# Early childhood guided learning packages - Week I

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| [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) |
| My school bagLearning goal: Children select and pack items into their school bag.Learning outcome 1 – Key component 2: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency AEDC domain: Physical health and wellbeingVideo- [How to pack your bag](https://video.link/w/gMXDc)  | **Australian animals in Wiradjuri** Learning goal: Children learn about the languages of First Nations peoples.**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- [Learn the Indigenous words for Australian animals](https://video.link/w/4EjEc) | **We're going on a bear hunt**Learning goal: Children respond to music and storytelling through movement and drama.**Learning outcome 3 – Key component 1:** Children become strong in their social and emotional wellbeing Video 1- [We’re going on a bear hunt performed by Michael Rosen](https://video.link/w/zQuEc)Video 2- [Going on a bear hunt](https://drive.google.com/file/d/1ejO9Uu-csvvCr91fMpzcvDWu1Wxl7ipO/view?usp=sharing) | **Jack in the box**Learning goal: Children experience and share humour, happiness and satisfaction.**Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing Video- [Jack in the box](https://drive.google.com/file/d/1xpHdzNxAX1Y3JFLVx8_nRmoIJNSpGFa3/view?usp=sharing) | **Being polite at school** Learning goal: Children learn how to greet and acknowledge teachers at school.**Learning outcome 5 – Key component 1:** Children interact verbally and non-verbally with others for a range of purposes**AEDC domain:** Communication skills and general knowledgeVideo- [Greetings- A social story](https://video.link/w/6F9Ec) |
| Setting the tableLearning goal: Children cooperate and work collaboratively with others.Learning outcome 3 – Key component 2: Children take increasing responsibility for their own health and physical wellbeing Learning outcome 5 – Key component 1: Children interact verbally and non-verbally with others for a range of purposesVideo- [Setting the table](https://drive.google.com/file/d/1PjWnxQzKFEbCKQQdwFtizz2F0w7dE2PZ/view?usp=sharing)  | **Feeling calm about school**Learning goal: Children develop skills of self-regulation.**Learning outcome 3** – **Key component 1:** Children become strong in their social and emotional wellbeing **AEDC domain:** Physical health and wellbeing and Emotional maturityVideo- [Moodies: Anxious](https://iview.abc.net.au/show/moodies/series/0/video/CH1924H010S00) | **The platypus**Learning goal: Children learn facts about the platypus and make a hypothesis about its features.**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 3:** Children express ideas and make meaning using a range of media Video- [Feathers, fur or fins…platypus](https://video.link/w/TOuEc) | **Poem- The little land**Learning goal: Children think imaginatively as they listen to a poem.**Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these texts **Learning outcome 2 – Key component 4:** Children become socially responsible and show respect for the environment Audio- [The little land by Robert Louie Stevenson](https://drive.google.com/file/d/1vQrEVaJ_l_URM5I0oTa9y8L0X7RaHv_6/view?usp=sharing) | **Washing up**Learning goal: Children recognise the contribution they make to shared activities or experiences.**Learning outcome 3** – **Key component 2:** Children take increasing responsibility for their own health and physical wellbeingVideo- [Washing up](https://drive.google.com/file/d/1PMf086lxDFTc0t8p4Rrx6YlqJYkOBduR/view?usp=sharing) |
| Road signsLearning goal: Children use signs and symbols to create meaning in their play.Learning outcome 5 – Key component 1: Children interact verbally and non-verbally with others for a range of purposesLearning outcome 4 – Key component 3: Children transfer and adapt what they have learned from one context to another  | **Charades**Learning goal: Children use drama to express themselves and make meaning.**Learning outcome 5 – Key component 1:** Children interact verbally and non-verbally with others for a range of purposes   | **The school playground**Learning goal: Children reflect on the new experiences they will encounter at school.**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 **AEDC domain:** Physical health and wellbeing | **Song- Inanay**Learning goal: Children show respect for and interest in Indigenous languages.**Learning outcome 1 – Key component 3:** Children develop knowledgeable and confident self-identities **Learning outcome 5 – Key component 3:** Children express ideas and make meaning using a range of mediaVideo- [Inanay](https://raisingchildren.net.au/guides/baby-karaoke/inanay-karaoke-style) | **Wanda the wanderer goes for a bush walk**Learning goal: Children develop a sense of belonging to 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 5 – Key component 4:** Children begin to understand how symbols and pattern systems work Video- [Adventures of Wanda](https://drive.google.com/file/d/1tC9xEGkpnUbxEPxvNF6QlA3Ib0n-yv26/view?usp=sharing) |
| Break | Break | Break | Break | Break |
| Exploring environmentsLearning goal: Children use their senses and technology to explore natural and built environmentsLearning outcome 4 – Key component 3: Children transfer and adapt what they have learned from one context to another 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- [Local places](https://video.link/w/8lZDc) | **Shared story- The snow wombat**Learning goal: Children make meaning from a factual text.**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 4:** Children begin to understand how symbols and pattern systems work Video 1- [The snow wombat read by Fiona Choi](https://video.link/w/kRjEc)Video 2- [Dig, dig, dig like a wombat](https://video.link/w/h9kEc) | **Weather symbols**Learning goal: Children explore symbols used to represent the weather.**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 Podcast- [Wendi’s weather station](https://storyberries.podbean.com/e/stories-for-kids-wendis-weather-station/) | **Walking to and from school safely**Learning goal: Children learn how to cross the road safely.**Learning outcome 2** **– Key component 4:** Children become socially responsible and show respect for the environment **AEDC domain:** Emotional maturity Video- [How to cross the road safely with Ozzie](https://video.link/w/7O7Ec) | **Clock challenge**Learning goal: Children recognise the contribution they make to shared activities or experiences.**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 Video- [Go wild for maths: Clock challenge](https://iview.abc.net.au/show/go-wild-for-maths/series/0/video/CH1932H008S00) |
| Painting with natural materialsLearning goal: Children show an increasing appreciation of the natural environment.Learning outcome 2 – Key component 4: Children become socially responsible and show respect for the environment Learning outcome 5 – Key component 3: Children express ideas and make meaning using a range of media  | **Make a fairy house**Learning goal: Children use natural materials to build a structure.**Learning outcome 2** – **Key component 4:** Children become socially responsible and show respect for the environment **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 1- [Fairy house 1](https://drive.google.com/file/d/17LkFvaYJUZC-1q1yBMHTIx-UO8lis1MZ/view?usp=sharing)Video 2- [Fairy house 2](https://drive.google.com/file/d/1hkJP-q1TRjI3wp2PWJuQBePxwJe4HK14/view?usp=sharing)Video 3- [Fairy house 3](https://drive.google.com/file/d/1LbybTy6_3_SZkQ1wP2FStQgTrkd8g8ZA/view?usp=sharing) | **Sharing with others**Learning goal: Children develop an understanding of the importance of sharing.**Learning outcome 1** – **Key component 4:** Children learn to interact in relation to others with care, empathy and respect Video- [Keeko: Episode 2- Sharing](https://iview.abc.net.au/show/keeko/series/1/video/CH1926T002S00) | **Noughts and crosses**Learning goal: Children play a game which requires persistence and concentration.**Learning outcome 4 – Key component 3:** Children transfer and adapt what they have learned from one context to another **Learning outcome 3 – Key component 1:** Children become strong in their social and emotional wellbeing  | **Fun exercises**Learning goal: Children engage in complex movement patterns.**Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing Video- [Ten fun exercises daily](https://video.link/w/rQ9Ec) |
| Extra learning activities:Explore the life cycle of a butterfly through the [creative and performing arts](https://sites.google.com/education.nsw.gov.au/tau-cc-metamorphosis).  | **Extra learning activities:**Enjoy [Play School story time: The little red hen and the grains of wheat](https://video.link/w/CyAEc) and then complete these [literacy activities](https://docs.google.com/document/d/14XC0LrS-4KnawV7hUKDC00GYZ8qcNl8K/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true).  | **Extra learning activities:**Explore a world of play and imagery with this drama and visual arts resource: [When is a stick not a stick?](https://sites.google.com/education.nsw.gov.au/tau-home-when-is-a-stick-not-a)  | **Extra learning activities:**For families, this video explains how [messy play helps child development](https://video.link/w/I0AEc).  | **Extra learning activities:**Join Mati and Dada on a marvelous journey in Venice with the artist, [Canaletto](https://docs.google.com/document/d/17nFxc8S6goHuL3OAm5TnhPuV_T6GuP8R/edit?usp=sharing&ouid=102901220811226966433&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.