

Australiana

Term 2 Program 2017

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

"Wombat Stew" by Marcia Vaughan & Pamela Lofts focus on Australian animal identification (supported by concrete materials and AAC)

Indigenous art gallery, iPad apps in internet café,, "Dust Echoes" > ABC short story series

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

iPad apps with numeracy focus (numeral awareness, matching, colour recognition etc.)

Patterning opportunities in painting, IWB and using concrete and interactive materials to support extension and understanding

Music, counting beats, numeracy focussed songs (i.e. 3 Jellyfish, 10 in the bed)

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

Art & Creative Experiences

A range of creative experiences including dot painting, bark painting, decorating stones, long grass "brush" painting, leaf & gumnut collage, "cave" painting, making bats & snakes, bug print art to support "Wombat Stew", native animal "track" painting, making & decorating boomerangs & didgeridoos, hand tracing/painting to create mural, Aboriginal flag painting, spray bottle 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 that use all the children's senses in natural and built environments (taste, touch, smell, sight, sound, vestibular and proprioceptive)

Drip castles, mud play, water play, eucalyptus scented play dough, make rainmakers, paint to rhythm based music (i.e. drumming)

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

Internet café imaginative play experiences, water play in sandpit (wet/dry), how do boomerangs work? Water play in paddock using assorted length PVC pipes and various water collection vessels/bottles,

(NAIDOC Resource Kit)

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

Outdoor Experiences

Building cubbies in paddock with small tarpaulins, art experiences to support "Australiana", small log decorating, plant & mulch vegetable garden, maintain chickens, campfire building & "Wombat Stew" re-enactment opportunities,

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.

Music and Movement

Tapping & rhythm using tap sticks, drums and other percussion instruments

Indigenous music performer (TBC)

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' with extension opportunities for children to practise hopping, pushing & gliding in the outdoor play space with experiences strategically designed and carried out to build strength and co ordination of the above gross motor foundation 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.

Celebrations/Excursions

Reconciliation Week

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.