# Early childhood guided learning packages - Week G

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.

| [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) |
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| All about me  Learning goal: Children identify feelings and share aspects of who they are.  Learning outcome 1, key component 3: Children develop knowledgeable and confident self-identities.  AEDC domain: Communication skills and social competence | **My family**  Learning goal: Children explore their own identity within the context of their family.  **Learning outcome 1 – Key component 3:** Children develop knowledgeable and confident self-identities.  **Learning outcome 1 – Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. | **Co-operating with friends**  Learning goal: Children understand how to co-operate and work with others.  **Learning outcome 1 – Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.  Video – [Learn about co-operating: Keeko](https://video.link/w/UQEBc) | **Fingers and toes**  Learning goal: Children show interest in and respect for 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 4:** Children begin to understand how symbols and pattern systems work.  Video – [10 little fingers and 10 little toes](https://video.link/w/EAGBc) | **Auslan sign-along**  Learning goal: Children notice and show interest in different ways of communicating.  **Learning outcome 1 – Key component 4:** Children learn to interact in relation to others with care, empathy and respect.  **Learning outcome 1 – Key component 1:** Children feel safe, secure, and supported.  **Video –** [I am Australian in Auslan](https://video.link/w/2sTBc) |
| What chickens need to be healthy  Learning goal: Children explore how to care for chickens.  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  Video – [What chickens need](https://drive.google.com/file/d/13tkBJ_8-nWRCtMJ8XLSk9g-eo6UiCKx7/view?usp=sharing) | **What chickens need to be happy**  Learning goal: Children explore what chickens need to thrive.  **Learning outcome 2 – Key component 4:** Children become socially responsible and show respect for the environment  **Learning outcome 4 – Key component 3:** Children transfer and adapt what they have learned from one context to another.  Video – [Happy chickens](https://video.link/w/D2GBc) | **Keeping chickens safe**  Learning goal: Children will consider safety for living things and consider ways to protect them.  **Learning outcome 2 – Key component 4:** Children become socially responsible and show respect for the environment.  **Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these texts. | **Chicken memory game**  Learning goal: Children follow instructions to make and play a game.  **Learning outcome 5 – Key component 1:** Children interact verbally and non-verbally with others for a range of purposes.  **Learning outcome 2 – Key component 4:** Children become socially responsible and show respect for the environment.  Resource – [Chicken memory game](https://docs.google.com/document/d/12_dm4yiUj3s4IWPylezC3cW0SuTrSTc0/edit?usp=sharing&ouid=117745929922139080229&rtpof=true&sd=true) | **Shared story - The hawk and the hen**  Learning goal: Children broaden their understanding of the world.  **Learning outcome 2 – Key component 2:** Children respond to diversity with respect.  **Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these texts. |
| Plan a meal  Learning goal: Children consider the health needs of themselves and others when preparing food.  Learning outcome 3 – Key component 2: Children take increasing responsibility for their own health and physical wellbeing.  Video – [Look and wonder: Orchard](https://iview.abc.net.au/video/CK1802H041S00) | **How do you feel today? Peace**  Learning goal: Children explore their feelings and consider what helps them feel calm.  **Learning outcome 3 – Key component 1:** Children become strong in their social and emotional wellbeing.  Video – [How do you feel today? Peace](https://iview.abc.net.au/video/CK1803H017S00) | **Throwing**  Learning goal: Children develop the fundamental movement skill of throwing.  **Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing.  Video – [Get active at home: Throwing](https://player.vimeo.com/video/457631178?h=8415044a81) | **School Uniform**  Learning goal: Children understand how to dress for school.  **Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing.  **AEDC domains:** Physical, health and wellbeing; Emotional maturity | **Lunch at school**  Learning goal: Children show independence when packing and unpacking their lunch.  **Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing |
| Break | Break | Break | Break | Break |
| My ideal pet  Learning goal: Children explore ideas and think critically about their choices.  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 1: Children interact verbally and non-verbally with others for a range of purposes.  Audio – [My ideal pet](https://drive.google.com/file/d/1hCglcpJjT7R2Y4uKlZOl--dacsk8bc57/view?usp=sharing) | **Where is my school?**  Learning goal: Children use technology to investigate maps of their local area.  **Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials.  **AEDC domains:** Communication skills and social competence | **School logo**  Learning goal: Children explore symbols on school logos.  **Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials.  **AEDC domain:** Language and cognitive skills  Video – [School logos](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6270694969001) | **Shadow sketches**  Learning goal: Children learn about shapes and textures of natural objects and represent these in their drawings  **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.  Video – [Shadow sketches](https://players.brightcove.net/6110393209001/default_default/index.html?videoId=6268076206001) | **Measuring and estimating**  Learning goal: Children use objects to measure and use mathematical language.  **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 - [MathsXplosion 7 feet tall](https://sites.google.com/education.nsw.gov.au/get-mathematical-early-stage-1/targeted-teaching/mathxplosion-7-feet-follow-up) |
| Title: Where the wild things are  Learning goal: Children use images to make predictions.  Learning outcome 5 – Key component 2: Children engage with a range of texts and gain meaning from these texts.  Learning outcome 5 – Key component 5: Children use information and communication technologies to access information, investigate ideas and represent their thinking.  Video – [Where the wild things are](https://video.link/w/S52Bc) | **Title: Crown making**  Learning goal: Children use creative arts to express ideas.  **Learning outcome 5 – Key component 3:** Children express ideas and make meaning using a range of media.  **Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these texts. | **Title: Drama**  Learning goal: Children use drama to express themselves and make meaning.  **Learning outcome 5 – Key component 3:** Children express ideas and make meaning using a range of media.  **Learning outcome 5 – Key component 1:** Children interact verbally and non-verbally with others for a range of purposes. | **Title: Tell a story**  Learning goal: Children use drawings to tell a story.  **Learning outcome5 – Key component 1:** Children interact verbally and non-verbally with others for a range of purposes.  **Learning outcome 5 – Key component 5:** Children use information and communication technologies to access information, investigate ideas and represent their thinking. | **Title: Where do dreams come from?**  Learning goal: Children listen and respond to information they hear in a podcast.  **Learning outcome 5 – Key component 5:** Children use information and communication technologies to access information, investigate ideas and represent their thinking.  **Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these texts.  Podcast – [Where do dreams come from?](https://www.abc.net.au/kidslisten/imagine-this/where-do-dreams-come-from/10976338) |
| Extra learning activities: Early childhood literacy and numeracy resource - [Johnny works with one hammer](https://docs.google.com/document/d/1wR9QMqiqRJYirhKkuBSwF_N5nUrDCGlr/edit?usp=sharing&ouid=117745929922139080229&rtpof=true&sd=true) | **Extra learning activities:** [Play School story time - Adam Liaw: Little red hen and grains of wheat](https://docs.google.com/document/d/1YQ8nZ3fKwpv5iMfH7axj4-VZipZjFH2z/edit?usp=sharing&ouid=117745929922139080229&rtpof=true&sd=true) | **Extra learning activities:**  Learning through play experiences using the [everyday learner cards](https://education.nsw.gov.au/teaching-and-learning/curriculum/early-learning/resources-for-families#Everyday6) | **Extra learning activities:**  Learn about road safety with Kids and Traffic - [Five little piggies video](https://video.link/w/2mRBc) | **Extra learning activities:**  Early childhood literacy and numeracy resource: [This is the way we wash our clothes](https://docs.google.com/document/d/1IeyhTs_VlLXyFx71ernUz3LjXYAz_pE4/edit?usp=sharing&ouid=117745929922139080229&rtpof=true&sd=true) |