







Term 2 Week 5- CURRICULUM PLAN, AND POSSIBILITIES FOR LEARNING.

Our plan is flexible and allows for spontaneous learning experience to occur in response to children’s ideas and interests, our community and our environment

INSIDE PROVISIONS:		OUTSIDE PROVISIONS:	
What? (learning/play opportunities)	Why? (Who or what inspired this?)	What? (learning/play opportunities)	Why? (Who or what inspired this?)
<p>Small world play – horses/ jumps and stables We will extend on our block corner to include our wooden horses, jumps and stables encouraging imaginative small world play. <i>‘Small world play enables children to develop socially, physically and intellectually, it allows children to communicate knowledge about life and the world around them in a safe, contained environment’</i></p>	<p>Children enjoyed the arranging, imaginative small world play within our fairy tent last week. Combining this with the interest of animals we will create a space which fosters this imaginative play.</p>	<p>Mini golf This game supports the fundamental skill of striking. We will draw attention to children’s hand-eye coordination and encourage ‘swinging backwards and through’ <i>Outcome 3: Children have a strong sense of wellbeing</i></p>	<p>Last week a child drew a map which included a golf course. Children began chatting about their experiences with playing golf. Let’s bring out the elements and create our own putt putt course at preschool!</p> 
<p>Dramatic play shopping area Dramatic play provides an abundance of learning opportunities. Our children will be experiencing self-empowerment, they will explore math, literacy concepts as well as cooperation, enthusias and imagination</p>	<p>Childrens request! Some children located our shopping resources through the week and have shared their ideas of a play experience. We recognise and value children’s input..let’s go shopping! <i>Outcome 1 Children feel safe, secure and supported</i></p>	<p>Construction area Self-directed play encouraged by areas of children’s interests fosters engagement and social interaction between children. This area will also provide opportunities for sharing resources, spatial awareness and sensory input.</p>	<p>Wheel barrows, diggers and shovels were popular last week with children creating their own concrete for building in the sandpit. Let’s cocntinue this interest, and bring out our big diggers, construction hats and vests for some serious work!</p>
<p>Natural collage Use of natural resources provides opportunities to explore concepts such as learning about sustainability, decay, seasons. This provision invites open-ended play as children arrange, build, create.</p>	<p>Over the past few weeks we have been exploring seasonal changes, this has bought about investigating, collecting and arranging natural resources. Let’s continue this investigation with a creative outlet!</p>	<p>Painting onto perspex screens Painting onto perspex screens provides opportunities for children to explore the concept of transferring their print to paper. The hard, clear service is inviting to investigate mark making with different mediums, i.e. finger painting.</p>	<p>We love to explore different mediums and ways to engage our creativity! <i>Outcome 4: Children are confident and involved learners.</i></p>
<p>Creating ‘Koinobori’ (Carp streamers) We love to celebrate and investigate cultural ways of being! We will use this opportunity to discuss Japanese culture, celebrations and traditions. <i>Outcome 2: Children respond to diversity with respect.</i></p> 	<p>‘Tengo no sekku’ (Japanese childrens day) was May 5th. Many children attended the festival at the botanical gardens, and have been talking of their experiences, we will extend on this interest to explore Japanese culture</p>	<p>Exploring Japanese culture Learning about different cultures provides a space to discuss similarities and differences in all of us, there is opportunity to become aware of connections and practice inclusive ways. <i>Outcome 2: Children are connected with and contribute to their world</i></p>	<p>We will continue our exploration of Japanese culture through our outside environment aswell. We will experiment with writing our names in Japanese script, and perhaps even make some sushi!</p>
<p>Use of our upstairs loft This small space invites collaboration and interaction between peers. We will provide a variety of board games, card games and puzzles promoting positive relationships skills.</p>	<p>The children who stay late of an afternoon have been enjoying using this quite area for small games. Let’s use it throughout the day, encouraging sharing concepts and opportunities to connect in small groups.</p>	<p>Kinetic sand / Group exploration of Goop Through these experiences, children resource their own learning through connecting with each other, educators scaffold learning and together explore ideas and theories using creativity and play. <i>Outcome 4: Children are confident and involved learners.</i></p>	<p>We love to get messy at preschool! We have been exploring science through sensory provisions inviting interactions between children as well as science concepts such as observation, comparison, measurement and communication. Let’s keep the fun going!</p>
<p>Acknowledgement of Country - We share a simple Acknowledgement of Country - we say “Here is the land, here is the sky, here are my friends and here am I. We say Thank you to the Gumbaynggirr people for the land on which we play, and we promise to be kind to her, and each other every day”. We then sing the Giinagay song together before our morning tea. This week in lead up to reconciliation week Robbo is going to lead us in a smoking ceremony.</p>			
<p>Inside group 11.00 This small group can focus on a range of ideas and themes, and usually involves music, dancing & stories. <i>Key Word sign with Fran this week/ Science with Rachel</i></p>	<p>Outside group 11.00 This small group has an active focus and involves gross motor activity and fundamental movement skills. <i>Gross motor games with Sarah and Leigh</i></p>	<p>Explorer group 11.00 This small group is an out-and-about group involving exploring our environment and community. We follow the children’s interests and extend either spontaneously or in a planned provision. Please see our ‘explorers’ book’. <i>Robbo is joining us out and about, sharing knowledge and ideas for learning in nature.</i></p>	
 <p>Bularri Muurlay Nyanggan Aboriginal Corporation</p>	<p>Gumbaynggirr Language group with Jarwin and Ronan every Tuesday morning. <i>EYLF 2.4.6 Children learn and use Aboriginal or Torres Strait Islander names for the land, local plants and animals</i></p>		 <p>Music class with Melina on Thursday mornings <i>EYLF 5.2.3 Children sing and chant rhymes, jingles and songs</i></p>
<p>Simultaneous storytime Wednesday 11am</p> 			
<p>Schooly group - Schooly group is a group-time after lunch with only the children who are off to school next year. We come together as the ‘big kids’ to enjoy our time while the younger children rest. We do early literacy and numeracy learning that is fun, & age-appropriate. Learning experiences include; show and tell, cutting and pasting, matching games, card games, group discussions, dice games, drawing & writing, project work on our learning themes, and more.</p>			
<p>Ongoing projects/ big ideas: Continuing the SAFE series books protective behaviours program from the Children’s guardian (see newsletter).</p> 			
<p>Friday Group 9-12 Our Friday group is a special and unique preschool group of two to three year olds. This is a lovely way for these children to become familiar with preschool before they embark on their ‘two big days’. The educators plan experiences that are perfect for the age group, and that provide a safe consistent and predictable experience for these dear little ones</p>			