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Week Beginning:

Educators:

| | Sensory Play | Exploratory Play | Manipulative Play | Dramatic Play | Creative Play |
|------------------|--|--|--|--|---|
| Monday | <p>Add materials, animal figurines, animal pictures in block area. Encourage children to share ideas on where animals live (zoo/jungle) etc.</p> <p>L/o: <input type="text" value="2.4"/> I: <input type="text" value="Extension of Learning"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p> | <p>Use photos and mind map and discuss Toby's understanding of experiences. Document in portfolio.</p> <p>L/o: <input type="text" value="5.3"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p> | <p>Extra blocks and pipes in the sand pit. Add large animal figurines and 4 small tubs of water.</p> <p>L/o: <input type="text" value="3.1"/> I: <input type="text" value="Outdoor Play"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p> | <p>Animal dress ups in home corner, also add table with materials to create animal masks within home corner.</p> <p>L/o: <input type="text" value="1.1"/> I: <input type="text" value="Extension of Learning"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p> | <p>During group time Google different animal habitats. Discuss with children. Provide paper and pencils for drawing habitats for room display.</p> <p>L/o: <input type="text" value="4.4"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p> |
| Tuesday | <p>Cooking - Making vegetable spring rolls. Encourage children to peel & shred vegetables. Taste differences between raw & cooked.</p> <p>L/o: <input type="text" value="4.1"/> I: <input type="text" value="Group Experience"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p> | <p>Outdoor Play - To trough add sea shells, small sea creature figurines, spades, sand and water.</p> <p>L/o: <input type="text" value="2.4"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p> | <p>Add mat with fine motor skills resources for Hannah to develop and extend upon her fine motor skills.</p> <p>L/o: <input type="text" value="3.1"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p> | <p>Throughout the day encourage children with social etiquette - please, thank you etc.</p> <p>L/o: <input type="text" value="1.1"/> I: <input type="text" value="Family Input"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p> | <p>Drawing Area - Add words in different languages that children can draw over. Display different writing on the wall above drawing table.</p> <p>L/o: <input type="text" value="5.2"/> I: <input type="text" value="Community"/> </p> <p>Date Initiated: <input type="text" value="02/07/2013"/></p> |
| Wednesday | <p>Create a height chart - add each child's name and individual photo.</p> <p>L/o: <input type="text" value="1.2"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p> | <p>Group Time - Discuss sharing and taking turns. Brainstorm ideas on what to do when we want something.</p> <p>L/o: <input type="text" value="2.3"/> I: <input type="text" value="Group Experience"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p> | <p>Computer Skills - Each child to be given an opportunity to create a picture on paint program. Focus on using mouse and clicking to select objects.</p> <p>L/o: <input type="text" value="5.5"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p> | <p>Train table with train set - Add train tracks, people figurines, small wooden railroad signs and small coloured blocks</p> <p>L/o: <input type="text" value="3.2"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p> | <p>Marble painting experience, using primary colours. - Encourage Kelly to experiment with secondary colours.</p> <p>L/o: <input type="text" value="4.2"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="03/07/2013"/></p> |
| Thursday | <p>Jean - Pierre's mum Amelie commng in after morning tea to make crepes with the children.</p> <p>L/o: <input type="text" value="2.2"/> I: <input type="text" value="Family Input"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p> | <p>Color Cups With Coloured Teddies - Encourage children to sort the coloured teddies into the correct coloured cup</p> <p>L/o: <input type="text" value="5.4"/> I: <input type="text" value="Extension of Learning"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p> | <p>Vanilla Scented Play dough - add scissors, rolling pins, shape cutters, patty cases, paddle pop sticks.</p> <p>L/o: <input type="text" value="3.2"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p> | <p>Group Time - Show photos/ images of people from different cultures. Discuss similarities and differences.</p> <p>L/o: <input type="text" value="1.3"/> I: <input type="text" value="Group Experience"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p> | <p>Using pictures from a magazine create a group story. Encourage Grace to share her ideas within the group.</p> <p>L/o: <input type="text" value="4.2"/> I: <input type="text" value="Focus Child"/> </p> <p>Date Initiated: <input type="text" value="04/07/2013"/></p> |
| Friday | <p>Add dump trucks and blocks to sand pit.</p> <p>L/o: <input type="text" value="3.1"/> I: <input type="text" value="Family Input"/> </p> <p>Date Initiated: <input type="text" value="01/07/2013"/></p> | <p>Plant a vegetable garden. Talk about the types of vegetables that grow from the ground. Discuss ways in which we can look after them.</p> <p>L/o: <input type="text" value="2.4"/> I: <input type="text" value="Community"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p> | <p>Magnetic Fish Game - Add magnetic fish puzzle, magnetic items (paperclips) and magnetic fishing rods.</p> <p>L/o: <input type="text" value="4.3"/> I: <input type="text" value="Child Input"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p> | <p>Group Time - Introduce "Hello Song". Discuss the different ways we say hello in different languages.</p> <p>L/o: <input type="text" value="1.4"/> I: <input type="text" value="Intentional Teaching"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p> | <p>Rhyming Words - During transition sing "Wibbly wobbly woo". Encourage children to come up with words that rhyme with their name.</p> <p>L/o: <input type="text" value="5.1"/> I: <input type="text" value="Child Interest"/> </p> <p>Date Initiated: <input type="text" value="05/07/2013"/></p> |

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| <p>Input Key</p> <ul style="list-style-type: none">  Group Experience  Child Interest  Intentional Teaching  Community  Extension of Learning  Family Input  Focus Child  Child Input  Spontaneous Learning  Outdoor Play | <p>Learning Outcome 1 Children have a strong sense of identity</p> <p>1.1 Children feel safe, secure, and supported.</p> <p>1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.</p> <p>1.3 Children develop knowledgeable and confident self-identities.</p> <p>1.4 Children learn to interact in relation to others with care, empathy and respect.</p> | <p>Learning Outcome 2 Children are connected with & contribute to their world</p> <p>2.1 Children develop a sense of belonging to groups & communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>2.2 Children respond to diversity with respect.</p> <p>2.3 Children become aware of fairness.</p> <p>2.4 Children become socially responsible and show respect for the environment.</p> | <p>Learning Outcome 3 Children have a strong sense of wellbeing</p> <p>3.1 Children become strong in their social and emotional wellbeing.</p> <p>3.2 Children take increasing responsibility for their own health and physical wellbeing.</p> | <p>Learning Outcome 4 Children are confident & involved learners</p> <p>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</p> <p>4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</p> <p>4.3 Children transfer and adapt what they have learned from one context to another.</p> <p>4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</p> | <p>Learning Outcome 5 Children are effective communicators</p> <p>5.1 Children interact verbally and non-verbally with others for a range of purposes.</p> <p>5.2 Children engage with a range of texts and gain meaning from these texts.</p> <p>5.3 Children express ideas and make meaning using a range of media.</p> <p>5.4 Children begin to understand how symbols and pattern systems work.</p> <p>5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.</p> | <p>Parent Input / Suggestions</p> <p>Margaret (Noah's mum) mentioned that he enjoys singing "Here is The Beehive".</p> <p>Jeff (Kayla's dad) will come to talk about being a dentist.</p> <p>Monica (Lilly's mum) brought in glitter pens.</p> |
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Curriculum Reflection Questions:

- 1) Do the experiences and activities planned cover each of the EYLF Learning Outcomes? If no, what's missing? Yes No
 - 2) Has parent input / feedback been added onto the curriculum plan? If no, why not? Yes No
 - 3) Does the curriculum assist in the development of Belonging, Being, Becoming? Why? Yes No
- Yes we enable all children within the program to develop their skills and abilities and promote independency through the daily routines.
- 4) Was the group broad goal achieved? How is it reflected in the curriculum plan? If no, why? Yes No
 - 5) Were there sufficient resources for all the experiences planned? If no, why not? Yes No
 - 6) Was the level of supervision appropriate in all areas of the curriculum plan? If yes, how? If no, why not? Yes No
 - 7) Is there anything that needs to be followed up with regards to children, parents, curriculum or staff? Yes No
 - 8) How did the experience / goals planned connect to service philosophy? Yes No
- Yes, group goal has been achieved through an experience planned as "intentional teaching".
- Yes, ratio was covered by all educators.
- The service philosophy was represented through the community experience we provided.