Early Childhood Guided Learning Package – Week N

Table 1 – Week N timetable

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| Monday | | | Tuesday | | Wednesday | | | Thursday | | Friday |
| Aboriginal story telling  Learning goal: Children learn about and show respect for Aboriginal culture.  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 1 – [360 Storytelling Dorrigo National Park](https://video.link/w/9DAKc)  Video 2 – [360 Storytelling Kosciuszko National Park](https://video.link/w/fEAKc)  Video 3 – [360 Storytelling Dolphin story](https://video.link/w/1EAKc) | | **Different school activities**  Learning goal: Children understand the range of activities they can engage with at school.  **Learning outcome 4 – Key component 2**  Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.  **AEDC domain:** Social skills and Emotional maturity.  Video – [Promotional video for Carlingford Public School](https://video.link/w/xLWJc) | | | **Shadows**  Learning goal: Children experiment to create shadows of different sizes and shapes.  **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 – [Play School science time: Shadows](https://iview.abc.net.au/show/play-school-science-time/series/0/video/CK2026H009S00) | | **Fire safety**  Learning goal: Children learn how to keep themselves safe in the event of a fire.  **Learning outcome 3** **– Key component 1**  Children become strong in their social and emotional wellbeing.  Video – [Kids fire safety awareness](https://video.link/w/radLc) | | | **What can you see?**  Learning goal: Children focus their mind and body to notice things.  **Learning outcome 1 – Key component 2**  Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.  Video – [What can you see?](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6273357018001) | | |
| Interview  Learning goal: Children express ideas and feelings and respect the perspectives of others.  Learning outcome 5 – Key component 1  Children interact verbally and non-verbally with others for a range of purposes.  Learning outcome 1 – Key component 2  Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. | | **If you find a feather**  Learning goal: Children show an increasing appreciation for the natural environment.  **Learning outcome 2 – Key component 2**  Children respond to diversity with respect.  **Learning outcome 4 – Key component 2**  Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.  Book – [Nature poems for littlies](https://read.bookcreator.com/2dCrwYQmXDc1NALH1ZWf8N1MBpw1/74VCngF-R7uh-5De2PUIRg) | | | **Celebrations**  Learning goal: Children broaden their understanding of different celebrations.  **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.  Audio – [A different way to celebrate](https://drive.google.com/file/d/1bwNaEeDbngrAz-SKgJTVv6Bvckh5pVI9/view?usp=sharing)  Video – [Celebration (Kool and the gang)](https://video.link/w/GAUJc) | | **Would you rather?**  Learning goal: Children develop speaking and listening skills.  **Learning outcome 1** **– Key component 3**  Children develop knowledgeable and confident self-identities.  Video – [Would you rather](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6271841517001)? | | | **Camouflage**  Learning goal: Children explore ideas and theories about camouflage.  **Learning outcome 4** **– Key component 4**  Children resource their own learning through connecting with people, place, technologies and natural and processed materials.  **Learning outcome 2** **– Key component 4**  Children become socially responsible and show respect for the environment.  Book – [Camouflage](https://read.bookcreator.com/2dCrwYQmXDc1NALH1ZWf8N1MBpw1/FYyjVJz8SRm40t4W7uuCmw) | | |
| Friendship – Part 1  Learning goal: Children feel connected to others.  Learning outcome 3 – Key component 1  Children become strong in their social and emotional wellbeing.  Video – [State dance festival 2018: Friends 4eva](https://vimeo.com/355255974/f0e468a23c) | | **Fun exercises – Part 3**  Learning goal: Children learn about how exercise makes their bodies feel healthy and strong.  **Learning outcome 3 – Key component 2**  Children take increasing responsibility for their own health and physical wellbeing.  Video – [30 minute physical activities for kids: Home exercises](https://video.link/w/PjCKc) | | | **Be a scientist**  Learning goal: Children communicate their observations.  **Learning outcome 5 – Key component 4**  Children begin to understand how symbols and pattern systems work.  Video – [Fun facts about insects](https://video.link/w/sjbLc) | | **Make a junkyard robot**  Learning goal: Children learn to follow detailed instructions.  **Learning outcome 5 – Key component 2**  Children engage with a range of texts and gain meaning from these texts.  **Learning outcome 5 – Key component 3**  Children express ideas and make meaning using a range of media.  Video – [Art Bites - Operation Art - 01. Junkyard robots](https://vimeo.com/413031054/f8a19bcf50) | | | **Home technology hunt**  Learning goal: Children identify the everyday uses of technology.  **Learning outcome 5 – Key component 5**  Children use information and communication technologies to access information, investigate ideas and represent their thinking.  **Learning outcome 4 – Key component 2**  Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. | |
| Break | | Break | | | Break | | Break | | | Break | | |
| Proud to be me  Learning goal: Children feel recognised and respected for who they are.  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 – [I’m proud to be me](https://video.link/w/2ZUJc) | | **2D pattern blocks**  Learning goal: Children use the creative arts to express meaning.  **Learning outcome 5 – Key component 3**  Children express ideas and make meaning using a range of media.  Interactive activity – [Pattern blocks](https://www.didax.com/apps/pattern-blocks/) | | | **Eating healthy food**  Learning goal: Children show an increasing understanding of healthy food choices.  **Learning outcome 3 – Key component 2**  Children take increasing responsibility for their own health and physical wellbeing.  **Learning outcome 5 – Key component 2**  Children engage with a range of texts and gain meaning from these texts.  Video – [Eric Carle reads the very hungry caterpillar](https://video.link/w/DPbLc) | | **Learning new skills – Part 2**  Learning goal: Children take considered risks and cope with frustration.  **Learning outcome 3 – Key component 2**  Children take increasing responsibility for their own health and physical wellbeing.  Video 1 – [Sesame Street: Kids talk about new things](https://video.link/w/imeLc)  Video 2 – [Learning something new](https://drive.google.com/file/d/1dooGm81c3Iqx9syjZ447E5klkyeq3hyn/view?usp=sharing) | | | **Ribbons**  Learning goal: Children develop physical coordination.  **Learning outcome 3 – Key component 2**  Video 1 – [Launchpad ribbons: Circles](https://video.link/w/aIgLc)  Video 2 – [Launchpad ribbons: Floor twirls](https://video.link/w/kIgLc)  Video 3 – [Launchpad ribbons – Spirals](https://video.link/w/S6vLc) | | |
| Making triangles  Learning goal: Children use trial and error to create triangles.  Learning outcome 4 – Key component 1  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  Learning outcome 5 – Key component 4  Children begin to understand how symbols and pattern systems work. | | **Other peoples’ feelings**  Learning goal: Children are aware of the needs of others.  **Learning outcome 1 – Key component 4**  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  **Learning outcome 3 – Key component 1**  Children become strong in their social and emotional wellbeing**.**  Video – [Learn about ‘Feeling’](https://video.link/w/LkCKc) | | | **Jigsaw puzzles**  Learning goal: Children problem solve to complete a jigsaw.  **Learning outcome 4 – Key component 1**  Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.  **Learning outcome 5 – Key component 4**  Children begin to understand how symbols and pattern systems work.  **AEDC domain:** Language and cognitive skills (schools based).  Interactive activity – [Online puzzles](https://www.roomrecess.com/pages/JigsawPuzzles.html) | | **Story telling**  Learning goal: Children broaden their understandings of world languages through story telling.  **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.  Audio 1 – [The lightning and the thunder - English](https://drive.google.com/file/d/1ToQFLnlGc3mHHC7i8SJaPpm-8ORRVWc1/view?usp=sharing)  Audio 2 – [The lightning and the thunder - Hausa](https://drive.google.com/file/d/1yFG2F1ERCDJTihPOYHkBlUMWv7j7ZbI4/view?usp=sharing) | | | **Safety helpers**  Learning goal: Children identify people in the community who can help them.  **Learning outcome 2 – Key component 4**  Children become socially responsible and show respect for the environment.  **AEDC domain:** Social skills  Video – [Safety school – Safety helpers](https://video.link/w/SKgLc) | | |
| Extra learning activities:  Develop literacy concepts through story: [Amy and Louise](https://docs.google.com/document/d/1gGUBp2IrXljO6Cmm_OlJGfjSV70lQPxx/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true). | | **Extra learning activities:**  For families, the Australian Government parenting website, [Raising Children](https://raisingchildren.net.au/preschoolers) has some helpful information on the growth and development of preschool aged children. | | | **Extra learning activities:**  Develop literacy concepts through story: [The Gruffalo](https://docs.google.com/document/d/1WOSZV0h10jYfJPiJboOd75baAT7oPion/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true). | | **Extra learning activities:**  Visit real animals, go to a fire station, and explore faraway places when you take these [virtual field trips](https://wideopenschool.org/student-activities/field-trips/preschool/#all/). | | | **Extra learning activities:**  Develop literacy concepts through story: [Bear and Chook](https://docs.google.com/document/d/1yT8LVviJuJj7mB4cUUNi6_gmAmXrr9qG/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.