# Early childhood guided learning packages - Week H

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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) |
| The school libraryLearning goal: Children identify differences and similarities between home, their early childhood service and school.Learning outcome LO4 – Key component 3: Children develop knowledgeable and confident self- identitiesAEDC domain: Communication skills and general knowledge  | **Conversations about school**Learning goal: Children share their thoughts and feelings about starting school.**Learning outcome 1** – **Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency **AEDC domain**: Language and cognitive skills (school based)Animation- [A strong start to school](https://bcove.video/345Sxr2) | **How do you feel today?**Learning goal: Children explore feelings of joy, happiness and satisfaction.**Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing **Learning outcome 1 – Key component 1:** Children feel safe, secure, and supported Link 1- [How do you feel today: Joy](https://iview.abc.net.au/show/play-school-stop-look-listen/series/0/video/CK1803H016S00)Link 2- [The very silly special: Do the silly](https://iview.abc.net.au/show/play-school-through-the-windows/series/0/video/CK2041H028S00) | **What makes you feel safe?**Learning goal: Learning goal: Children recognise the feeling of belonging and safety. **Learning outcome 1 – Key component 1:** Children feel safe, secure, and supported**Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing | **Friends at school**Learning goal: Children think about the friends they will have at school.**Learning outcome 1 – Key component 4:** Children learn to interact in relation to others with care, empathy and respect**AEDC domain:** Social competence and Emotional MaturityVideo- [Bluey: Helicopter](https://iview.abc.net.au/show/bluey/series/0/video/CH1903Q025S00) |
| Build an animal shelterLearning goal: Children develop an understanding of what animals need to be healthy and safe.Learning outcome LO2 - Key component 4: Children become socially responsible and show respect for the environmentLearning outcome 2 – Key component 2: Children respond to diversity with respectVideo- [What chickens need](https://drive.google.com/file/d/13tkBJ_8-nWRCtMJ8XLSk9g-eo6UiCKx7/view?usp=sharing)  | **Draw a chicken**Learning goal: Children express their ideas through the visual arts.**Learning outcome 5** – **Key component 3:** Children express ideas and make meaning using a range of media **Learning outcome 2** – **Key component 4:** Children become socially responsible and show respect for the environment Audio- [Drawing a chicken](https://drive.google.com/file/d/10GxF_b7pu_KLK6hN1z5bpxBSEJSxp_Tm/view?usp=sharing) | **Wanda the Wanderer**Learning goal: Children explore places in their community.**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 **Learning outcome 2 – Key component 3:** Children become aware of fairnessVideo- [Wanda’s first day](https://drive.google.com/file/d/1pYThgGiXNhTgPJUWobOfU_RhUXjLe7ay/view?usp=sharing) | **What is composting?**Learning goal: Children explore what can be composted.**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 investigatingVideo- [The first steps to composting with Costa Georgiadis](https://video.link/w/ifuDc) | **Make your own compost**Learning goal: Children consider simple ways to help the planet through composting.**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 Video- [What is trench composting and how to do it](https://video.link/w/445Dc) |
| Prepare some foodLearning goal: Children help prepare food for themselves and others.Learning outcome 3– Key component 2: Children take increasing responsibility for their own health and physical wellbeingVideo- [The Wiggles hand washing song](https://video.link/w/U9OCc)  | **Shared story**Learning goal: Children explore culture by engaging with Australian texts.**Learning outcome 5** – **Key component 2:** Children engage with a range of texts and gain meaning from these texts **Learning outcome 5** – **Key component 1:** Children interact verbally and non-verbally with others for a range of purposesVideo- [Old Man Emu](https://video.link/w/YkhDc) | **Healthy at school**Learning goal: Children transfer good hygiene practices from one environment to another.**Learning outcome 1 – Key component 4:** Children learn to interact in relation to others with care, empathy and respect **AEDC Domain:** Social competence and Emotional maturityVideo- [The Wiggles: The 2021 hand washing song](https://video.link/w/S1hDc) | **Be a photographer**Learning goal: Children represent their thinking using images.**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 3:** Children express ideas and make meaning using a range of media  | **How to take a mark in AFL**Learning goal: Children persist when faced with challenges.**Learning outcome 1** – **Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency **Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these textsVideo- [Little J takes a mark from AFL legend Adam Goodes](https://video.link/w/EH5Dc) |
| Break | Break | Break | Break | Break |
| **Counting in Swahili**Learning goal:Learning outcome 1 – Key component 3: Children develop knowledgeable and confident self-identitiesLearning outcome 5 – Key component 4: Children begin to understand how symbols and pattern systems workVideo- [Counting in Swahili- Owl Pals](https://video.link/w/6bPCc)  | **Yoga**Learning goal: Children engage in complex movement patterns.**Learning outcome 3– Key component 1:** Children become strong in their social and emotional wellbeingVideo- [We’re going on a bear hunt](https://video.link/w/ekhDc) | **Listening walk**Learning goal: Learning goal: Children demonstrate mindful behaviours by focusing on sounds. **Learning outcome 1** **– Key component 1:** Children feel safe, secure, and supported **Learning outcome 1** **– Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency  | **First day of school**Learning goal: Children identify what they already know about school to generalise and adapt knowledge.**Learning outcome 4** – **Key component 3:** Children transfer and adapt what they have learned from one context to another **AEDC Domain:** Language and cognitive skills (school based)Book- [Daisy’s first day at school](https://drive.google.com/file/d/1yNlDX7-PebVvCFoMivQyXtSprfyp9RHF/view?usp=sharing) | **Painting**Learning goal: Children begin to form letters and numerals.**Learning outcome 5** – **Key component 4:** Children begin to understand how symbols and pattern systems work**Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials |
| Story time from spaceLearning goal: Children understand that they can construct meaning in different languages.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 2: Children engage with a range of texts and gain meaning from these texts Video 1- [Story time from space presents- Give me some space!](https://video.link/w/sTPCc)Video 2- [10 Amazing space rocket launch videos!](https://video.link/w/xoQCc)Video 3- [Twinkle twinkle little star](https://video.link/w/dbQCc) | **The moon landing**Learning goal: Children engage in learning experiences with an older person.**Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials**Learning outcome 5 – Key component 1:** Children engage with a range of texts and gain meaning from these texts Audio- [Memories of the moon landing](https://drive.google.com/file/d/17SHJoFhP9DIe8BnHF7GKcQfE79rdxP0p/view?usp=sharing) | **Why can’t you hear in space?**Learning goal: Children experiment with sound to build fundamental understandings.**Learning outcome 4 – Key component 4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials**Learning outcome 5 – Key component 1:** Children engage with a range of texts and gain meaning from these textsVideo- [Little Scientists Australia- Acoustics](https://video.link/w/bbtDc) | **Phases of the moon**Learning goal: Children explore the natural wonder of the moon's phases.**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 5:** Children use information and communication technologies to access information, investigate ideas and represent their thinking   | **Bubbles are a sphere**Learning goal: Children will experiment with cause and effect, and observe scientific phenomena by blowing bubbles.**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 1:** Children interact verbally and non-verbally with others for a range of purposes Video- [Bubbles bursting in slow motion](https://video.link/w/NB6Dc) |
| Extra learning activities:The [Learning Potential website](https://www.learningpotential.gov.au/search?age=24) helps families support their child's learning with some great play ideas. | **Extra learning activities:**Learn to count through song and story with this [Early childhood literacy and numeracy resource](https://docs.google.com/document/d/1loGYw6jGB2MPkaLu6brGvbGiU8QeE3Vc/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true).  | **Extra learning activities:**Explore vocal expression and the concept of pitch through this nonsense rhyme in [episode one of Rhymes and Songs](https://iview.abc.net.au/video/ZW3117A001S00).  | **Extra learning activities:**Learn to count through song and story with this [Early childhood literacy and numeracy resource](https://docs.google.com/document/d/1Ijo1JXHD834U95FA3yMFZwuU6RGqZ5Io/edit?usp=sharing&ouid=102901220811226966433&rtpof=true&sd=true). | **Extra learning activities:**For families, this video gives some great tips on [messy play](https://video.link/w/3m7Dc). |

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.