# 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 bag  Learning 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 wellbeing  Video- [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 knowledge  Video- [Greetings- A social story](https://video.link/w/6F9Ec) |
| Setting the table  Learning 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 purposes  Video- [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 maturity  Video- [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 wellbeing  Video- [Washing up](https://drive.google.com/file/d/1PMf086lxDFTc0t8p4Rrx6YlqJYkOBduR/view?usp=sharing) |
| Road signs  Learning 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 purposes  Learning 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 media  Video- [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 environments  Learning goal: Children use their senses and technology to explore natural and built environments  Learning 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 materials  Learning 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.