# Early childhood guided learning packages - Week H

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [Monday](https://sites.google.com/education.nsw.gov.au/week-1-early-stage-1/monday?authuser=0) | [Tuesday](https://sites.google.com/education.nsw.gov.au/week-1-early-stage-1/wednesday?authuser=0) | [Wednesday](https://sites.google.com/education.nsw.gov.au/week-1-early-stage-1/wednesday?authuser=0) | [Thursday](https://sites.google.com/education.nsw.gov.au/week-1-early-stage-1/thursday?authuser=0) | [Friday](https://sites.google.com/education.nsw.gov.au/week-1-early-stage-1/friday?authuser=0) |
| The school library  Learning goal: Children identify differences and similarities between home, their early childhood service and school.  Learning outcome LO4 – Key component 3: Children develop knowledgeable and confident self- identities  AEDC domain: Communication skills and general knowledge | **Conversations about school**  Learning goal: Children share their thoughts and feelings about starting school.  **Learning outcome 1** – **Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency  **AEDC domain**: Language and cognitive skills (school based)  Animation- [A strong start to school](https://bcove.video/345Sxr2) | **How do you feel today?**  Learning goal: Children explore feelings of joy, happiness and satisfaction.  **Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing  **Learning outcome 1 – Key component 1:** Children feel safe, secure, and supported  Link 1- [How do you feel today: Joy](https://iview.abc.net.au/show/play-school-stop-look-listen/series/0/video/CK1803H016S00)  Link 2- [The very silly special: Do the silly](https://iview.abc.net.au/show/play-school-through-the-windows/series/0/video/CK2041H028S00) | **What makes you feel safe?**  Learning goal: Learning goal: Children recognise the feeling of belonging and safety.  **Learning outcome 1 – Key component 1:** Children feel safe, secure, and supported  **Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing | **Friends at school**  Learning goal: Children think about the friends they will have at school.  **Learning outcome 1 – Key component 4:** Children learn to interact in relation to others with care, empathy and respect  **AEDC domain:** Social competence and Emotional Maturity  Video- [Bluey: Helicopter](https://iview.abc.net.au/show/bluey/series/0/video/CH1903Q025S00) |
| Build an animal shelter  Learning goal: Children develop an understanding of what animals need to be healthy and safe.  Learning outcome LO2 - Key component 4: Children become socially responsible and show respect for the environment  Learning outcome 2 – Key component 2: Children respond to diversity with respect  Video- [What chickens need](https://drive.google.com/file/d/13tkBJ_8-nWRCtMJ8XLSk9g-eo6UiCKx7/view?usp=sharing) | **Draw a chicken**  Learning goal: Children express their ideas through the visual arts.  **Learning outcome 5** – **Key component 3:** Children express ideas and make meaning using a range of media  **Learning outcome 2** – **Key component 4:** Children become socially responsible and show respect for the environment  Audio- [Drawing a chicken](https://drive.google.com/file/d/10GxF_b7pu_KLK6hN1z5bpxBSEJSxp_Tm/view?usp=sharing) | **Wanda the Wanderer**  Learning goal: Children explore places in their 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 2 – Key component 3:** Children become aware of fairness  Video- [Wanda’s first day](https://drive.google.com/file/d/1pYThgGiXNhTgPJUWobOfU_RhUXjLe7ay/view?usp=sharing) | **What is composting?**  Learning goal: Children explore what can be composted.  **Learning outcome 2 – Key component 2:** Children respond to diversity with respect  **Learning outcome 4 – Key component 2:** Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating  Video- [The first steps to composting with Costa Georgiadis](https://video.link/w/ifuDc) | **Make your own compost**  Learning goal: Children consider simple ways to help the planet through composting.  **Learning outcome 2** –**Key component 4:** Children become socially responsible and show respect for the environment  **Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials  Video- [What is trench composting and how to do it](https://video.link/w/445Dc) |
| Prepare some food  Learning goal: Children help prepare food for themselves and others.  Learning outcome 3– Key component 2: Children take increasing responsibility for their own health and physical wellbeing  Video- [The Wiggles hand washing song](https://video.link/w/U9OCc) | **Shared story**  Learning goal: Children explore culture by engaging with Australian texts.  **Learning outcome 5** – **Key component 2:** Children engage with a range of texts and gain meaning from these texts  **Learning outcome 5** – **Key component 1:** Children interact verbally and non-verbally with others for a range of purposes  Video- [Old Man Emu](https://video.link/w/YkhDc) | **Healthy at school**  Learning goal: Children transfer good hygiene practices from one environment to another.  **Learning outcome 1 – Key component 4:** Children learn to interact in relation to others with care, empathy and respect  **AEDC Domain:** Social competence and Emotional maturity  Video- [The Wiggles: The 2021 hand washing song](https://video.link/w/S1hDc) | **Be a photographer**  Learning goal: Children represent their thinking using images.  **Learning outcome 5 – Key component 5:** Children use information and communication technologies to access information, investigate ideas and represent their thinking  **Learning outcome 5 – Key component 3:** Children express ideas and make meaning using a range of media | **How to take a mark in AFL**  Learning goal: Children persist when faced with challenges.  **Learning outcome 1** – **Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency  **Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these texts  Video- [Little J takes a mark from AFL legend Adam Goodes](https://video.link/w/EH5Dc) |
| Break | Break | Break | Break | Break |
| **Counting in Swahili** Learning goal:  Learning outcome 1 – Key component 3: Children develop knowledgeable and confident self-identities  Learning outcome 5 – Key component 4: Children begin to understand how symbols and pattern systems work  Video- [Counting in Swahili- Owl Pals](https://video.link/w/6bPCc) | **Yoga**  Learning goal: Children engage in complex movement patterns.  **Learning outcome 3– Key component 1:** Children become strong in their social and emotional wellbeing  Video- [We’re going on a bear hunt](https://video.link/w/ekhDc) | **Listening walk**  Learning goal: Learning goal: Children demonstrate mindful behaviours by focusing on sounds.  **Learning outcome 1** **– Key component 1:** Children feel safe, secure, and supported  **Learning outcome 1** **– Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency | **First day of school**  Learning goal: Children identify what they already know about school to generalise and adapt knowledge.  **Learning outcome 4** – **Key component 3:** Children transfer and adapt what they have learned from one context to another  **AEDC Domain:** Language and cognitive skills (school based)  Book- [Daisy’s first day at school](https://drive.google.com/file/d/1yNlDX7-PebVvCFoMivQyXtSprfyp9RHF/view?usp=sharing) | **Painting**  Learning goal: Children begin to form letters and numerals.  **Learning outcome 5** – **Key component 4:** Children begin to understand how symbols and pattern systems work  **Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials |
| Story time from space  Learning goal: Children understand that they can construct meaning in different languages.  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 2: Children engage with a range of texts and gain meaning from these texts  Video 1- [Story time from space presents- Give me some space!](https://video.link/w/sTPCc)  Video 2- [10 Amazing space rocket launch videos!](https://video.link/w/xoQCc)  Video 3- [Twinkle twinkle little star](https://video.link/w/dbQCc) | **The moon landing**  Learning goal: Children engage in learning experiences with an older person.  **Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials  **Learning outcome 5 – Key component 1:** Children engage with a range of texts and gain meaning from these texts  Audio- [Memories of the moon landing](https://drive.google.com/file/d/17SHJoFhP9DIe8BnHF7GKcQfE79rdxP0p/view?usp=sharing) | **Why can’t you hear in space?**  Learning goal: Children experiment with sound to build fundamental understandings.  **Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials  **Learning outcome 5 – Key component 1:** Children engage with a range of texts and gain meaning from these texts  Video- [Little Scientists Australia- Acoustics](https://video.link/w/bbtDc) | **Phases of the moon**  Learning goal: Children explore the natural wonder of the moon's phases.  **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 5:** Children use information and communication technologies to access information, investigate ideas and represent their thinking | **Bubbles are a sphere**  Learning goal: Children will experiment with cause and effect, and observe scientific phenomena by blowing bubbles.  **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 5** – **Key component 1:** Children interact verbally and non-verbally with others for a range of purposes  Video- [Bubbles bursting in slow motion](https://video.link/w/NB6Dc) |
| Extra learning activities:  The [Learning Potential website](https://www.learningpotential.gov.au/search?age=24) helps families support their child's learning with some great play ideas. | **Extra learning activities:**  Learn to count through song and story with this [Early childhood literacy and numeracy resource](https://docs.google.com/document/d/1loGYw6jGB2MPkaLu6brGvbGiU8QeE3Vc/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true). | **Extra learning activities:**  Explore vocal expression and the concept of pitch through this nonsense rhyme in [episode one of Rhymes and Songs](https://iview.abc.net.au/video/ZW3117A001S00). | **Extra learning activities:**  Learn to count through song and story with this  [Early childhood literacy and numeracy resource](https://docs.google.com/document/d/1Ijo1JXHD834U95FA3yMFZwuU6RGqZ5Io/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true). | **Extra learning activities:**  For families, this video gives some great tips on [messy play](https://video.link/w/3m7Dc). |

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.