# Early childhood guided learning packages - Week J

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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) |
| What is Kindergarten like?Learning goal: Children listen to their peers and reflect on their feelings related to starting school.Learning outcome 4 – Key component 3: Children transfer and adapt what they have learned from one context to another Video 1- [Starting school](https://video.link/w/H0mFc)Video 2- [First day](https://video.link/w/HvmFc)  | **Wanda’s literacy and numeracy walk**Learning goal: Children engage with literacy and numeracy in their community.**Learning outcome 5 – Key component 1:** Children interact verbally and non-verbally with others for a range of **purposes** **Learning outcome 5 – Key component 2:** Children engage with a range of texts and gain meaning from these textsVideo- [Words and numbers walk](https://drive.google.com/file/d/131hly6z8scfLHIiCiaa9gzb5j5EjlSOJ/view?usp=sharing) | **Roll and play game**Learning goal: Children share humour, happiness and satisfaction.**Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing Video- [Roll and play](https://drive.google.com/file/d/19NguYyGx643KJ6QBMyaEfM9hYUKiIZrm/view?usp=sharing) | **Plan a mini garden**Learning goal: Children appreciate and care for natural and built environments.**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- [Gardening Australia: Making mini gardens](https://www.abc.net.au/gardening/factsheets/making-mini-gardens/9432886) | **Nature walk**Learning goal: Children use their senses to explore the natural environment. **Learning outcome 1 – Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency **Learning outcome 2 – Key component 4:** Children become socially responsible and show respect for the environment  |
| SingingLearning goal: Children explore their world and express themselves through song.Learning outcome 5 – Key component 3: Children express ideas and make meaning using a range of media Learning outcome 4 – Key component 1: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Video- [Let’s go for a walk outside](https://video.link/w/wDmFc)  | **Memory game**Learning goal: Children develop cognitive skills through a memory game.**Learning outcome 4 – Key component 2:** Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating  | **Wombat poo**Learning goal: Children use skills of experimentation and hypothesis to explore properties of objects.**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 4:** Children begin to understand how symbols and pattern systems workVideo- [Big Ted’s big adventure: Wombats](https://www.abc.net.au/abckids/shows/big-teds-big-adventure/video/wombats/11256978) | **How do bees make honey?**Learning goal: Children engage with a range of texts and gain meaning from these.**Learning outcome 5** – **Key component 2:** Children engage with a range of texts and gain meaning from these texts **Learning outcome 2** – **Key component 4:** Children become socially responsible and show respect for the environment Podcast- [How do bees make honey?](https://www.abc.net.au/kidslisten/imagine-this/how-do-bees-make-honey/13290536) | **Kangaroo tails**Learning goal: Children investigate how a kangaroo uses its tail.**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 4** **– Key component 1:** Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Video 1- [Don Spencer- Kangaroo](https://video.link/w/O8GFc)Video 2- [Kangaroo hopping away](https://video.link/w/l9GFc) |
| Make a campfire for fairiesLearning goal: Children use natural materials to make a camp fire for fairies.Learning outcome 2 – Key component 4: Children become socially responsible and show respect for the environment Learning outcome 4 – Key component 2: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigatingVideo- [Making a campfire for fairies](https://drive.google.com/file/d/1O_mDpOYjLujETiMg9wptJ_jcKS16g854/view?usp=sharing)  | **Aerobic activity**Learning goal: Children show enthusiasm for participating in active physical play.**Learning outcome 3** – **Key component 2:** Children take increasing responsibility for their own health and physical wellbeing  | **Feelings chart**Learning goal: Children identify how they are feeling.**Learning outcome 1** – **Key component 4:** Children learn to interact in relation to others with care, empathy and respect **Learning outcome 3** – **Key component 1:** Children become strong in their social and emotional wellbeing  | **At the end of the school day**Learning goal: Children develop an understanding of school routines.**Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing | **Picnic**Learning goal: Children recognise the contribution they make to shared activities.**Learning outcome 3** – **Key component 2:** Children take increasing responsibility for their own health and physical wellbeing Video- [Preparing for a picnic](https://drive.google.com/file/d/1hyCRROOxC7FgxIspjn1aAA8f76ik0IPE/view?usp=sharing) |
| Break | Break | Break | Break | Break |
| Sing and sign- please and thank youLearning goal: Children recognise the need to use verbal and non-verbal language to communicate with 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 1: Children interact verbally and non-verbally with others for a range of purposesVideo- [Please and thank you song](https://video.link/w/UanFc) | **My likes**Learning goal: Children recognise and identify the things they like to do.**Learning outcome 1** – **Key component 3:** Children develop knowledgeable and confident self identities Video- [My likes](https://drive.google.com/file/d/1uGoNm3ZHFSDwzknKnYQIC_Hk6K1Uus7o/view?usp=sharing) | **Dance the day away**Learning goal: Children explore their world and express themselves through song and dance.**Learning outcome 5 – Key component 3:** Children express ideas and make meaning using a range of media **Learning outcome 4 – Key component 1:** Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Video- [The Latinos dance](https://video.link/w/Vn1Fc) | **Celebrating culture**Learning goal: Children broaden their understanding of the world.**Learning outcome 2 – Key component 2:** Children respond to diversity with respect **Learning outcome 3 – Key component 2:** Children take increasing responsibility for their own health and physical wellbeing Video- [Don’t worry be happy](https://video.link/w/sEFFc) | **Preparing for school mornings**Learning goal: Children develop independence and self-help skills.**Learning outcome 1** – **Key component 2:** Children develop their emerging autonomy, inter-dependence, resilience and sense of agency **Learning outcome 3** – **Key component 2:** Children take increasing responsibility for their own health and physical wellbeing  |
| Shared story- Whoever you areLearning goal: Children become aware of connections, similarities and differences between people.Learning outcome 2 – Key component 2: Children respond to diversity with respect Video- [Whoever you are](https://video.link/w/sPnFc)  | **Shared story- Hello and welcome in Gamilaraay**Learning goal: Children engage with a range of texts and gain meaning from them.**Learning outcome 5** – **Key component 2:** Children engage with a range of texts and gain meaning from these texts **Learning outcome 2** – **Key component 2:** Children respond to diversity with respectVideo- [Hello and welcome by Gregg Dreise](https://video.link/w/WZoFc)  | **Wanda goes shopping**Learning goal: Children learn about their community.**Learning outcome 2** **– Key component 2:** Children respond to diversity with respect **Learning outcome 5** **– Key component 4:** Children begin to understand how symbols and pattern systems work Video- [Wanda goes shopping- local nursery](https://drive.google.com/file/d/1TMcC6G4ijCiuGjGo5H1f-xmhEKja-AAG/view?usp=sharing) | **Rainbow ritual**Learning goal: Children enjoy moments of solitude to support their wellbeing.**Learning outcome 3** **– Key component 1:** Children become strong in their social and emotional wellbeing Video 1- [Rainbow ritual 1](https://drive.google.com/file/d/1nlq0HznXxV3HX1nf_3UNHy7RZMbnxx6i/view?usp=sharing)Video 2- [Rainbow inspired painting](https://drive.google.com/file/d/1EJ5lwHKly2CtV0oRh956ZHoLwGam29SK/view?usp=sharing)Video 3- [Rainbow ritual 3](https://drive.google.com/file/d/1K_inHM5yMYEligD8CMM1aEQ4OGe6eWKY/view?usp=sharing) | **Listening activity**Learning goal: Children listen and respond to sounds.**Learning outcome 5** – **Key component 2:** Children engage with a range of texts and gain meaning from these textsVideo- [Farm animal sounds- Listening game on the farm](https://video.link/w/7IGFc)  |
| Extra learning activities:Explore Auslan (Australian Sign Language) through the song '[I See Stars](https://sites.google.com/education.nsw.gov.au/tau-home-lets-sign-i-see-stars)'.  | **Extra learning activities:**Enjoy Grandpa Honeyant Story time: [Molly the grey kangaroo and the bush cleanup crew](https://iview.abc.net.au/show/grandpa-honeyant-storytime/series/0/video/ZX9944A007S00).  | **Extra learning activities:**Use shapes to create your own artwork in the [chicken challenge](https://sites.google.com/education.nsw.gov.au/tau-home-chicken-challenge).  | **Extra learning activities:**For families, this video explains why [free time to play is important for children](https://video.link/w/E5BEc). | **Extra learning activities:**Learn to stay safe with these [Kids and Traffic Road safety songs.](https://drive.google.com/file/d/1VlM8HEeDvSR_78xG9wue_MUk9CvS_4_u/view?usp=sharing) |

As they engage with these online packages, children are making progress on Learning outcome 5 - Key component 5m: Children use information and communication technology to access information, investigate ideas and represent their thinking.