TERM 1, 2013 CURRICULUM OVERVIEW

The learning journey is guided by the children’s interests, needs, exploration and wonderings each term but the following is a starting point, an overview of learning outcomes (The Early Years Learning Framework) that the staff team are aiming to achieve with the children.

We value parental partnerships in children’s learning and therefore encourage parents/caregivers to talk to staff if you have any ideas, resources, connections, etc. that would support the children to engage in exciting and meaningful learning experiences.

GENERAL FOCUS: "CONNECTIONS/RELATIONSHIPS /CULTURE/ HEALTHY EATING / ENVIRONMENTAL SUSTAINABILITY"

### Outcome 1: Strong sense of identity.

*1.1 - Children feel safe, secure, and supported: A strong emphasis on relationship building between staff & children, children & children. Implement & learn new daily routines/timetable. Strong focus on developing self-identity and connections to environment & each other - self portraits, celebrations of individual’s achievements, implementation of “wonder wall” (planning & recording for individual inquiry) small group identity, large group identity, etc.: learning program revolved around ‘children’s voice’. Preparing children for transition to a school setting through visits to & from Reception classes at MVPS as well as visits to School Library.

*1.3 - Children develop knowledgeable and confident self-identities: Children share their interests & likes through their “family page”, use of “talking boxes” for sharing & explicit exploration of individual’s identities through discussions & play. Teachers incorporate this into planning the learning journey. Strong focus on culture, identity and connecting to others through Harmony Day learning & events.

### Outcome 2: Connected with & contribute to their world.

*2.1 - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation: Children working together collaboratively in meaningful ways in group discussions & shared decision making; broaden children’s understanding of the world they live in through Harmony Day learning and events (countries, culture, skypeing a Kindergarten class in Japan, etc.). Use of book “The Invisible String” to explore connections to each other.

*2.4 - Children become socially responsible and show respect for the environment: Children learning about how to care for their environment through an everyday contextual focus on recycling, pollution, water conservation and sustainable living. (Creating a vegetable garden, making a scarecrow, being careful with use of water in sandpit, turning taps off, sorting rubbish into appropriate bins, recycled art, etc.).

### Outcome 3: Strong sense of wellbeing.

*3.1 - Children become strong in their social and emotional wellbeing: Provide experiences that develop confidence & happiness in children, e.g. making music, dance, dramatic play & following through on individual children’s interests. Staff maintaining high expectations of each child’s capabilities & acknowledging & affirming children’s effort and growth.

*3.2 - Children take increasing responsibility for their own health and physical wellbeing: Children developing awareness of food nutrition, healthy lifestyle, food hygiene, sun safety & exercise.

*CHILD PROTECTION CURRICULUM: Children identify personal networks of people who are safe to them; emergency drills & discussion about personal emergency and when it is okay to “break the rules”.

### Outcome 4: Confident and involved learners.

*4.1 - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity: Staff support children to follow their own interests supporting & extending their play experiences that emerge from their own ideas. Provide children with opportunities to participate in a variety of rich & meaningful inquiry-based experiences & persist & persevere with tasks, even when difficult to experience the satisfaction of achievement.

*4.2 - Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating: Children make predictions & generalisations, use patterns, communicate using mathematical language & symbols, manipulate objects & experiment with cause & effect, trial & error, and motion through activities intentionally set up on numeracy table and science & Technology table, group activities as well as in general play activities.

*4.4 - Children resource their own learning through connecting through people, place, technologies and natural and processed materials: Staff team will provide opportunities, experiences & environments for children to: use their sense to explore natural & built environments; engage in learning relationships; explore the purpose & function of a range of tools; manipulate resources to investigate, take apart, assemble, invent & construct; explore ideas & theories using imagination, creativity & play; and use feedback from themselves & others to build on an idea. Involve children in the broader community & environment beyond the Kindergarten.

### Outcome 5: Effective communicators

*5.1 - Children interact verbally and non-verbally with others for a range of purposes: Interact with others to explore ideas & concepts, clarify & challenge thinking, negotiate & share new understating during role-play & discussions; children respond verbally & non-verbally to their senses. Verbal communication encouraged through individual & group discussions & the use of “talking boxes” (Show and Tell). Focus on pre-writing skills through children writing their names daily through sign-in desk & use of name tags & positive reinforcement, as well as providing inspiration to experiment with making symbols and print (writing) in other areas of the learning environment, i.e menus in home corner, etc. Numeracy activities to develop an increased understanding of measurement & number using vocabulary to describe size, length, volume, capacity & names of numbers & use language to communicate thinking about quantities to describe attributes of objects & collections & to explain mathematical ideas. Harmony Day/Culture/Relationship experiences & activities to support children to express ideas & feelings & understand & respect the perspective of others & show increasing knowledge, understanding & skill in conveying meaning.

*5.2 - Children engage with a range of texts and gain meaning from these texts: Promotion of a love of books and pre-reading concepts through; reading & sharing a wide range of books & texts; engaging children in play with words and sounds; singing and chanting rhymes, jingles and songs; explicitly teaching concepts of rhyme, letters and sounds, engaging children in discussions of books that promote consideration of different perspectives.

*5.4 - Children begin to understand how symbols and pattern systems work: Children learn & practise the sounds and symbols of the alphabet through weekly book focus (interacting and responding to each book); learning & practising the numbers 1-20 through meaningful mathematical experiences including measuring, counting & estimating.

*5.5 - Children use information and communication technologies to access information, investigate ideas and represent their thinking: Children explore information and communication technologies as tools for designing, drawing, reflecting, recording, sharing, to make meaning and to have fun - computers, smartboard, whiteboard recorder, cameras, etc.

Special Events: *Harmony Day open sessions *Recycling incursion *Central Markets excursion *Cooking experiences *Making our vegetable garden *Special Lunch Day