Early Childhood Guided Learning Package – Week M

Table 1 – Week M timetable

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| All about meLearning goal: Children identify a strong sense of self.Learning outcome 1 – Key component 2Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.AEDC domain: Social competence and Emotional maturity. | **Fun exercises – Part 2**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 – [12 easy exercises for kids at home](https://video.link/w/J8nJc) | **Shared story – The silly seabed song**Learning goal: Children experience joy through story, rhyme and song.**Learning outcome 5 – Key component 2**Children engage with a range of texts and gain meaning from these texts.**Learning outcome 1 – Key component 1**Children feel safe, secure, and supported.Video – [The silly seabed song](https://video.link/w/imgJc) | **How tall are penguins?**Learning goal: Children explore the features of animals.**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 – [Penguins beach crossing at Phillip Island Nature Parks](https://video.link/w/iDwJc) | **Let’s count**Learning goal: Children make mathematical observations.**Learning outcome 5 – Key component 2**Children engage with a range of texts and gain meaning from these texts.**Learning outcome 5 – Key component 4**Children begin to understand how symbols and pattern systems work.Video – [Hooray for fish! by Lucy Cousins](https://vimeo.com/52877670) |
| Playdough mathsLearning goal: Children demonstrate an increasing understanding of numeracy concepts.Learning outcome 5 – Key component 1Children interact verbally and non-verbally with others for a range of purposes.Learning outcome 5 – Key component 4Children begin to understand how symbols and pattern systems work. | **Longer and shorter**Learning goal: Children learn about length and to sort by length.**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. | **Aboriginal cultural knowledge**Learning goal: Children explore Aboriginal cultural knowledge through creative arts.**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 – [How to make a collage on bark](https://video.link/w/engJc) | **What our body needs**Learning goal: Children recognise and communicate their body's needs.**Learning outcome 3 – Key component 2**Children take increasing responsibility for their own health and physical wellbeing**.** | **Reusing old or broken things**Learning goal: Children learn about reusing things as part of environmental responsibility.**Learning outcome 2 – Key component 4**Children become socially responsible and show respect for the environment.**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.Book – [I like to reuse](https://read.bookcreator.com/2dCrwYQmXDc1NALH1ZWf8N1MBpw1/ZwYWVxBPT0KWXiLJ-uhw_A) |
| Make baking soda ice cubesLearning goal: Children learn about chemical reactions and experiments.Learning outcome 4 – Key component 1Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.Learning outcome 3 – Key component 1Children become strong in their social and emotional wellbeing.Video – [Chemical reaction](https://drive.google.com/file/d/1BI6-0iRX5dYGShZ0IqcGPMSFtg4GPh9c/view?usp=sharing) | **A song in Japanese**Learning goal: Children become aware of world languages through song.**Learning outcome 2 – Key component 2**Children respond to diversity with respect **Learning outcome 1 – Key component 3**Children develop knowledgeable and confident self-identities.Video – [A song in Japanese](https://drive.google.com/file/d/1BrjyCL7IXCvMWxOa0LcTVtzH9i5z0QCz/view?usp=sharing) | **Origami**Learning goal: Children use a high level of concentration, creativity and spatial awareness.**Learning outcome 4 – Key component 1**Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.**AEDC domain:** Language and cognitive skills (school based).Video – [Whale step by step](https://video.link/w/cKEFc) | **Shared story – Thelma the unicorn**Learning goal: Children have a positive view of themselves and their own identity.**Learning outcome 1 – Key component 3**Children develop knowledgeable and confident self-identities.**Learning outcome 5 – Key component 2**Children engage with a range of texts and gain meaning from these texts.Video – [Thelma the unicorn](https://video.link/w/07GJc) | **Shared story – Possum Magic**Learning goal: Children consider ways they can keep themselves safe.**Learning outcome 3 – Key component 1**Children become strong in their social and emotional wellbeing.Video – [Mem Fox reads Possum Magic](https://video.link/w/P01Jc) |
| Break | Break | Break | Break | Break |
| Active gamesLearning goal: Children learn games are a way to be active.Learning outcome 3 – Key component 2Children take increasing responsibility for their own health and physical wellbeing.Video – [Active games at the park](https://drive.google.com/file/d/1pS2D9zPu1PkJRSeBMwWJmNQDM3og8Vui/view?usp=sharing) | **Shared story – Birdie and the fire**Learning goal: Children learn to deal with sad or scary situations.**Learning outcome 1 – Key component 2**Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.**Learning outcome 2 – Key component 4**Children become socially responsible and show respect for the environment.Video – [Birdie and the fire](https://video.link/w/ZkoJc) | **Listening to bird song**Learning goal: Children build awareness and appreciation of the natural world.**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.Podcast – [Your babbling birds](https://www.abc.net.au/kidslisten/noisy-by-nature/your-babbling-birds/12997462) | **Can you guess?**Learning goal: Children use adjectives to describe what they see.**Learning outcome 5** **– Key component 1**Children interact verbally and non-verbally with others for a range of purposes. | **Learn Auslan – school, help**Learning goal: Children learn that there are a range of ways to interact with others.**Learning outcome 1 – Key component 4**Children learn to interact in relation to others with care, empathy and respect.**Learning outcome 5 – Key component 1**Children interact verbally and non-verbally with others for a range of purposes.Video 1 – [Auslan ‘help’](https://drive.google.com/file/d/1JSbO3nqVcjKOCbtFe4GOcY0Wh2C9QJKG/view?usp=sharing)Video 2 – [Auslan ‘school’](https://drive.google.com/file/d/1KPMszGO_SYjCKRG-TqEJRL_pGAKOh3gN/view?usp=sharing) |
| Wanda visits the doctorLearning goal: Children visit and engage with places in their local community.Learning outcome 2 – Key component 1Children 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 3Children express ideas and make meaning using a range of media.Video – [Wanda sees the doctor](https://drive.google.com/file/d/1iqiRxXzWl676VMo1azo8fiduwkjZcCvG/view?usp=sharing) | **Make a pizza**Learning goal: Children experiment to create a tasty pizza.**Learning outcome 4** **– Key component 2**Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. | **Gymnastics**Learning goal: Children will engage in gymnastic rhythm and movement.**Learning outcome 3 – Key component 2**Children take increasing responsibility for their own health and physical wellbeing.Video – [Launchpad bean bags](https://video.link/w/l0gJc) | **Knowing important names**Learning goal: Children learn their full names and names of family members.**Learning outcome 1 – Key component 3:** Children develop knowledgeable and confident self-identities.**AEDC domain:** Social competence and Language and cognitive skills (school based). | **Staying safe online**Learning goal: Children develop an awareness of online safety.**Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials.**AEDC domain:** Emotional maturityVideo 1 – [5 Internet safety tips for kids](https://video.link/w/Zh2Jc)Video 2 – [Swoosh, glide and rule number 5 – Auslan](https://vimeo.com/536224936) |
| Extra learning activitiesLearn to count through song and story with [Three little ducks #2](https://docs.google.com/document/d/1-iKMGHRxp6wCzWZT0tHkCJ1cpEkkUdV2/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true). | **Extra learning activities**[Little Yarns](https://www.abc.net.au/kidslisten/little-yarns/) is a podcast series for young children to listen to with their family. It explores the diverse languages, stories and Countries of Indigenous Australia. | **Extra learning activities**Do firefighters ever get scared? Watch this [video](https://video.link/w/e90Jc) to find out. | **Extra learning activities**Practice your counting skills with [Numberblocks - How to count.](https://docs.google.com/document/d/1BBDbgXv8TS2b_E6wZDRySh-rPmMjkjeV/edit?rtpof=true&sd=true) | **Extra learning activities**For families, read [e-Safety Early Years: Online safety for under 5s](https://drive.google.com/file/d/17dKX5fLl4sbOYrduvZW4HlfZJBhjhT9k/view?usp=sharing) (PDF 5881 KB). |

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.