Early Childhood Guided Learning Package – Week L

Table 1 – Week L timetable

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| --- | --- | --- | --- | --- | --- | --- |
| Monday | | Tuesday | Wednesday | | Thursday | Friday |
| Butterfly breathing  Learning goal: Children learn a breathing technique they can use to calm themselves and regulate their emotions.  Learning outcome 1 – Key component 2  Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.  Learning outcome 3 – Key component 1  Children become strong in their social and emotional wellbeing.  Video – [Butterfly breathing](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6267557952001) | **Making your name**  Learning goal: Children practice forming letters using different mediums.  **Learning outcome 5 – Key component 3**  Children express ideas and make meaning using a range of media.  **AEDC Domain:** Physical health and wellbeing**.** | | **Recycling**  Learning goal: Children consider the impact of rubbish on the natural environment.  **Learning outcome 2 – Key component 4**  Children become socially responsible and show respect for the environment.  **Learning outcome 5 – Key component 2**  Children engage with a range of texts and gain meaning from these texts.  Electronic book – [The preschool rubbish challenge](https://read.bookcreator.com/2dCrwYQmXDc1NALH1ZWf8N1MBpw1/R7eeFvOJTL-rTWBRBf2UDw) | **Ball play**  Learning goal: Children develop coordination and ball handling skills.  **Learning outcome 3 – Key component 2**  Children take increasing responsibility for their own health and physical wellbeing.  Video – [Bounce the ball](https://drive.google.com/file/d/11ZeX-DqwdtpgWtGxm0-qiP8aXNToxXs9/view?usp=sharing) | | **What is this plant?**  Learning goal: Children engage in problem solving to hypothesise about plants.  **Learning outcome 2 – Key component 4**  Children become socially responsible and show respect for the environment.  **Learning outcome 4 – Key component 1**  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  Video – [How does a seed become a plant?](https://video.link/w/TZ6Ic)  Poem – [Little plant sprouted](https://drive.google.com/file/d/15OLwEDhoM62ZtCJMWDpCDPKnxCIJok3j/view?usp=sharing) | |
| Nest Engineering  Learning goal: Children explore bird nests and experiment with ways to build one.  Learning outcome 4 – Key component 2  Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.  Learning outcome 4 – Key component 1  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  Video – [Go wild for maths: Nest challenge](https://iview.abc.net.au/video/CH1932H003S00) | **Make a treasure box**  Learning goal: Children identify things that are special to them.  **Learning outcome 1 – Key component 3**  Children develop knowledgeable and confident self-identities**.**  **Learning outcome 2 – Key component 2**  Children respond to diversity with respect. | | **Fizzy water**  Learning goal: Children demonstrate curiosity as they experiment.  **Learning outcome 4 – Key component 1**  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  **Learning outcome 3 – Key component 1**  Children become strong in their social and emotional wellbeing. | **Dice fun**  Learning goal: Children understand how a dice works.  **Learning outcome 5 – Key component 4**  Children begin to understand how symbols and pattern systems work.  **Learning outcome 5 – Key component 1**  Children interact verbally and non-verbally with others for a range of purposes**.** | | **Make a herbal scrub**  Learning goal: Children experiment with cause and effect and trial and error.  **Learning outcome 4 – Key component 2**  Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.  **Learning outcome 3 – Key component 1**  Children become strong in their social and emotional wellbeing. | |
| Auskick at home – Part 1  Learning goal: Children learn stretches and exercises that support physical health.  Learning outcome 3 – Key component 2  Children take increasing responsibility for their own health and physical wellbeing.  Video – [NAB AFL Auskick at home with Katie Brennan: Episode 1](https://video.link/w/l8THc) | **Matching colours in nature**  Learning goal: Children develop observation skills and respect for the natural environment.  **Learning outcome 2 – Key component 4**  Children become socially responsible and show respect for the environment.  **Learning outcome 4 – Key component 1**  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  Video – [Colours in nature](https://drive.google.com/file/d/1nK4dnXPhxDb-wwR5DhsV3P4zW4pp-p2y/view?usp=sharing) | | **Auskick at home – Part 2**  Learning goal: Children develop ball handling skills.  **Learning outcome 3 – Key component 2**  Children take increasing responsibility for their own health and physical wellbeing.  Video – [NAB AFL Auskick at home with Joel Sellwood: Episode 1](https://video.link/w/i1vIc) | **How to make a necklace**  Learning goal: Children learn about Aboriginal culture.  **Learning outcome 1 – Key component 3**  Children develop knowledgeable and confident self-identities.  **Learning outcome 2 – Key component 2**  Children respond to diversity with respect.  Video – [How to make an Indigenous necklace](https://video.link/w/s6iIc) | | **Transformation**  Learning goal: Children explore the growth cycle of a butterfly.  **Learning outcome 5 – Key component 2**  Children engage with a range of texts and gain meaning from these texts.  **Learning outcome 1 – Key component 3**  Children develop knowledgeable and confident self identities.  Video – [Little J and Big Cuz – Transformation](https://www.sbs.com.au/nitv/video/933301315901/Little-J-and-Big-Cuz-S1-Ep10-Transformation) | |
| Break | Break | | Break | Break | | Break |
| The Kindergarten day  Learning goal: Children learn what to expect in a typical Kindergarten day.  Learning outcome 2 – Key component 1  Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.  Video – [My day at Kindergarten](https://video.link/w/IxiIc) | **Beach safety and lifeguards**  Learning goal: Children understand how they can keep themselves safe on the beach.  **Learning outcome 3 – Key component 2**  Children take increasing responsibility for their own health and physical wellbeing**.**  **Learning outcome 2 – Key component 1**  Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.  Video 1 – [All about lifeguards](https://video.link/w/OvtIc)  Video 2 – [Annie and the waves](https://video.link/w/3QtIc) | | **Asking for help**  Learning goal: Children learn how to ask for help at school.  **Learning outcome 1** **– Key component 2**  Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.  Video – [Asking for help social story](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6279252898001) | **Learning someone’s phone number**  Learning goal: Children remember a significant phone number.  **Learning outcome 4 – Key component 3**  Children transfer and adapt what they have learned from one context to another. | | **Mindfulness**  Learning goal: Children enjoy moments of solitude.  **Learning outcome 3 – Key component 1**  Children become strong in their social and emotional wellbeing.  Video 1 – [Spring garden,](https://drive.google.com/file/d/13J1fqnAbdyeCk-VRLsYCHSeuKMW3UPCq/view?usp=sharing) [On the coast](https://drive.google.com/file/d/1flIXVoVbNuMSb60u52zU6KzLMUWf0LuB/view?usp=sharing)  Video 2 – [Australian bush](https://drive.google.com/file/d/1jHqL29nNj4iQVBO60aqQ7Yzk5krRHA5M/view?usp=sharing) |
| Putting things in order  Learning goal: Children sequence everyday events.  Learning outcome 5 – Key component 4  Children begin to understand how symbols and pattern systems work.  Learning outcome 4 – Key component 2  Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. | **Bird beaks are just right**  Learning goal: Children use skills of observation and enquiry.  **Learning outcome 4 – Key component 1**  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  **Learning outcome 5 – Key component 3**  Children express ideas and make meaning using a range of media. | | **Making fruit sticks**  Learning goal: Children engage with a recipe to create a healthy snack.  **Learning outcome 5 – Key component 2**  Children engage with a range of texts and gain meaning from these texts.  **Learning outcome 5 – Key component 4**  Children begin to understand how symbols and pattern systems work. | **Wanda visits places in the community**  Learning goal: Children visit and engage with places in their local community.  **Learning outcome 2 – Key component 1**  Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.  **Learning outcome 5 – Key component 3**  Children express ideas and make meaning using a range of media.  Video – [Wanda visits special places](https://drive.google.com/file/d/1vrOv5IXzPnW0hgSZRzLJcL-Uc-SygPAh/view?usp=sharing) | | **Getting through hard times**  Learning goal: Children express emotions and express concern for others.  **Learning outcome 1 – Key component 4**  Children learn to interact in relation to others with care, empathy and respect.  **Learning outcome 2 – Key component 4**  Children become socially responsible and show respect for the environment.  Video – [Birdie and the drought](https://video.link/w/mE7Ic) |
| Extra learning activities  For families, the [Digital lunchbox website](https://www.digitallunchbreak.nsw.gov.au/) links to engaging and creative learning activities for all ages. | **Extra learning activities**  Learn to count through song and story with [Teddy bear, teddy bear](https://docs.google.com/document/d/1uA2VDt99dVD83PptrmN3kZqDnxugs1P0/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true). | | **Extra learning activities**  For families, this video shares [tips on how to prepare your child for starting school](https://video.link/w/U4iIc). | **Extra learning activities**  Use the [Smiling minds app](https://www.smilingmind.com.au/) for mindfulness at home. | | **Extra learning activities**  Practice your oral language skills with the story [Giraffes can't dance](https://docs.google.com/document/d/1j5-2uqQFzzkbNIhqrmn46FL5hwMAUo1J/edit?usp=sharing&ouid=117745929922139080229&rtpof=true&sd=true). |

As they engage with these online packages, children are making progress on Learning outcome 5 – Key component 5: Children use information and communication technology to access information, investigate ideas and represent their thinking.