

How long do children
spend with us?

We don't spend
much time with the children
to get a true picture.

**A child coming 1 day
a week spends 4%
of their year with
us at the centre.**




**A child coming 2 days
a week spends 8%
of their year with
us at the centre.**



**A child coming
3 days a week
spends 12%
of their year with
us at the centre.**



A close-up photograph of a young boy with short brown hair, looking slightly to the left. He is blowing a large, iridescent bubble with gum. His right hand is holding the end of the gum stick, which is stretched across his nose. The background is a plain, light blue color.

**A child coming 5 days
a week spends 21%
of their year with
us at the centre.**



From the
EYLF

Belonging, being and becoming are integral parts of identity.

Children learn about themselves and construct their own identity within the context of their families and communities.

This includes their relationships with people, places and things and the actions and responses of others. Identity is not fixed. It is shaped by experiences.

Step 1. Family input

Family Input - adding input

Child's Name: _____
Family Name: _____
Child's Name: _____

Page 1 of 2

Page 1 of 2

Page 1 of 2



Can you please tell us what the best things are about your brother or sister?



thg are tyers
L day we thn
to the koots

I like
Henriksen

Family Input - What did you do on the weekend?

Child's Name: _____

Page 1 of 2

Early Years Learning Framework

Page 1 of 2

Family Name: _____

Child's Name: _____



Date: 20/2/11

Our Weekends

Please tell us what you did on the weekend. We make time to go to work, starting or on a evening.

Everything parents and families do around children and their events, no matter how big or small are the best educational resources you can provide for the centre. We use these events in our curriculum program and the ideas captured from your weekend can last for weeks. They allow you to see feedback what we do and your child sees that there is a connection between home and the centre. This strengthens the learning link.

We went to "Cafe Kona" on Saturday and took
Auntie Lizzy for her first time. I had lunch with
100 children with their families in it. We had
a lot of fun at the pool on Saturday and
nice lounge for dinner.

We then took Auntie Lizzy to the airport, she
was to go home now. I had lots of fun
playing with + soap and clothes while we waited
to say goodbye. We had a very late night
and didn't get to bed until 4pm.

On Sunday we had a "Home Day" where
we had the house that we all had a party
- helped Mum and Dad do the grocery shopping

We had a very good weekend
We had a very good weekend
We had a very good weekend

Curriculum flow
25/02/11

Who said families don't have time to be involved?



CSIRO Care Black Mountain
E.C.C. ACT.

Toddlers' Room One child
lives on a farm and had 3
lambs born on the weekend.
They brought in some wool
They dyed the wool and
made collages.

A child without saying
anything, brought the book
"Where is the Green Sheep"
off the book shelf and took it
to the educator who was
helping glue the fleece to
the paper.

Step 2.

Display their
input and the program

Where is the Green Sheep?

We have been looking for the Green
Sheep today & need your help!!

please see Linda - Emily - Cat & Jess
for the books, paper & marking pen



Now it was time to get the families involved in our journey by asking them to nominate themselves to draw a page from this popular book. Our request was met with positive reactions and soon the room was filling up with the Red Sheep, Bath Sheep, Band Sheep and of course the missing Green sheep etc. We were told that whole families were involved in the art works including siblings and Grandparents.

As you can see, the response has been amazing! Who would've thought our families were so artistic!? Who knows where this will travel in the coming weeks, only time will tell.





Step 3.

Grow and extend with the children

Weeks went by with our sheep story growing into the amazing journey that it was. Children were bringing in toys relating to sheep in some way (i.e. a farmer) and sharing it with the class at news time. Wool that had just been shorn, from the same family that had the baby lambs, was brought in for news along with stories of farms being visited on the weekends. Other books about sheep were found or bought and were soon present in our daily group times.

Australian Shearers - Song "Click Go The Shears"

mrtibbs6912



132 videos

Subscribe



We decided it was time for the children to see some shearing in action. Into the office we went and thanks to YouTube we were able to watch the real deal on the computer.

This introduced the children to different media and all were very excited about seeing something on the computer



1:44 / 3:20

240p



What do we do with wool?

Family Input. The family who lived on the farm started sheering the sheep and shared this with the room. Now it's time to shear our sheep



Learning Outcome 2.4 Children become socially responsible and show respect for the environment
The children investigate new ideas through play experiences to understand our sheep and land.

Step 4.

Assess for learning - not
the weather

What can we do with our wool?



If sheep get their wool cut should we get our hair cut?



A staff member at the centre was an apprentice hair dresser, the permission note went up and all the children in the toddler's room had their hair cut just like the sheep.

**Our sheep journey never really had an end.
That is the beauty of children. Their imaginations never
stop working and our wonderful families
never cease to be involved in their child's learning.**

Element 1.1.2 The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.

Working Towards

The program sometimes draws upon children's current knowledge, ideas, culture, abilities and interests.

Meeting

Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.



Exceeding

Each child's current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the program.

Assessors will, for example:

1. Observe

that the service's practices reflect:

the uniqueness of the community in which the service is located

the experiences of the people at the service

different approaches to and priorities for

children's learning, development and care.

Family Report - What did you do at the weekend?

Name: [unclear]
Address: [unclear]
Date: 14th 2011

How did you spend your weekend?
I went to the park with my friends and we had a picnic. We played football and went to the cinema. It was a very nice weekend.

On Saturday I went to the park with my friends. We had a picnic and played football. In the afternoon we went to the cinema. It was a very nice weekend.


Family Report - What did you do at the weekend?

Name: [unclear]
Address: [unclear]
Date: 14th 2011

How did you spend your weekend?
I went to the park with my friends and we had a picnic. We played football and went to the cinema. It was a very nice weekend.

On Saturday I went to the park with my friends (Andy) and Alice (Maddy) after Mum did a "VW" house. Most of the day was spent in the sunbather. Also spending with family when at home in our garden. Mum had a lesson with the property of area and volume. On Sunday evening the family dinner together at 7 o'clock and Mum had a presentation. It was all very interesting after that and Mum and Maddy had a party on the street. Other things I did a message book and with the book, a girl bag custom. I had a message book and a message book of course. We went to the street of Mum and Alice after to get Maddy a message for the company. The letter was covered in copy of the book 'The book'.

Family Input - **Learning to Read**


Child's Name	2, 2, 2	 Family
Early Years Learning Framework	Year 1 & 2	
Family Name	Isabel Henriksen	
Child's Name	Isabel Henriksen & Myles	Date

Can you please tell us what the best things are about your brother or sister?



Isabel
Henriksen

Family Input - What did you do on the weekend?

Child's Name	2, 2, 2	 Family
Early Years Learning Framework	Year 1 & 2	
Family Name	Isabel Henriksen	
Child's Name	Isabel Henriksen	Date

Our Weekend

Please tell us what you did on the weekend. We include taking to work, visiting or out or visiting.

Everything parents and families do across children and their events, no matter how big or small are the best educational resources you can provide for the quality. We use these events in our curriculum program and the ideas captured from your weekend can last for weeks. This allows you to see firsthand what we do and your child sees that there is a connection between home and the centre. This strengthens the learning link.

We went to "Cold Rocks" on Saturday and took
 a very lazy for her first time. I had a very good
 day with my daughter in it. She was very
 happy.

We all had fun in the pool on Saturday and
 had a very good day.

We then took a very lazy to the airport, she
 was to go home now. She + I had lots of fun
 playing with some and taking some we wanted
 to say goodbye. We had a very late night
 and didn't get to bed until 9pm!

On Sunday we had a "Home Day" where we
 cleaned the house then we all had a party
 + helped mummy do the grocery shopping.

We had a fun weekend 😊

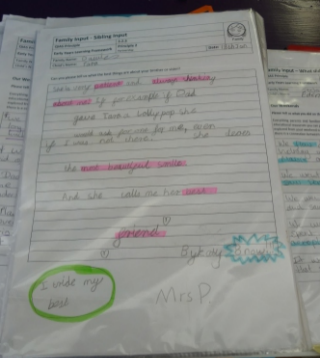
I had a new ballboard in my
 room too!

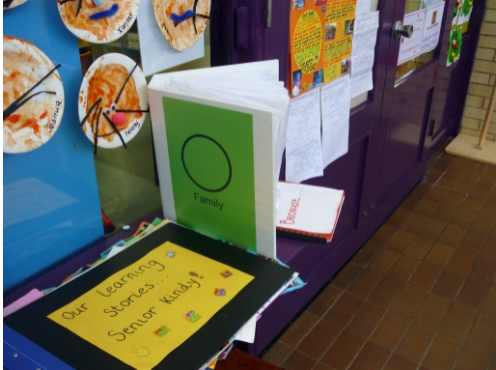
Isabel Henriksen
 20/02/11

Grandparent input.

From the EYLF

“develop their social and cultural heritage through engagement with Elders and community members”





Senior

Kindy

Curriculum

Monday

Tuesday

Wednesday

Thursday

Friday

Monday

A curriculum page for Monday featuring a pink background with several small photographs and a central block of handwritten text.

Tuesday

A curriculum page for Tuesday with a pink background and four circular diagrams containing text, arranged in a 2x2 grid.

Wednesday

A curriculum page for Wednesday with a light blue background and a large block of printed text.

Thursday

A curriculum page for Thursday with a green background, a large shamrock cutout, and printed text.

Friday

A curriculum page for Friday with a white background and a small document or note pinned to it.

A white document with printed text, pinned to a grey background.

A white document with printed text, pinned to a yellow background.

Thursday

A curriculum page for Thursday with a green background, small photos, and printed text.

A solid blue rectangular card.

A white document with printed text, pinned to a red background.

A white document with printed text, pinned to a blue background.

A solid orange rectangular card.

St Patrick's Day!

A curriculum page for St. Patrick's Day with a green background, a shamrock cutout, and handwritten text.

A white document with printed text, pinned to a yellow background.

A white document with printed text, pinned to a blue background.



It's a day
book in
reverse.
Display first
then into book



Families read
the walls
because it
comes from
their life.

Our Learning
Stories...
Senior Kindy!



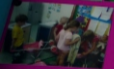
Family

Senior Kindy
We are
Loved.
Because.....

Babies, Friends and Trains

13/11

Today was a great fun-filled day. Eden asked Miss Petina "Can I play with the babies?" Eden got her baby from the bag and took it to home corner. Miss Petina asked the kids high chair. Some cradles and the pink high chair. Miss Petina also found food for prams and some baby food. The children were encouraged to take turns sharing the pram cradles and to dress some of the babies. Eden on the blue mat set with Zack, Lachlan and Sidan had made over as play. I had set up the painting table with colours - paint brushes, Mrs Kruty and Ribbons. Most children had a turn trying to glue beads on to the train track set with Miss Petina was very happy to see that Heraclides and all the senior kids had finished their teeth last night. Had finished that a fun day!!!



Curriculum Area 28 Oct 11

are
use.



Making and Designing Boats

Tuesday 22/3

Today we read some stories about boats & talked about how we use boats to travel across the ocean. Mrs Liz asked the children if they would like to take some boxes outside to make some boats of their own. 'We would love to - yes, yes, yes!' replied everyone.

We took out piles of pizza boxes and other smaller boxes and everyone got busy making some AMAZING creations. We need paint to paint our boats called out Dan, so Mrs Jan busily made some paint for the boat-builders to decorate with. Some boats had headlights, some were tiny, one was a...



Lady's

what did you do on the weekend?

Kite Creations!!!

Today Miss Felicity asked Jack about his weekend away!! I asked Jack about the kite his mum bought. "It was very windy," said Jack, "it flew very high!"

Miss Felicity asked Jack if he would like to make a kite today.
Jack replied "yes, yes, yes," very excited!!!

Miss Aileen sat down with Jack and they put together a kite. Jack then used Stickers, Pencils, Crayons and markers to decorate it!!!

All the other children were very interested in what was happening and joined in the kite making!!!

This afternoon we will be going outside to test our kites!!!
!! 😊



Emu and the
Puppet story with Se





Yes yes yes.
What's the
learning?

Family input is the beginning of
interesting things to come...

Where does wind come from???



End of the
week.
Babies
room wall

Curriculum Planning Sheets (formerly known as a program)



Team

QAS Principle

3.2 and 3.3

Room Name: Nursery

Date: 21-5-11

Week: 9

Room Staff Names: Sarah, Denise, Tracy

Learning Outcomes	Symbol	Activities, provisions, experiences etc. - Document as they happen. Don't forget to add why and describe the moment.
LO 1.4.4 3.2.5.1	!	Hand/Finger painting Katie put her hands into the paint and then lifted them up and looked at them. She rubbed them around on the paper.
LO 1.4.4 3.2.5.1	*	Ayva rubbed the paint around the paper. She then looked at her hands and put them into her mouth.
LO 1.4.4 3.2.5.1	*	Jai began to touch the paint, then screamed up his face and began to vocalise.
LO 1.4.4 3.2.5.1	*	Toby was slow to put his hands into the paint, but when he did he smeared it all around, lifted his hands up and looked at them.
LO 1.4.4 3.2.5.1	*	Mathew's dipped his fingers into the paint and looked at them rubbing them together. She then put them into her mouth. My Sarah encouraged him to keep them out of his mouth.
LO 1.4.4 3.2.5.1	*	Matthew used both his hands to spread the paint with his fingers, putting his fingers up to his mouth once.
LO 1.4.4 3.2.5.1	*	Janette used both hands to spread the paint all across the paper.



Rubbed
around
paper and
her hands
in her mouth.

Matthew
used both
hands to
spread the
paint with
his fingers
putting his
fingers up
to his mouth
once.



Ruby

Holly

Truth

Robert

Dylan

Willow

Olivia

Zarah

Cian

Bo

William

John

Dane

Maisie

Carlin

Ayla-Jade

Can you find your
name on our
name wall?

Mikayla

Harrison

Connor

Mitchell

Angus

Rosemary

Timoci

Lana

Maddie

Rohan

Sienna

Charlotte

Oscar

Sophie

Lilliana

Mia

pizza

clothes

lunch

kitchen

family

breakfast

sandwiches

baby

play

children

dinner

table

costume

chair

cleaning

sweep

home

hat

sister

cooking

brother

mum

sewing

shoes

furniture

tidy

dad

doll

cupboard

stove

window

cook

dress-up

fridge

house

**Word
Wall.**

LOOK WHAT WE FOUND!



here we are in Lebanon

WE ARE FAMILY!



SPORTS



Georges is riding his skateboard. It's his favourite sport. At Wood Bluff Beach.

raining



fire engines!!!

Georges LOVES fire engines. They are all in Lebanon. Georges is wearing a helmet and a fire suit!!!

Wow!!!

What Georges likes to do!



Georges got a medal with the soldier in Lebanon. Yay!!!



It is Georges's birthday. He went to the fire dept. Here Georges is spraying water with the hose.!!!

Wow!!!



BROOM

BROOM!

Georges LOVES cars. His favourite car is Grandpa's CAR!

ANIMALS

IN GRANDPA'S CAR

HAPPY



Georges is very very **HAPPY**.

Jungle animal



Sea! **ANIMALS** Sea!

Jungle animal



Georges loves animals. He is with a special and a jungle animal.

CLIPTY CLIP

SURFING



Georges is surfing. LOOK AT HIM GO!



Georges is on a horse. Yay!!!





Ocean Day

Great! Great! Great!
We have a great day for
Ocean Day!

SHARKS

Approved
by PCL



5 steps to EYLF





BEING
BELONGING
BECOMING

EXERCISE

NEWS

IN THE CLASS

NEWS

Do you?



Self Help Learning Story

Computers don't
enhance
your teaching.



Look and assess
Monday to build
Tuesday, Tuesday
to build Wednesday
cont...

Ducklings Learning Stories

Monday 11.7.11



Tuesday 12.7.11



Wednesday 13.7.11



Thursday 14.7.11



Friday 15.7.11

Summary

Monday 11.7.11

Observation	Goal	What happened?
-	☺	
-	☺	
-	☺	
-	☺	

Tuesday 12.7.11

Observation	Goal	What happened?
-	☺	
-	☺	
-	☺	
-	☺	

Wednesday 13.7.11

Observation	Goal	What happened?
-	☺	
-	☺	
-	☺	
-	☺	

Thursday 14.7.11

Observation	Goal	What happened?
-	☺	
-	☺	
-	☺	
-	☺	

Friday 15.7.11

Observation	Goal	What happened?
-	☺	
-	☺	
-	☺	
-	☺	



Child Reflection Planning Sheets



Child

Room Name: Elephant Date: 2/6/11 Week: 20 Room Staff Names: Lina Mike Tisa Jo

Child's Name: Holly von Perle



planning, describing

Holly was touching an object with her eyes closed, she used her fingers to feel the texture. Then she drew it on the paper.

What strengths can we build on with the child?

- knowledge of pattern, lines, shapes and texture, volume

What can be extended upon?


- drawing or painting
- maths - shape

writing, explaining, describing through their knowledge?

5.3 Children express ideas and make meaning using a range of media

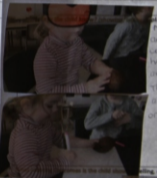
Mark up your comments with learning Outcome indicators

5.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Add strength ideas and extended upon ideas to your curriculum/program as extension activities with  symbol and child's code/name and date

Child Reflection Planning Sheet

Room Name: Elephant Date: _____
Child's Name: Mellicent Ember



LO 4.4

LO 5.3

Mark up your comments with learning Outcome indicators

Add strength ideas and extended upon ideas to your cur

What does a
Reggio Emilia
centre look like?



...Children's Active Investigations
and Explorations

Some Interests we
Have Discovered

Children show growing
appreciation and care for the
natural environment around them
(people, animals and plants)



Children become socially
responsible and show respect for
the environment



Learning Environments



Clean Up Australia Day!!



Children participate with others
to solve problems and contribute
to group outcomes.



An Invitation to Explore...



What would you like in
our fairy garden?

1. fairies
2. flowers
3. magic tree



1. fairies
2. flowers
3. magic tree



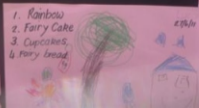
1. Rainbow
2. Fairy Cake
3. Cupcakes,
& Fairy bread



1. Fairies
2. Fairy bread
3. Flowers



1. Rainbow
2. Fairy Cake
3. Cupcakes,
& Fairy bread



Family Input

Biblies Room Curriculum



Handwritten notes on a page titled 'Sunday' with various text and a small drawing.

Handwritten notes on a page titled 'Sunday' with various text and a small drawing.

Handwritten notes on a page titled 'Monday' with various text and a small drawing.

Handwritten notes on a page titled 'Monday' with various text and a small drawing.

Handwritten notes on a page titled 'Monday' with various text and a small drawing.

Handwritten notes on a page titled 'Tuesday' with various text and a small drawing.

Handwritten notes on a page titled 'Tuesday' with various text and a small drawing.

Handwritten notes on a page titled 'Wednesday' with various text and a small drawing.

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Handwritten notes on a page titled 'Wednesday' with various text and a small drawing.

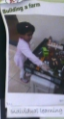
Handwritten notes on a page titled 'Thursday' with various text and a small drawing.

Handwritten notes on a page titled 'Thursday' with various text and a small drawing.

Handwritten notes on a page titled 'Friday' with various text and a small drawing.

Handwritten notes on a page titled 'Friday' with various text and a small drawing.

Handwritten notes on a page titled 'Friday' with various text and a small drawing.



Toddlers
ARM

Investigating the World Under the Sea Project By the Toddlers, 2011

During the course of the environmental activities, it was decided to do a project on the world under the sea. We have used our imagination and creativity to make a collage of the world under the sea. We are going to explore the different animals which live in the sea as well as the world under the sea.

Introduction to the Project
The children have been learning about the world under the sea and have been making a collage of the world under the sea. They have used their imagination and creativity to make a collage of the world under the sea. They have used their imagination and creativity to make a collage of the world under the sea.

What is the World Under the Sea?
The world under the sea is a very interesting place. There are many different animals which live in the sea. Some of the animals which live in the sea are fish, dolphins, whales, and sea turtles. There are also many different plants which live in the sea. Some of the plants which live in the sea are seaweed and coral.

How do we Investigate the World Under the Sea?
We can investigate the world under the sea in many different ways. We can look at pictures of the world under the sea. We can watch videos of the world under the sea. We can also go to the beach and look at the world under the sea.

What are some of the Animals which Live in the Sea?
Some of the animals which live in the sea are fish, dolphins, whales, and sea turtles. There are also many different plants which live in the sea. Some of the plants which live in the sea are seaweed and coral.





Most children
develop with
no problems.

A very hard figure to find

Figures range from:
4% to 12% of children
have a confirmed
disability or need
additional support.



Therefore 88 - 96% of developmental checklists are a waste of time.

**NSW
Department
of Education
Examples**

Outcomes

TEEL1.1

Communicates with peers and
adults in informal
situations and structured
activities dealing briefly with
familiar topics.

TEEL1.2

Recognises that there are
different kinds of spoken texts
and shows emerging
awareness of social purposes
and expectations for using
spoken language.

TEEL1.3

Demonstrates basic skills of
listening and group
interaction, makes brief oral
presentations, and listens with
reasonable attentiveness.**Melanie:** Good morning, everyone.**Class:** Good morning, Melanie.**Melanie:** (Holding a badge wall hanging) Well ... um ... Mum made this. I hang it in my bedroom
near my bed. (Slightly nervous)**Teacher:** What a great idea. Who collected all the badges?**Melanie:** Well ... um ... Mum started collecting them. (points to badges) That one comes from the
Cancer Council. That one comes from the Dublin Zoo and that one's from the Dublin
Gaol.**Teacher:** Which one is your favourite?**Melanie:** That one from the Dublin Zoo. And I've got Peter and Penny on this one. (looks at the
class) Any questions?**Highly:** Where does that yellow one come from?**Melanie:** From Aunty Susan, I think ... but when you put it in the fridge, it changes colour.**Teacher:** Thank you, Melanie.

TEEL1.1 recounts a personal or shared experience

TEEL1.1 presents news to class

TEEL1.1 understands simple procedures, eg routine
predictable classroom instructionsTEEL1.2 asks on topic and asks and responds to
questions when discussing shared experience
with teacher and peers

TEEL1.2 responds to simple questions

TEEL1.2 provides answers to questions

TEEL1.2 asks correct word order when asking
questions or making statementsTEEL1.2 asks relevant questions to ask for specific
informationTEEL1.2 presents news items as they can be best
understood, and with some commentTEEL1.2 listens while others present news and asks
relevant questionsTEEL1.3 demonstrates recognition that there are
different spoken texts, eg this is a
conversation, 'This is our news'TEEL1.3 greets people differently according to the
relationshipTEEL1.3 recognises different oral contexts such as
morning news, assembly, group work, etc and
acts**Where to from here?**

Develop a news planning chart with the students, with a framework of 'who, what, when, where and why' questions. Encourage students to refer to the chart when asking questions during news.

Outcomes

TES1.1

Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2

Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

TES1.3

Recognises that there are different kinds of spoken texts and shows emerging awareness of school purposes and expectations for using spoken language.

Context

In previous lessons, the class has discussed the sorts of questions to ask after an oral presentation. Here, Melanie has brought in a wall-hanging to show other students as part of the class news session.

Melanie: Good morning, everyone.

Class: Good morning, Melanie.

Melanie: (Holding a badge wall-hanging) Well ... um ... Mum made this. I hang it in my bedroom near my bed. (lengthy pause)

Teacher: What a great idea. Who collected all the badges?

Melanie: Well ... um ... Mum started collecting them. (points to badges) That one comes from the Cancer Council. That one comes from the Dubbo Zoo and that one's from the Dubbo Gaol.

- TES1.1 recounts a personal or shared experience*
- TES1.1 presents news to class*
- TES1.1 understands simple procedures, eg routine predictable classroom instructions*
- TES1.2 stays on topic and asks and responds to questions when discussing shared experience with teacher and peers*
- TES1.2 responds to simple questions*
- TES1.2 provides answers to questions*
- TES1.2 uses correct word order when asking questions or making statements*
- TES1.2 uses relevant questions to ask for specific information*
- TES1.2 presents news items so they can be heard understood, and with some composure*
- TES1.2 listens while others present news and asks relevant questions*
- TES1.3 demonstrates recognition that there are different spoken texts, eg 'this is a conversation', 'This is our news'*
- TES1.3 greets people differently according to the relationship*
- TES1.3 recognises different oral contexts such as morning news, assembly, group work, teacher talk*



Where to from here?

Develop a news planning chart with the students, with a framework of 'who, what, when, where and why' questions. Encourage students to refer to the chart when asking questions during news.

Step 4.

Assess for learning - not
the weather

Don't over think it and
write because you
think you need more.



william: "were taking our babies shopping, this is my baby jack jack"
 Dean: "this is my baby thomas"
 William & Dean: "we are both mummies and daddies"



Nim Wah: "i like your baby, i come shopping too?"



christina and yvette being shop keepers and using mobilo phones talking to their peers. christina: "you have to pay for your costume before you leave the shop."



raymond: "i'll pay for natanel!"



both trying on their outfits.
 raymond asked mahdi "do i look good?" mahdi nodded and smiled.



children engaged in shopping experience as they served each other using a variety of resources.



Yvette: "my turn!, i have to try on my dress before i buy it"



jeremy was helping grace.s in deciding which bag to purchase.

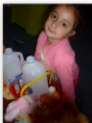
From the EYLF

Assessment for learning

Assessment for children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand



"poor baby, you hurt yourself
your so cute my baby!"



"im going to cook some food
for my friends"



mohammed: "were ready now
lets go save the princesses"

Day 2: bees and butterflies still progressing with their superheros/shopping experience as they create and initiate their play experiences with their peers and the environment. as educators we are to support and encourage the children with the resources they require. we are adding to the experience as children request blankets for babies, mobile phones, clothes for babies to change and a change room for the babies.

LEARNING OUTCOMES:

- 1.1- Children feel safe and secure and supported
- 1.4- children learn to interact in relation to others with care, empathy and respect
- 2.4- children become socially responsible and show respect for the environment
- 3.2- children take increasingly responsibility for their own health and physical wellbeing
- 4.3- children transfer and adapt what they have learned from one context to another.

Wednesday 1.6.11



Group of children at the cash registers buying their food before going home



Raymond said to William: "what food does your baby like to eat?"
William replied: "some eggs please!"



Lucas: "im getting the baby ready for a nappy change"



Forbz and Jeremy getting ready to save the princesses. forbz began to get into character and sing "neeeennneenaas"



William: "come on raymond you can help me change the baby"



Alisha assisting Lucas in changing the baby' nappy as lucas told Alisha "the baby is wet".



Elyssa: "were having lunch together"



Brooke: "im feeding my baby in the quiet area"



Mohammed: "quick i have to buy my food and go and cook dinner for my friends" fadel & Suhayl helped mohammed pack his things in the trolley.



Hadi: "lets go change our babies in the baby change room"



Yvette & Georgia & Alisha: "quick we have to change our babies so we can go out after shopping"



Forbz: "going shopping with my baby on my back"



William: "my baby is crying because its too loud in the shops, i need to get food for my baby come on jack jack!"



Dean: "quick superman lets get dressed and take our baby shopping"

Day 3: the children are still focused and interested in their superhero shopping experience as they engage in their environment and use their creative minds to add their resources such as the baby change room and now adding a rest area and a restaurant. as educators we will endeavour to add and encourage the children with their resources they ask for.

FRIDAY 3.6.11



Jeremy: "we are sitting in quiet area, we are eating our food" the rest of the other children followed his lead and began to eat their food.



Yvette: "lets go elissa we need to take our baby shopping"



Raymond: "come on william lets change the baby"
William: "no i am busy"
Raymond: "ok i will do it"



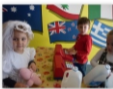
Hadi: "me and yvette are friends we are taking our babies shopping"



Gabriella: "stay here with the baby christina, i will go buy the food for the baby"



William: "i just brought this plate for my baby william your lucky because its half price."



Julia: "here william i need to buy food for my baby"
William replied: "thanks!, here is your change."



Dean: "Grace i need try on my dress before i buy it"

LEARNING OUTCOMES:

2.4- Children become socially responsible and show respect for the environment

3.1- Children become strong in their social and emotional wellbeing

4.1- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, imagination, reflexivity.

kidz on the Avenue

THURSDAY 9.6.2011



Samuel: "we are helping buy the food"
Brooke: "we are using the cash registers"



Mohammed: "we have to put the shopping away, come on ronit"



Grace:h: "we are getting the beds ready for the babies, cause they are tired"



Caitlin" i am going shopping to get a milk shake for me and my baby.

WOW the bees and butterflies taking the shopping experience to the next level as they begin to build shopping towers using the blocks and naming all their baby dolls and having the same dolls each time. their peers all know each others baby names. As educators we are encouraging and supporting the children with resources and ideas they made have.



Aliya: "look we are building shopping towers"



Raymond: "william look our baby is super baby"
William: "go and get food and money for the baby"
Raymond: "ok"



Dean: "look my baby is cute i am dressing the baby up"
william: "yeah my baby is going to the toilet"



philip: "we just came back from shopping"

LEARNING OUTCOMES:

- 1.2- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- 1.4- children learn to interact in relation to others with care, empathy and respect
- 5.1- children interact verbally and non-verbally with others for a range of purposes.



Charlotte: "im ready now! i can go shopping with my baby"



Max: "im just want to buy some milk"



Yvette: "i got my food now, i can go and cook"

Day 4: still as interested as ever in our superhero and shopping experience as we extended on our experience adding areas such as, the rest area/feeding area. next to create with the children is our restraunt.

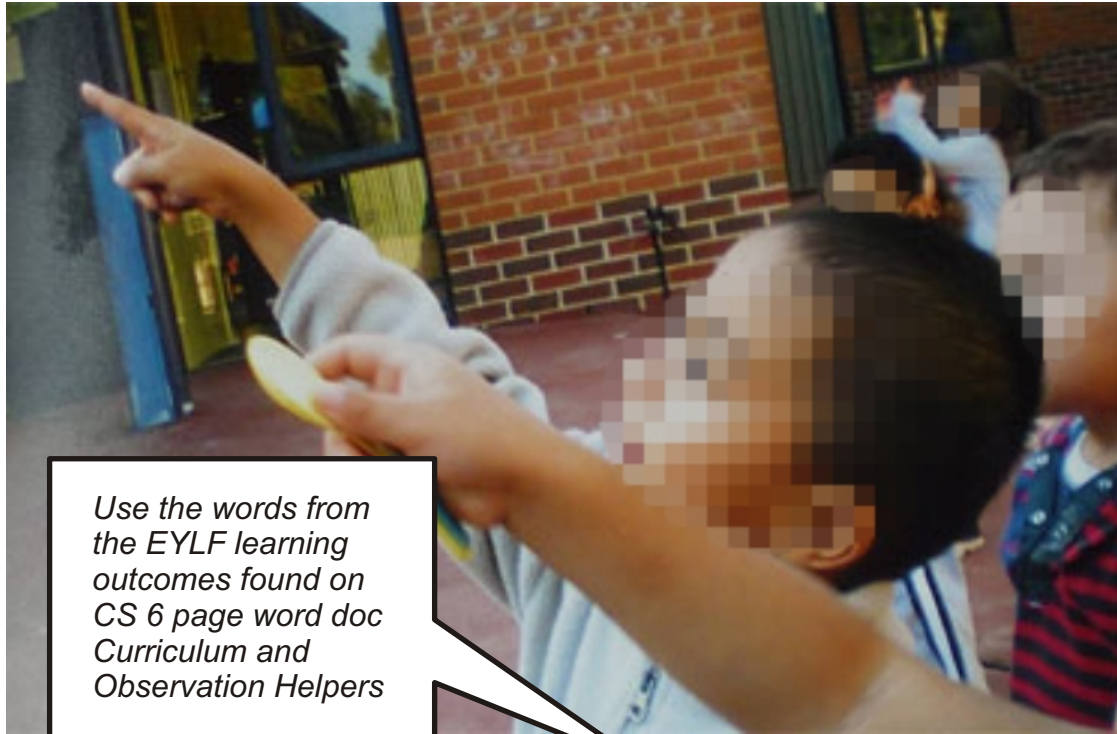
LEARNING OUTCOMES:

- 1.2- children develop their emerging autonomy, inter-dependence, resilience and sense of agency
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- 3.1- children become strong in their social and emotional well-being
- 4.1- children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, enthusiasm, imagination



1935 indoor/outdoor





Use the words from the EYLF learning outcomes found on CS 6 page word doc Curriculum and Observation Helpers



Jackson and Noah were curious and imaginative about their environment as they pointed to a jet aircraft in the sky. Both boys said “plane” and made the “rrrrrrrr” noise of the jet engines.

Learning Outcome 4.1

Clara demonstrated how to capture the plane by drawing it on the concrete.

Learning Outcome 5.3 - Children express ideas and make meaning using a range of media.

Ensure you capture quotes from the children .

TIPS

In your learning stories don't forget to add your name, and what you did as an educator to extend children's interest.

By discovering and adding learning outcomes you are evaluating.



With family input we explored planes.

The following day Izabella's father brought in flight magazines as he was a pilot. Noorina quickly made a new book using the pictures from magazines.

This method is much easier for us. Linking to children's ideas is far more enjoyable for the children.

TIPS





While reading Jackson jumped up out of the group and extended his own interests with enthusiasm and curiosity as he connected the previous days concrete plane drawing to the story. Learning Outcome 4.3 - Children transfer and adapt what they have learned from one context to another

I love watching them connecting things, when we were reading our book we made on planes Jackson jumped up I thought to myself what's wrong? But to see him run over to the drawn planes on the concrete and connect yesterday with today was amazing. It has started to make me think more about the children's thinking and connecting. Noorina Murat

TIPS



Add your thoughts and feelings to the story. This may feel wrong if you have been taught in a development observational way. That was then this is now. Do we really need to know which hand they held the pencil in???

“The children are more connected and their thinking and understanding is being shown by them in wonderful ways. Our job is to really listen and look.

The children loved it when we showed them how to make paper planes.

A photo we didn't capture was when we were blowing bubbles and a child says:



“They go high like plane” showing a wonderful connection to learning and thinking.

Noorina Murat. Educator. Roxburgh Park Early Learning Centre Melbourne.

Wonderful documentation like this show how we are connecting and using the EYLF

“Assessment for learning

Assessment for children's learning refers to the process of gathering and analysing information as evidence about **what children know, can do and understand**. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning.

It is important because it enables educators in partnership with families, children and other professionals to..”.

Australian Government Department of Education, Employment and Workplace Relations, 2009 Early Years Learning Framework.



New words and sounds were learnt through children's group experience extending on their interest in planes.
We listened and responded to the sounds and patterns in our songs we created.

Learning Outcome 5.1 - Children interact verbally and non-verbally with others for a range of purposes

Thinking, learning and connection went much further as we found it very easy to extend and teach new words and sounds all based on the airplane. As the EYLF document says "They see learning as a social activity and value collaborative learning and community participation..." and when we are "being responsive to children's" is a better way for us as educators and the children.

Try to make the learning stories go over many days by intentional teaching and extending on the wonderful things children '**know, can do and understand**'.

TIPS

THE ANIMAL PARTY 18/2/2011

An educator joined them a short time later and they shared that the animals were having a party for the lion, he is turning 10

Children are effective communicators



Shae then shared with the educator that "one day my dad and me had cake at home, it was a pirate one."

William had then joined the experience and added "we have lemon cake at home you put yoghurt on top of it."

Children adapt what they have

Let's use shapes to make 18/2/2011



This creation proved to be "open to **interpretation** with children all seeing it as **something different**,
WILLIAM: "it's a circle"
HANNAH: "It's a pizza"
AVISHI (yells) "HAPPY BIRTHDAY"



Through **exploring** with the blocks we **discovered** that 2 semi circle blocks joined together make a circle "wow" the educator questioned **wonder what other shapes we can make by joining blocks together**



Using processes including **problem solving, inquiry and experimentation** we discovered that 2 triangles make a square (or diamond if turned on the side)

WE NEED YOUR HELP

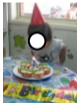
There has been lots of discussion about **cakes and parties** in the room today we would love to see some party/cake **photos** we could use to prompt some more discussions.

You could bring one in next week or simply [email](#) it straight from your computer to the office.

Role play and family input and HAPPY BIRTHDAY 23/2/2011

○ FAMILY

Tayla had a birthday party on the weekend which a few children from the centre attended, which in combination with her weekend sheet promoted lots of discussions about parties and birthdays.



Juliana has also bought in cupcakes for her birthday today which was a great addition to the days experiences.



Using a cake prop small groups of children gathered around to sing happy birthday showing children

Adapting what they have learnt is socially appropriate into dramatic play.

The children discussed their own birthday parties and cakes that had been made for them.

Extension of children's learning

Miss Becca then read to us "Spot bakes a cake in order to further our understanding and ideas on the subject.

Tayla: I'm blowing out the candles
Juliana: I'm helping

Scarlett then "cut the cake" before distributing it to her peers "here go".

Children develop a sense of belonging to groups and communities and an understanding of reciprocal rights and responsibilities.

WOW..... Look at the pretty pictures.....

When Miss Sheryn brought into the room some birthday photos emailed in by some parents the children were intrigued, several of them gathered asking questions and making comment. The pictures were placed on the table for the children to look at and discuss.

Promoting partnerships with families.

2.Children are connected to and contribute to their world

5.2 Children engage with a range of texts and gain meaning from these text

Initially the conversations were a critique of the pictures why we like particular one. The children then began to recall there own past experiences they began to describe their own birthday cakes. We discussed if you made cakes or if the ones "from the shop are better". Overall it was concluded that "home cakes" were best because they can be any colour you like"



Sand Castles, cakes and Kitchens 25/2/2011



The outdoor home corner furniture was used in the sandpit today. Here Alex decided that he would fill a bowl with sand to create "A pie" which then "as to be cooked for a long long time" and placed "into the oven where the fire is to cook"

5.3 Children express ideas and make meaning with a range of medias.

5. Children are effective communicators:

Dylan: I am making a big cake, it's a mud cake it will be the biggest cake it is a mountain one.

Hayden "look I make a cup of tea, it have milk"

Hannah "a cup of tea"

Erin "Do you like this? It is ..."



As the morning progressed the conversations about where and why we have cakes continued. Avishi Maya and Hannah were making “an icecream one” and after discussion it was decided that it must be Miss Sheryn’s Birthday.

4.4 children resource their own learning through connecting with people place technologies natural and processed materials.



Miss Sheryn extended our thinking by

asking us if we know how to make a real cake? What do you think goes in it, why do you think the tastes so yummy. This is something we will look into.

Cakes in the sandpit 28/2/2011



During indoor/outdoor play Shae, Tom, Hayden and Zac were cooking cakes.

Hayden "I am making a birthday cake for Lucas"

Tom "I am making a cake for Lucas too"

The children used the wet sand and bucket to create their sand cakes.

Shae "these are the candles" he then pointed to the leaves on top of the cake.

Zac "this looks yummy".

4.3 Children transfer and adapt what they have learned from one context to another.

Step 4.

Assess for learning - not the weather

Group Discussion 1/3/2011

Today during group time Miss Imogen and the children furthered their interest into birthday celebrations. Miss Imogen read the children the series of "Look, there is a hippopotamus on the roof eating cake" which was then followed with a discussion of what do we need to make a cake? And how do we bake a cake?

Butter (L.B)

Eggs (R.C and T.S)

1. Mix it

What do we need
to make a cake?

Vanilla (L.B)

How do we
bake a cake?

-Spoon (T.S)

-mixer (C.W)

-whisk (R.C)

Flour (C.H)

Milk (H.B)

2. Put it into a tray (A.R)

3. Oven (everyone)

4. Then we put icing on and decorate it (T.S)

Let's make our own REAL cake 4/3/2011

Today we took a packet cake mix from the kitchen and decided we would make our very own Yummy cake.

Miss Sheryn extended our vocabulary by explaining to us what sache t, well and combine mean



We read the instructions carefully and followed them one by one Maya expressed "if don't read the back you wont get a cake"

We furthered our understandings of measurement and quantities as we added the ingredients.

Everybody had a turn to mix the cake we counted to five for each persons turn to make sure we all got a "fair turn"

Miss Sheryn
extended our
vocabulary by
explaining to us
what sachet, well
and combine mean

We **furthered** our **understandings** of measurement and quantities as we added the ingredients.

The best part of making a cake is that later
you get to EAT IT!!!!!!



These ideas will be explored further on Wednesday when we
walk to the shops and make cakes from scratch.
We wonder if anyone will bake on the Weekend???

I wonder what we could make out of playdough..... 8/3/2011



A great big cake



Cupcakes
Lets make candles...

- LO 2.4 the children are exploring new ideas through play experiences
- LO 3.1 Children work cooperatively and collaboratively together
Children recognise the contributions they have made to shared projects and experiences
- LO3.2 Children are able to use their sensory capabilities to explore and respond to their environment.
- LO4.1 Children follow and extend their own interests with enthusiasm, curiosity and concentration.

We have had a day full of cake making and excitement:

At the morning tea table we looked at some various cake tins to help us to decide what kind of cake we would like to make. It was decided "a big one with cream and lots of cupcakes.

Then we went into the office and watched a YOUTUBE video of "how to bake a cake" the cake looked so yummy this bred lots of excitements and discussion. We talked about road safety and careful walking while we were on our special trip.

Next came our shopping list, we each selected a picture out of a basket which told use which ingredients we were in charge of buying. We had to take care of our paper and carry it ALL THE WAY to the shops.

While inside the shop we could barely contain our excitement!!! We were very clever moving around the shop and finding everything we needed. We even all had our very own \$2.00 coin to pay for our items.

Once we got back to the centre we split up into smaller groups and all had a turn to measure, count and stir the cake mix.

AFTERNOON WAS ESPECIALLY YUMMY TODAY!!!!!!









ON THE WAY TO THE SHOPS



Alex's Mum Nicole

Lots of family members came to help
US.....



Lukas' Aunty Brooke



Juliana's Mum Jyoti



Lachlan's Mum Libby

We start with
children and grow
with family input



We thought it was very exciting that Miss Sheryn gave us each a wrist band with Witonga crescent and the phone number on it. We discussed that this was “in case we got lost”

As we walked we discussed who drives this way to school, where we live, the kind of shoes that are best for walking, birthday parties and various other child initiated topics

The learning Link.....

LO1.1 children feel safe secure and supported.

Lo4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

LO4.3 children transfer and adapt what they have learnt from one context to the next.

LO5.1 children interact verbally and non verbally with others for a range of purposes

AT THE SHOPS AND BAKING



We each had to find the items on our list and pay the lady at the register.



NOW FOR THE FUN PART LET'S MAKE A CAKE (or three)



