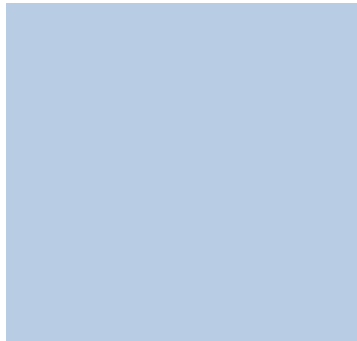
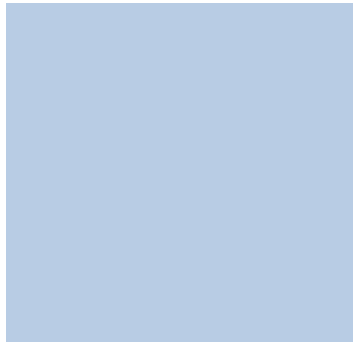
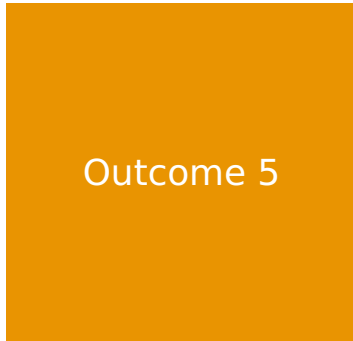


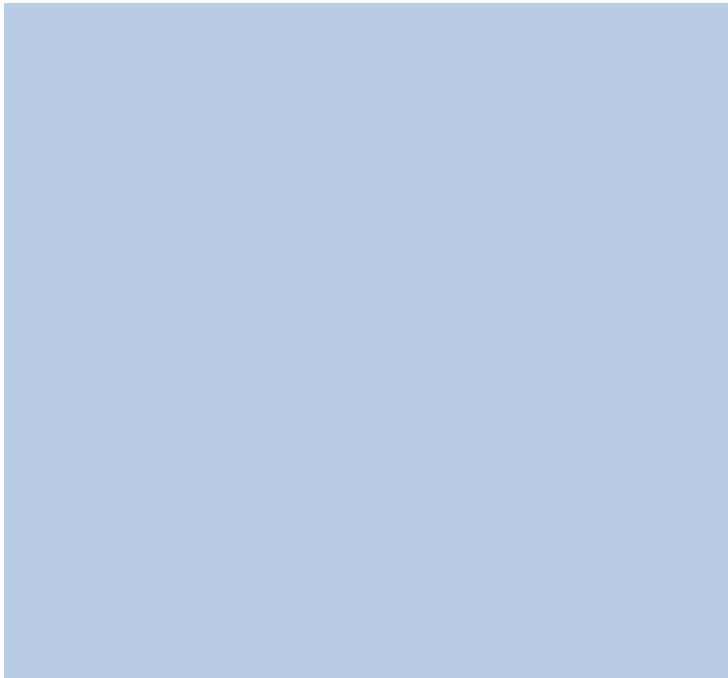
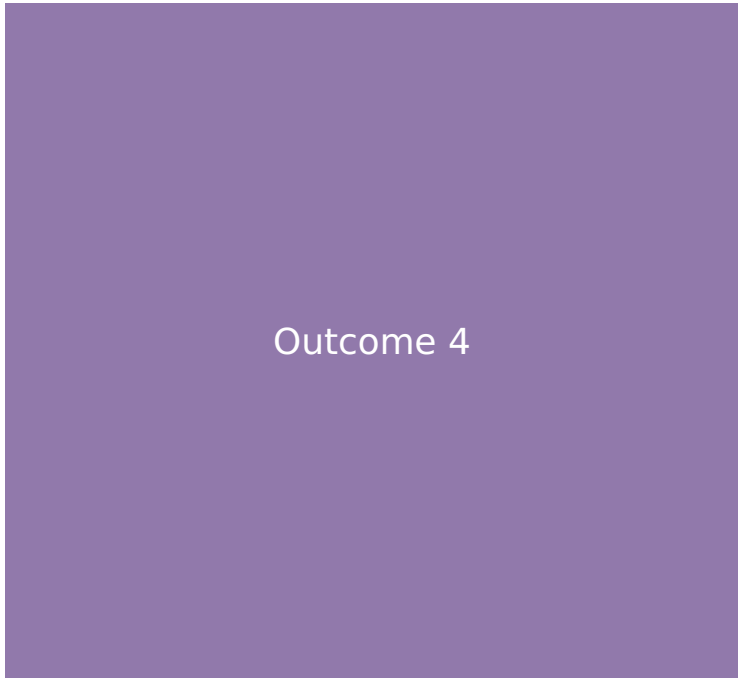
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


Montessori & EYLF
Green Room



2 Feb 2015 - 27 Feb 2015









Maths Class Summary

	Linear Counting (0-10): Number Rods	Linear Counting (0-10): Tactile Numerals	Linear Counting (0-10): Amounts & Numeral Work	Golden Bead Work: Decimals/H	Golden Bead Work: Exchanging & Operations	Linear Counting (Teens & Tens): Teens	Linear Counting (Teens & Tens): Tens	Linear Counting (Teens & Tens): Hundreds	Equations: Addition	Equations: Subtraction	Equations: Multiplication	Equations: Division	Equations: The Stamp Game	Functional Numeracy: Fractions	Functional Numeracy: Time	Functional Numeracy: Currency	Functional Numeracy: Writing / Recording Numerals
 Student Jake Stojanovski		 Recognises 0	What's next?														
 Mason Pitt																	
 Ellie Naim																	
 Jonathan Geard																	

Sample







Sensorial Class Summary

	Perception of dimension: Knobbed Cylinders	Perception of dimension: Pink Tower	Perception of dimension: Broad Stair	Perception of dimension: Red Rods	Perception of dimension: Knobless Cylinders	Perception of colour: Colour Box 1	Perception of colour: Colour Box 2	Perception of colour: Colour Box 3	Perception of shape: Geometric Cabinet	Perception of shape: Geometric Solids	Perception of non-visual characteristics: Sound Cylinders	Perception of non-visual characteristics: The Bells	Perception of non-visual characteristics: Texture	Perception of non-visual characteristics: Stereognostic sense	Perception of non-visual characteristics: Weight, Temperature & Scent	Perception of non-visual characteristics: Foundations for algebra
 Student Jake Stojanovski						 Matches colours	 Identifies black	What's next?								
 Mason Pitt																
 Ellie Naim																
 Jonathan Geard																

Sample










Practical Life Class Summary

	Grace & Courtesy: Courtesy	Grace & Courtesy: Grace	Care of the self: Physical independence	Care of the self: Dressing Frames	Care of others & the environment: Cleaning	Care of others & the environment: Gardening & pet care	Fine motor skills: Threading	Fine motor skills: Tools	Fine motor skills: Kitchen Utensils	Fine motor skills: Transferring
 Student Jake Stojanovski	△ Waits patiently when required		△ Completes toilet routine independently	△ Zip				△ Uses a hammer	What's next?	
 Mason Pitt	△ Uses polite manners									△ Pours fine objects/powder
 Ellie Naim	△ Initiates conversation effectively	What's next?								
 Jonathan Geard		△ Handles classroom materials with care	What's next?							

Sample









Language Class Summary

	Phonetic letters: Phonological awareness	Phonetic letters: Tactile Letters	Word building: Moveable Alphabet	Early reading: 3 Part Cards	Early reading: Pink Series	Early reading: Blue Series	Early reading: Grammar	Early reading: Sentences	Phonograms: Tactile Phonograms	Early Writing: Insets for Design
 Student Jake Stojanovski		 Identifies g	What's next?							
 Mason Pitt	 Identifies rhymes		 Builds phrases / sentences	What's next?						
 Ellie Naim										
 Jonathan Gerd										

Sample









Infant/Toddler Class Summary

	Fine Motor Movement: Posting	Fine Motor Movement: Threading	Conceptual awareness: Object permanence	Conceptual awareness: Relationships between objects	Conceptual awareness: Matching	Practical Life: Dressing frames	Practical Life: Care of self, others & environment	Language: Treasure baskets	Language: Picture cards
 Student Jake Stojanovski							 Uses eating utensils	What's next?	
 Mason Pitt							 Uses eating utensils	What's next?	
 Ellie Naim									
 Jonathan Geard									

Sample



Cultural Class Summary

	Geography: Globes	Geography: Puzzle Maps	Geography: Landforms	Geography: Flags	Geography: Cards & Continent Boxes	Science: Botany	Science: Zoology
 Student Jake Stojanovski	 Textured Globe		 Island	What's next?			
 Mason Pitt							
 Ellie Naim							
 Jonathan Geard							

Sample

What's Next - Plan and Act (with Profile Picture)

Based on observations made from 2 Feb 2015 to 27 Feb 2015

Outcome 1



Ellie Naim

Encourage Ellie to build relationship with other educators and make her feel conform able in her new environment.



Student Jake Stojanovski

Develop Jake's ability to use a knife while eating.



Student Jake Stojanovski

Introduce Jake to the use of buckles and ribbons once he has mastered the small buttons.



Student Jake Stojanovski

Continue to build the recognition of letters from the alphabet.

Outcome 2



Student Jake Stojanovski

Clean Up Australia Day

Outcome 3



Mason Pitt

We want to start building Mason's vocabulary round the actions he is performing in the classroom and playground.



Mason Pitt

Working on continually building and strengthening relationships in the classroom.



Student Jake Stojanovski

We will continue to challenge Jake by introducing different play equipment throughout the year, aiming to build on the confidence he has already developed.



Student Jake Stojanovski

To encourage Jake to initiate play.



Student Jake Stojanovski

Today we focused on the importance of dairy, next we shall concentrate on fruit and veg to develop the understanding of healthy living.

Outcome 4



Jonathan Geard

Jonathan applies a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.



Mason Pitt

Introduce more complex reading material next term.



Student Jake Stojanovski

We would love to start working with Jake to show him how mixing primary colours can create other colours to build on his interest in the arts.

Outcome 5



Mason Pitt

We will continue our daily reading time, but have also invited parents and children to share the children's favourite stories for a special read day on Thursday.

What's Next - Plan and Act

Outcome 1

Encourage Ellie to build relationship with other educators and make her feel conform able in her new environment.

Develop Jake's ability to use a knife while eating.

Introduce Jake to the use of buckles and ribbons once he has mastered the small buttons.

Continue to build the recognition of letters from the alphabet.

Outcome 2

Clean Up Australia Day

Outcome 3

We want to start building Mason's vocabulary round the actions he is performing in the classroom and playground.

Working on continually building and strengthening relationships in the classroom.

We will continue to challenge Jake by introducing different play equipment throughout the year, aiming to build on the confidence he has already developed.

To encourage Jake to initiate play.

Today we focused on the importance of dairy, next we shall concentrate on fruit and veg to develop the understanding of healthy living.

Outcome 4

Jonathan applies a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.

Introduce more complex reading material next term.

We would love to start working with Jake to show him how mixing primary colours can create other colours to build on his interest in the arts.

Outcome 5

We will continue our daily reading time, but have also invited parents and children to share the children's favourite stories for a special read day on Thursday.

What's Next - Weekly Plan 23 Feb 2015 to 1 Mar 2015

Mon

23 Feb 2015

Tue

24 Feb 2015



Student Jake Stojanovski

Introduce Jake to the use of buckles and ribbons once he has mastered the small buttons.

Wed

25 Feb 2015

Thu

26 Feb 2015



Student Jake Stojanovski

To encourage Jake to initiate play.

Fri

27 Feb 2015

Sample

What's Next - Weekly Plan 2 Mar 2015 to 8 Mar 2015

Mon

2 Mar 2015

Tue

3 Mar 2015



Student Jake Stojanovski

We will continue to challenge Jake by introducing different play equipment throughout the year, aiming to build on the confidence he has already developed.

Wed

4 Mar 2015

Thu

5 Mar 2015

Fri

6 Mar 2015

Sample

What's Next - Weekly Plan 9 Mar 2015 to 15 Mar 2015

Mon 9 Mar 2015	Tue 10 Mar 2015	Wed 11 Mar 2015	Thu 12 Mar 2015	Fri 13 Mar 2015

Sample

What's Next - Weekly Plan 16 Mar 2015 to 22 Mar 2015

Mon

16 Mar 2015

Tue

17 Mar 2015



Mason Pitt

We want to start building Mason's vocabulary round the actions he is performing in the classroom and playground.

Wed

18 Mar 2015

Thu

19 Mar 2015

Fri

20 Mar 2015

Sample

What's Next - Status Summary

Based on observations made from 2 Feb 2015 to 27 Feb 2015

Ideas

Planned

Implemented



Student Jake Stojanovski

Introduce Jake to the use of buckles and ribbons once he has mastered the small buttons.



Student Jake Stojanovski

Clean Up Australia Day



Mason Pitt

We want to start building Mason's vocabulary round the actions he is performing in the classroom and playground.



Student Jake Stojanovski

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Student Jake Stojanovski

To encourage Jake to initiate play.



Jonathan Geard

Jonathan applies a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.



Mason Pitt

Introduce more complex reading material next term.



Student Jake Stojanovski

We would love to start working with Jake to show him how mixing primary colours can create other colours to build on his interest in the arts.



Ellie Naim

Encourage Ellie to build relationship with other educators and make her feel comfortable in her new environment.



Student Jake Stojanovski

Develop Jake's ability to use a knife while eating.



Student Jake Stojanovski

Continue to build the recognition of letters from the alphabet.



Mason Pitt

Working on continually building and strengthening relationships in the classroom.



Student Jake Stojanovski

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Mason Pitt

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Sample