show some understanding of how books work.

Students may:

- open books and look at pictures
- turn pages, several at a time
- holds book right way up
- listen and respond to familiar rhymes, action songs and stories
- join in with repetitive verse, actions, gestures
- anticipate and carry out familiar actions, gestures and repetitive phrases in a familiar story
- know that stories are linked to particular books, pictures or sequences
- develop left to right sequencing
- understand that printed words/pictures/symbols represent real things
- recognise pictures of everyday objects when shown at different angles or half concealed

**Speaking & Listening**

Students repeat between ten and twenty single words, signs or phrases. They use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects and to communicate about events and feelings. They respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations.

Students may:

- recognise everyday sounds and familiar objects in verbal contexts
- understand key words in routine instructions, e.g. ‘dinner’, ‘drink’, ‘sit down’
- give correct picture, symbol, photo, object on request from a selection
- recognise own name and those of familiar people in verbal contexts
- indicate needs with different tones/sounds/gestures and signs
- vocalise or sign simple greetings, requests and yes/no response
- communicate simple choices, likes and dislikes
- make representational sounds such as animal noises
- use single words, signs, symbols to comment in familiar situations, e.g. ‘more’, ‘finished’
- initiate communication using single words/signs/symbols in familiar situations, e.g. ‘drink’

**Writing**

Students begin to understand that marks and symbols convey meaning. They make marks or generate symbols in their preferred mode of communication.

Students may:
- grasp a writing implement with a preferred hand and make marks on paper
- grasp a writing implement with a tripod grasp and make marks on paper
- grasp a writing implement with a pincer grip and make marks on paper
- colour within a pre drawn outline
- draw lines within tracks
- scribble alongside a picture
- generate symbols from a selection on the computer

**Humanities**

Students draw on their own experience to help them understand the world around them. They have opportunities to take part in the life of their school and local community. They link the passage of time with a variety of indicators, such as weekend activities and holidays.

Students may:

**History**
- acknowledge and respond to regular activities and daily routine cues
- recall and recognise recent routine events, e.g. swimming or an excursion

**Geography**
- know familiar places and people and what they are there for, e.g. the park, the physio
- locate rooms and places that are important to them at school, e.g. walk to the multipurpose room for P.M.P.
- experience, explore and investigate the natural and made features of the local environment, e.g. the park
- notice differences between features of the local environment

**Economics**
- participate in class activities aimed at managing resources, e.g. putting rubbish in the bin with verbal prompts

**Numeracy**

**Number:**
Students show an interest in number activities and counting

Students may:
- show an interest in number rhymes, songs, stories and games
- show an interest in counting activities
- joins in the sound patterns of the number games
- respond to ‘give me more’
- respond to ‘gone’ (being none left)
- pick up objects one at a time

**Space**
Students demonstrate the concept of object permanence. They demonstrate an interest in position and the relationship between objects.

Students may:
- search for objects that have been hidden
- make towers of bricks
- roll objects down a slope
- participate in rolling activities with a partner
- stack objects, e.g. stacking cups
- participate in threading activities
- align objects
- put objects in and out of a container
- join in matching games involving 2D and 3D shapes

**Measurement**

Students start to initiate activities involving measurement.

Students may:
- join in with filling and emptying containers
- attempt to fill and empty containers independently
- understand activities timetable with symbols/objects of reference
- match objects of the same size, e.g. matching two small toy cars

**Working Mathematically**

Students are aware of cause and effect activities. They show awareness of changes in shape, position or quantity. They anticipate, follow and join in with familiar mathematical activities when given a contextual cue.

Students may:
- remove objects from an inset puzzle
- join in completing simple inset puzzles
- choose specific objects from a group
- join in with sequencing objects, colours and shapes
- anticipate the sequence of the numbers in a counting game

## Science

**Science Knowledge and Understanding**

Students explore objects and materials, changing some materials by physical means and observing the outcomes.

Students may:
- know that certain actions produce predictable results, e.g. sponges can be squeezed to get water
- deliberately change materials by physical means and observe the outcomes, e.g. mixing sand and water
- intentionally squeeze/roll materials such as play dough
- manipulate pliable materials to change their shape
- handle and observe living things with interest, e.g. farm visit
- demonstrate an awareness of changes in light, sound and movement

**Science At Work:**

Students show interest in a wide range of living things, handling and observing them.

Students may:
- intentionally cause movement through pushing and pulling, e.g. string toy, car
- apply science knowledge and understanding to create simple products e.g. jelly, ice block
| **Stage Four**  
| **Interdisciplinary Learning**  
| **Communication**  
Students may  
- maintain interaction through more than one turn  
- attend and begin to respond appropriately to others  
- initiate communication using single words/signs/symbols  

| **Design, Creativity & Technology**  
Students begin to assemble components provided for an activity. They contribute to activities by grasping and moving simple tools, with minimal support. They explore options within a limited range of materials.  

**Investigating and Design**  
Students may:  
- experience combining more than one material  
- use simple tools to effect changes to materials  
- show awareness of the safe use of tools  

**Producing**  
Students may:  
- attempt to construct 3 dimensional structures  
- sustain interest for a length of time on a pre-decided construction  
- manipulate materials to achieve planned effect  

| **Information & Communication Technology**  
Students know certain actions produce predictable results and that ICT can be used to control objects, events and aspects of the environment.  

Students may:  
- demonstrate understanding and knowledge that ICT can be used to control equipment e.g. increase volume  
- show awareness of cause and effect to stop and start equipment e.g. CD player  
- observe the use of ICT in the environment e.g. super market registers, traffic lights  
- recognise the print out of a computer screen picture  
- intermittently activate computer at appropriate time, with a single switch  
- recognise familiar programs on the screen  

| **Thinking**  
**Reasoning, Processing and Inquiry**  
Students may:  
- display awareness of similarities, differences, patterns and change  
- with support evaluate solutions to problems and consider possible changes