

Curriculum Area Evaluations Educators

NQS 1.1.1 Approved learning framework

1.2.1 Intentional teaching

1.2.2 Responsive teaching and scaffolding

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Literacy	ED1	ED2	ED3	ED4	ED5
Construction – Do you invite children to create signs for their new buildings?					
Construction – Do you expand children's vocabulary by talking about their buildings and the material used eg cylinder, arch?					
Dramatic Play – Do you expand children's vocabulary and language during dramatic play eg talk about the meanings and act them out?					
Toys and Games – Do you discuss new descriptive words when children play with toys and games eg shiny, dull, pointed, curved, rough and smooth?					
Art Experience - Do you expand children's vocabulary and language eg by teaching the use of specific art terms, colour, shape, pattern, size, texture, balance, rhythm, line, tone, harmony, contrast?					
Art Experience - Are art materials and creations made by children used as backdrops or costumes for drama productions?					
Books – Do you develop children's skills by using open ended questions after reading stories?					
Music and Movement – Do you strengthen children's phonological awareness by singing songs that are full of rhymes and repetition?					
Music and Movement – Do you ensure children gain understanding of books and other texts by reading story songs?					
Music and Movement – Do you facilitate children's knowledge of print and understanding of letters and words by providing song lyrics children can follow as they sing or listen?					
Computers – Do you encourage children to identify the letters of their name on the keyboard, type it in and print it?					
Outdoor – Do you ask children about the sounds they hear when outdoors eg cars, trucks, birds etc?					
Mathematics and Problem Solving					
Construction – Do you observe patterns and relationships with the children and breakdown the structure in the patterns eg it's tall, short etc?					
Dramatic Play – Do you help children solve problems they encounter in dramatic play eg what they can use for food, how to make a balance scale etc?					
Toys and Games – Do you encourage children to sort and classify toys?					
Art Experience – Do you encourage children to observe patterns, explore geometric shapes and their spatial sense when creating sculptures?					

Book Area – Do you promote the understanding of measurement by pointing out comparative words in books eg enormous, teeny, tiny, a long time ago etc?					
Music and Movement – Do you teach concepts of measurement such as time, move quickly or slowly, hold notes for a long time. Do you make comparisons in movement activities eg long/short steps, small as a pebble/ big as a mountain? Do you help children learn number concepts by singing number songs, rhymes and chants?					
Computers – Do you use mathematical programs on the computer?					
Outdoor – Do you explore ways to solve problems such as balls going over the fence?					
Science					
Construction – Do you provide balancing scales, pulleys, mirrors to develop an interest in science?					
Dramatic Play – Do you encourage children to explore foods that are good to eat and name pretend fruits and vegetables?					
Toys and Games – Do you teach children about gravity, strength and balance?					
Art Experience - Do you make observational drawings of objects collected eg leaves, sticks, rocks, animals? Do you print from objects of nature, roll paint onto leaves and print onto paper or fabric?					
Books – Do you use books that are informative and explore plants, animals and nature?					
Music and Movement –Do you explore physical science by experimenting with rhythm instruments or found objects to make sounds? Do you encourage children to find ways to make soft sounds versus loud sounds or high notes versus low notes?					
Music and Movement – Do you investigate earth and environment by creating instruments from natural material and objects found by the children. Do you use ribbons to demonstrate movement and wind?					
Computers – Do you explore science ideas using the internet?					
Outdoor – Do you have chickens, a bird, bees etc for the children to look after?					
Outdoor – Do you offer ramps, balls, tunnels, tubes, water wheels, sifters which the children use to explore?					
Social Studies					
Construction – Do you talk about spaces and geography by talking about roads and where they go? Do you display maps in the block area?					
Dramatic Play – Do you discuss the neighbourhood their dramatic play occurs in and explore what other things they might find in that neighbourhood?					
Toys and Games – Do you teach cooperation and sharing, turn taking, rules and game structure?					
Art Experience - Do you use recycled objects in play, art, numeracy, literacy, problem solving and physical play?					
Books – Do you promote how people live and the places they live through books?					
Music and Movement – Do you invite professional musicians or dancers to talk to children and perform and explore dance and music from other cultures?					
Music and Movement – Do you enhance children's understanding of people and the environment by creating musical instruments from recycled materials?					
Computers – Do you encourage children to email their parents at work from the centre?					

Outdoor – Do you explore distance when outside?					
The Arts					
Construction – Do you encourage children to use the blocks as settings for dramatic play?					
Dramatic Play – Do you encourage children to explore drama by teaching them the skills to pretend?					
Toys and Games – Do you use open ended toys and materials such as leaves, sticks, pine cones, blocks and cardboard boxes to allow children to represent their thoughts and ideas?					
Art Experience – Do you introduce children to drama by provide props to re-enact familiar stories? Do you read stories to children that lend themselves to creative dramatics?					
Books – Do you talk about the illustrations found in children’s books?					
Music and Movement – Is music associated with art activities? How does different music tempo /tone/ volume affect the creative engagement of an artistic activity? Can children respond artistically to the way music makes them feel?					
Computers - Do you expand children’s creative experience with computer generated art/drawings?					
Outdoor - Do you simulate nature in the learning environment eg rain over objects?					
Technology					
Construction – Do you encourage children to use blocks as ramps, walls and structures and talk about what makes buildings stable?					
Dramatic Play – Do you teach children about technology through the use of old cameras, keyboards, typewriters, computers and other machinery?					
Toys and Games – Do you introduce and extend play by adding toys with gears and moving parts for children to explore?					
Art Experience – Do you teach children how to use equipment such as saws, hammers and drills?					
Books – Do you point out technology like mobile phones, computers, and computer programs in books you read?					
Music and Movement – Do you help children develop an awareness of technology by learning how different instruments make sounds?					
Computers – Do you encourage children to take digital photos and print or email them?					
Outdoor – Do you explore rain gauges, binoculars, thermometers, magnifying glasses and digital cameras in the outdoor area?					

Actions required