

Rhythm, Rhyme and Tales...

Term 1 Program

Learning experiences are planned fortnightly with experiences planned and assessed against children's Individual Learning Goals. The learning opportunities offered are planned in conjunction with the Early Years Learning Framework.

Literacy Experiences

- 'Brown Bear, Brown Bear' by Bill Martin
- 'Goldilocks and the Three Bears' (classic)
- 'The three Little Pigs' (classic)

EYLF Outcome 5: Children are effective communicators Children engage with a range of texts and gain meaning from these texts. Children begin to understand how symbols and pattern systems work. Children begin to be aware of the relationships between oral, written and visual representations. Children experiment with ways of expressing ideas and meaning using a range of media. Children display listening behaviours e.g. Look at the book, hold a prop or communication tool, show reading behaviours e.g. Hold book correctly, turn pages from front to back.

Numeracy Experiences

- Numerical focus on the number '3' with children focussing on sequencing, grouping and sizing with concrete and interactive materials to support understanding
- Patterning opportunities using concrete and interactive materials to support understanding

EYLF Outcome 4: Children are confident & involved learners. Children develop a range of skills & processes such as problem-solving, inquiry, experimentation & investigation.

Art Experiences

- A range of painting experiences, including balloon painting, sponge painting, free painting with adjuncts, finger painting and brush and dance painting

EYLF Outcome 3: Children have a strong sense of wellbeing.

EYLF Outcome 4: Children are confident and involved learners. Children develop a range of skills & processes such as problem-solving, inquiry, experimentation & investigating. Children learn to use/manipulate a range of tools & equipment used for creative experiences.

Sensory Experiences

- Sensory experiences which promote exploration opportunities which use all the children's senses in natural and built environments (taste, touch, smell, sight, sound, vestibular and proprioceptive)

EYLF Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing.

EYLF Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another.

Experimentation/Inquiry

- Sun room set-up for imaginative play and construction to support thematic play of literacy focus tales (3 Bears and 3 Little Pigs)
- Scientific experiments/attributes of the natural environment/ identification/ classification/ food technology, plant & vegetable growing, children's photography with cameras & iPads.
- Dress ups play experiences— Fairies, Where's Wally and Occupations (plumber, doctor, nurse etc.)
- Problem solving play experiences (obstacle course, lycra hanging pockets, treasure hunts)

EYLF Outcome 4: Children are confident and involved learners Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating. Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

EYLF Outcome 2: Children are connected with and contribute to their world Children become socially responsible and show respect for the environment. Children explore relationships with living and non-living things. Children participate in cooking experiences that provide opportunities for stirring, mixing, spreading, choice making

Music and Movement

- Briars Big Band (instrument opportunities to create sound and explore rhythm)
- Whole site Move to Learn aimed at developing the children's body and spatial awareness with the goal of integrating their primitive reflexes
- Skills focus on **'jumping' 'pulling' and 'rolling'** in the outdoor play space with experiences strategically designed and carried out to build strength and co ordination of the above skills

EYLF Outcome 5: Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes. Children engage in enjoyable interactions using verbal and non-verbal language. Children use play, music and art to share and project meaning. Children engage with a range of texts and gain meaning from these texts.

Outdoor Experiences

- Utilising watering cans in the garden to develop children's understanding of growth and nurturing and respecting the natural environment
- Free play and scaffolded play in the paddock using a range of natural materials to explore, establish and maintain the learning environments
- Nature bushwalks to collect resource materials for collection, construction and art experiences

EYLF Outcome 2: Children are connected with & contribute to their world. Children become socially responsible & show respect for their environment.

EYLF Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another.

EYLF Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing.

Celebrations/Excursions

- Chinese New Year (28th January)
- Pancake Week (week 5)
- Harmony Week (week 9)
- Excursion (TBA)

EYLF Outcome 2: Children are connected with & contribute to their world. Children become socially responsible & show respect for their environment.

EYLF Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another.