# Early Childhood Guided Learning Package - Week A

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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) |
| ****Stretching****  Learning goal: Children understand that stretching and moving is part of being healthy.  Learning Outcome 3:  Children take increasing responsibility for their own health and physical wellbeing | **Leaf drawing** Learning goal: Children are able to recognise and recreate features of a leaf. **Learning Outcome 5:** Children express ideas and make meaning using a range of media | **Breathing exercise** Learning goal: Children learn a breathing technique they can use to calm themselves and regulate their emotions.Learning Outcome 3: Children become strong in their social and emotional wellbeing[Breathing Exercise](https://drive.google.com/file/d/1Z_pHuySbLxIAFyWFueJieTj3T4aWcOa6/view) | **Helping around the house**  Learning goal: Children recognise the contributions they make to shared projects and experiences.  **Learning Outcome 3:** Children become strong in their social and emotional wellbeing  [Meal Times](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/early-learning/media/documents/family-resources-everyday-routines-1.pdf) | **Exploring with our senses**  Learning goal: Children use their senses to explore their environment.  **Learning Outcome 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials  [Exploring Our Senses](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6267115287001) |
| Shared reading  ‘Belinda’ by Pamela Allen  Learning goal: Children are able to talk about and recall what has happened in the story.  Learning Outcome 5: Children engage with a range of texts and gain meaning from these texts  [Belinda](https://vimeo.com/423492523) | **Where in the world?** Learning goal: Children show an awareness of diversity in ways of living. **Learning Outcome 2:** Children respond to diversity with respect  [Where in the World](https://iview.abc.net.au/show/where-in-the-world/series/1/video/ZW1813A007S00) | **Shared reading**  ‘Big Rain Coming’ by Katrina Germein Learning goal: Children respond to questions and share their understanding of the story. **Learning Outcome 5:** Children engage with a range of texts and gain meaning from these texts  [Big Rain Coming](https://player.vimeo.com/video/410572459?) | **Shared reading**  ‘There’s a sea in my bedroom’ by Margaret Wild.  Learning goal: Children are able to identify what happened at the beginning, middle and end of a story.  **Learning Outcome 5:** Children engage with a range of texts and gain meaning from these texts  [There’s a Sea in my Bedroom](https://player.vimeo.com/video/420935381?) | **Shared reading**  ‘Caar caaar’ by Geoff Havel  Learning goal: Children listen to and respond to sounds in stories. Learning Outcome 5: Children engage with a range of texts and gain meaning from these texts (The Early Years Learning Framework for Australia). [Caar Caaar](https://iview.abc.net.au/video/ZX9944A018S00) |
| Face drawing  Learning goal: Children recognise similarities and differences.  Learning Outcome 1: Children develop knowledgeable and confident self-identities | **Hide and Seek** Learning goal: Children follow game rules and cooperate to successfully play with others. **Learning Outcome 2:** Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation  [Yulunga Traditional Indigenous Games](https://video.link/w/ZQm6c) | **Two-footed jump** Learning goal: Children develop the fundamental movement skill of a two-footed jump. **Learning Outcome 3:** Children take increasing responsibility for their own health and physical wellbeing  [Jump Lily Pad Jumping](https://video.link/w/qXm6c) | **Hopping fun**  Learning goal: Children show enthusiasm for participating in physical activity.  **Learning Outcome 3:** Children take increasing responsibility for their own health and physical wellbeing  [GetActive@Home - Hopping](https://player.vimeo.com/video/422700861?) | **Moving and relaxing**  Learning goal: Children move their bodies confidently and explore and respond to their world. Learning Outcome 3: Children take increasing responsibility for their own health and physical wellbeing[Moving My Body and Being Active](https://www.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/early-learning/media/documents/family-resources-everyday-learners-3.pdf) |
| Sock throwing  Learning goal: Children are able to count a group of objects and name the number.  Learning Outcome 5: Children begin to understand how symbols and pattern systems work  [Underarm Throw](https://video.link/w/6Om6c) | **Which container holds the most?** Learning goal: Children talk about volume and capacity as they experiment filling and emptying containers. **Learning Outcome 5:** Children interact verbally and non-verbally with others for a range of purposes  [Which Container Holds the Most?](https://education.nsw.gov.au/campaigns/mathematics/resource/curated-resources/which-container-holds-the-most-) | **Count your steps** Learning goal: Children are able to count and know the order of numbers.Learning Outcome 5: Children begin to understand how symbols and pattern systems work [Count Your Steps](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6266461623001) | **Counting**  Learning goal: Children engage with and communicate mathematical ideas.  **Learning Outcome 4:** Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating  [Counting](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6266461559001) | **Puzzle**  Learning goal: Children manipulate objects and experiment with many solutions. Learning Outcome 4: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating[How to Make a Tangram](https://player.vimeo.com/video/420479865?) |
| Singing  Learning goal: Children engage with rhyme and rhythm through singing.  Learning Outcome 5: Children engage with a range of texts and make meaning from these texts  [This Old Man](https://vimeo.com/410062631/7c1bfcf744) | **Body percussion patterns** Learning goal: Children use body percussion to copy and create simple patterns. **Learning Outcome 5:** Children begin to understand how symbols and pattern systems work  [Body Percussion Patterns](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6266461292001) | **Pirate school** Learning goal: Children explore a different identify through dramatic play.Learning Outcome 1: Children develop knowledgeable and confident self-identities [Pirate School with Captain Grognose Johnny](https://video.link/w/XXm6c) | **Where does food come from?**  Learning goal: Children develop an increased understanding of where food comes from.  **Learning Outcome 2:** Children become socially responsible and show respect for the environment  [Where Does Food Come From?](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6266461948001) | **Feelings**  Learning goal: Children express their feelings and begin to recognise how others might be feeling. Learning Outcome 1: Children develop knowledgeable and confident self-identities |
| Extra learning activities  For more learning experiences exploring identity refer to the family resource booklet  [Knowing me, my family and community](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/early-learning/family-resource-booklet-knowing-me-my-family-and-community.pdf) | **Extra learning activities**  Games are a fun way to get your child thinking, communicating and reasoning like a mathematician.  [Five games for you to play together](https://education.nsw.gov.au/campaigns/mathematics/resource/listicles/five-games-to-have-fun-with-maths-in-kindy) | **Extra learning activities**  Watch the video and complete the tasks,  [Where in the world? Angel, Tyra and Mario. Takes care of an injured pigeon](https://docs.google.com/document/d/1Mx7joHhEiHexo0Hm4_QHWwdq6wlblHAW/edit?rtpof=true&sd=true) | **Extra learning activities**  Try other number and counting activities, using these cards.  [Everyday learner cards](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/early-learning/media/documents/family-resources-everyday-learners-9.pdf) | **Extra learning activities**  Learn to count through the song, 'One, two, buckle my shoe' and the story, 'Goodnight numbers' with these activities.  [Literacy and numeracy activities](https://docs.google.com/document/d/1aCwc5V-pEOZ9nzuCOc_Jy798OakoOLfY/edit) |