












Term 2 Week 1- 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?)
We will create a big beautiful scene depicting what we love to do in our preschool environment. This will be a collaborative piece of work to display. The Bellingen Show is on this weekend – let’s exhibit our work!	EYLF 4.1 <i>educators encourage children to engage in both individual and collaborative explorative learning processes</i> 	Autumnal colours at the easels EYLF 4.2 <i>Educators help and encourage children to express or make visible their ideas and theories to others</i> 	Let’s enjoy the sense of Autumn, how it looks, and feels and smells
Let’s make little people, chickens, and veggies from the garden to add to our preschool scene We’ll provide a range of media for the children to use to represent their world 	EYLF 4.2 <i>Children use a range of media to express their ideas through the arts, e.g. clay, drawing, paint, digital technologies</i>	Autumn inspired sun-catchers Let’s make these pretty gifts on the veranda EYLF 4.1 <i>Educators model inquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges</i>	One of our little people taught us how to make these art forms using baking paper, PVA glue and pretty nature bits. 
Familiar cozy home corner EYLF 1.4 <i>Educators pay attention to, appreciate and acknowledge children’s independent efforts to approach and initiate interactions with other children</i>	 When we return after a break we aim to make the preschool as comforting and familiar as possible to welcome everyone back.	Clay and natural resources on the veranda Let’s investigate the properties of clay. Maybe we will make something to take home, or maybe we will just enjoy the texture and malleability of the material. 	EYLF 2.1 <i>Children begin to understand and use sustainable practices in their settings and communities across all dimensions of sustainability</i>
Aussie animals in the blocks corner EYLF 4.4 <i>Children experience the benefits and pleasures of shared learning explorations, investigations and imaginary play scenarios</i> 	We’re enjoying our gorgeous native flora this week; leaves and leaves and seeds and twigs. Let’s add in some native animals too.	Ball sports Let’s play basketball and soccer, and enjoy aiming with our hands and feet, running around in the fresh air and playing with our mates	EYLF 1.3 <i>Educators provide inclusive indoor and outdoor environments that incorporate reasonable adjustments where there are barriers to participation</i> 

Ongoing projects and big ideas: Welcome back for Term Two – Let’s embrace Autumn and enjoy the cool mornings and changing colours
We’d love it if the families could collect some natural treasures over the holiday – such as gum nuts, autumn leaves, dried grasses, shells etc
These items to us are gold!

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.

Inside group 11.00 This small group can focus on a range of ideas and themes, and usually involves music, dancing and stories.	Outside group 11.00 This small group has an active focus and involves gross motor activity and fundamental movement skills.	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.	
 Bularri Muurlay Nyanggan Aboriginal Corporation	Gumbaynggirr Language group with Jarwin every Tuesday morning. EYLF 2.4.6 <i>Children learn and use Aboriginal or Torres Strait Islander names for the land, local plants and animals</i>	 Music class with Melina on Mondays and Thursday mornings EYLF 5.2.3 <i>Children sing and chant rhymes, jingles and songs</i>	Yoga with Natalie on Wednesdays EYLF 3.3 <i>Children engage in experiences, conversations and routines that promote healthy lifestyles</i> 
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. 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.		Relaxation time - Our younger children, and anyone who is tired are invited to relax on the veranda. Children who are likely to sleep are offered a little bed, and those who just need a quiet relax may stretch out on our soft mats with a book or fidget toy. The children are accompanied by an educator who checks the children regularly to ensure that they are safe and well. A risk assessment for Safe Sleep 7 Rest is available in the foyer.	
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			

Curriculum in early childhood: *all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development* (EYLF, p. 45).