









Term 2 Week 3- 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?)
Magnet area <i>EYLF 4.1 Children follow and extend their own interests with enthusiasm, energy and concentration</i>	As you know, the magna tiles are always so popular whenever they’re out for play. Last week of the children asked for the stick and ball magnets to add to the tiles, which added a whole new dimension to the play. Let’s pull out all the magnets this week to allow for discovery-play	Box creations on the veranda <i>EYLF 3.1 Educators ensure that all children experience pride in their attempts and achievements</i> 	Have you seen some of the creations coming out of a load of old recycling?! There are some amazing creations- let’s facilitate more of this open ended creative play.
Ice-cream shop/ café <i>EYLF 4.1 Children initiate and contribute to play experiences emerging from their own ideas</i> 	We had a couple of little ones last week making pretend ice-creams outside- asking “where are our ice-creams?” They remember playing ice-cream shops with us last year and are keen to recreate their fun memories.	Kinetic sand/ Aussie animals and gum leaves <i>EYLF 2.4 Educators provide children with access to a range of natural materials in their environment</i>	We enjoyed our big soft Aussie animal last week with our Wombat Stew inspired provisions – let’s use the little animal models in our play this week.
Dolls and cots in the loft area <i>EYLF 3.1 Children assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others</i>	We enjoy playing up in the loft from time to time. There are rtules aroiund the number of children that can safely play up there, and the children are encouraged to use this space a calm settled play area.	Painting and sticking dried leaves onto brown paper at the easels <i>EYLF 2.4 Children use play to investigate and explore nature and the natural environment</i>	Its really feeling like Autumn now, if a little too wet – let’s continue to be inspired by the colours and textures of the season. 
Emergency vehicles still life art provocation/ and in the dough <i>EYLF 4.2 Educators provide resources for very young children to explore the properties of materials through manipulating, rotating, collecting, transporting and positioning</i>	Let’s arrange the little vehicles and signs to investigate in the playdough/ and we can create a still life vehicles arrangement to recreate. 	Fairy play in the treehouse <i>EYLF 4.1 Educators provide opportunities for children to revisit their ideas and extend their thinking</i> 	The children have been working with Fran on extending our Fairy garden- this has inspired lots of imaginative play around fairies, gnomes and elves
Ongoing projects and big ideas: Monday and Wednesday - Were going out walking on Country with Uncle Matt Flanders, National Parks Discovery Ranger <i>EYLF 2.1 Children build connections between the early childhood setting and the local community, including with Aboriginal and Torres Strait Islander people and organisations and those from culturally diverse backgrounds.</i>			
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. <i>EYLF 2.4.6 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 <i>EYLF 5.2.3 Children sing and chant rhymes, jingles and songs</i>	Yoga with Natalie on Wednesdays <i>EYLF 3.3 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 NO FRIDAY GROUP THIS WEEK – GOOD FRIDAY. 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).

Request from Fran: We are extending our fairy garden and would love your donations of fairy treasures, little plants, flowers, model toadstools or anything that you think would fit in to a fairy garden beautifully ☺