
















# Daily Curriculum Plan











**Room:** Toddler Room

**Date:** 17/07/2013

**Educators:** L.A, N.A, M.N

Sensory Play	Exploratory Play	Manipulative Play	Dramatic Play	Creative Play
<p>Outdoor Play - To trough add sea shells, small sea creature figurines, spades, sand and water.</p> <p>L/o: 1.4 I: Outdoor Play </p>	<p>Magnetic Fish Game - Add magnetic fish puzzle, magnetic items (paperclips) and magnetic fishing rods.</p> <p>L/o: 4.3 I: Extension of Learning </p>	<p>Cooking - Making vegetable spring rolls. Encourage children to peel &amp; shred vegetables. Taste differences between raw &amp; cooked.</p> <p>L/o: 5.1 I: Family Input </p>	<p>Add multicultural dolls to home corner - include clothing, baby toys, baby feeding equipment.</p> <p>L/o: 2.2 I: Child Input </p>	<p>Group Time - Mystery Bag. Add different materials into a bag that child feels to guess what it is.</p> <p>L/o: 4.1 I: Group Experience </p>
<p>Vanilla Scented Play dough - add scissors, rolling pins, shape cutters, patty cases, paddle pop sticks.</p> <p>L/o: 3.1 I: Group Experience </p>	<p>Digital camera and digital photo frame. Encourage child/ren to take photos of friends etc. Upload them onto digital photo frame.</p> <p>L/o: 4.4 I: Child Interest </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: 2.4 I: Group Experience </p>	<p>Train table with train set - Add train tracks, people figurines, small wooden railroad signs and small coloured blocks.</p> <p>L/o: 2.3 I: Child Input </p>	<p>Marble Painting - Encourage each child to experiment with different colours &amp; to make patterns.</p> <p>L/o: 5.3 I: Child Interest </p>
<p>Threading. Include shoes with laces from dress up box. Encourage child/ren to thread lace through the holes of the shoes.</p> <p>L/o: 3.2 I: Focus Child </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: 5.5 I: Intentional Teaching </p>	<p>Color Cups With Coloured Teddies - Encourage children to sort the coloured teddies into the correct coloured cup.</p> <p>L/o: 5.4 I: Extension of Learning </p>	<p>Throughout the day encourage children with social etiquette - please, thank you etc.</p> <p>L/o: 1.1 I: Intentional Teaching </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: 5.3 I: Extension of Learning </p>

**Input Key**

-  Group Experience
-  Child Interest
-  Intentional Teaching
-  Community
-  Extension of Learning
-  Family Input
-  Focus Child
-  Child Input
-  Spontaneous Learning
-  Outdoor Play

**Learning Outcome 1**  
Children have a strong sense of identity

- 1.1 Children feel safe, secure, and supported.
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self-identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.

**Learning Outcome 2**  
Children are connected with & contribute to their world

- 2.1 Children develop a sense of belonging to groups & communities and an understanding of the reciprocal rights & responsibilities necessary for active communication.
- 2.2 Children respond to diversity with respect.
- 2.3 Children become aware of fairness.
- 2.4 Children become socially responsible and show respect for the environment.

**Learning Outcome 3**  
Children have a strong sense of wellbeing

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

**Learning Outcome 4**  
Children are confident & involved learners

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination & reflexivity.
- 4.2 Children develop a range of skills & processes such as problem solving, enquiry, experimentation, hypothesizing, researching & investigating.
- 4.3 Children transfer & adapt what they learned from one context to another.
- 4.4 Children resource their own learning through connecting with people, place technologies and natural and processed materials.

**Learning Outcome 5**  
Children are effective communicators

- 5.1 Children interact verbally & non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from those texts.
- 5.3 Children collaborate with others, express ideas and make meaning using a range of media and communication technologies.
- 5.4 Children begin to understand how symbols and pattern systems work.
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

**Parent Input / Suggestions**

Margaret (Noah's mum) mentioned that he enjoys singing "Here is The Beehive".

Monica (Lilly's mum) brought in glitter pens.

**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

Yes, group goal has been achieved through an experience planned as "intentional teaching".

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

Yes, ratio was covered by all educators.

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

The service philosophy was represented through the community experience



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