# 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 meLearning 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 healthyLearning goal: Children explore how to care for chickens.Learning outcome 2 - Key component 4: Children become socially responsible and show respect for the environmentLearning 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 participationVideo – [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 mealLearning 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 petLearning 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 skillsVideo – [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 areLearning 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) |