

# THE EARLY YEARS LEARNING FRAMEWORK PLANNING CYCLE

## Diagram 2

The planning cycle describes the process educators follow in planning, documenting, responding to and supporting children's learning. Educators make many decisions about curriculum planning based on their professional knowledge, their knowledge of children and local contexts, and their understanding of the Vision, Principles, Practices and Learning Outcomes of the Framework. The steps, sequences and components of the planning cycle that are identified and explained in Diagram 2 can occur spontaneously, 'in the moment', throughout the day or over a period. Educators use these 5 components to inform their thinking about children's experiences and improvement of practice to develop and implement a curriculum that is inclusive of all children.

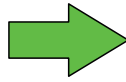
It is important to note that **documentation** occurs at every stage of the planning cycle.



# 1. Weekend Sheets -Curriculum

## Planning

1. Document  
Weekend Sheets



2. Evaluation  
Read the sheets  
and highlights areas  
that show children's  
strengths, skills, interests  
and understandings.

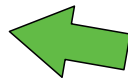


3. Planning  
Work with the  
children to  
select ideas &  
experiences  
from the sheets  
we could  
explore now  
or in the next  
couple of days.



*This process is assessing the child's  
learning and development.*

5. Evaluation  
Identify  
the Learning  
Outcomes.



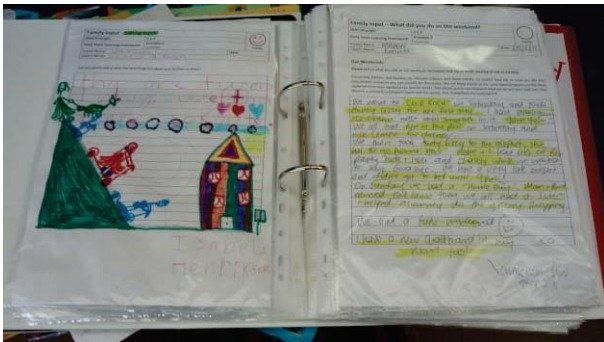
4. Documenting  
Add these  
ideas and  
experiences  
onto the daily  
Curriculum  
Planning Sheets  
and Learning Stories.



Ensure you are confident to ask families for the form in the morning. Have the forms ready to fill out, especially if you are playing in the outdoor area in the morning.

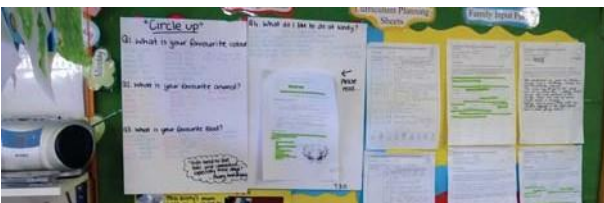
1. Document - Weekend Sheets  
Sheets are completed by parents.

2. Evaluation



Educators read the sheets and highlight areas that show children's strengths, skills, interests and understandings.

Highlight keywords and interests, and document on the family input form experiences you can provide for the children. When you highlight the area, you have started the evaluation and assessment process. It is the same as parents doing a reflection for you.



3. Planning  
Work with the children to generate ideas and experiences from the weekend sheets we could explore now or in the next couple of days.

Display the family input form near your daily curriculum, so families can see how we are planning from and utilising their input. This will ensure you have parents continually giving input into the curriculum, as they will see how you use their ideas. It may become competitive, but who cares, the children will be the winners in the end!


4. Documenting  
We add these ideas and experiences onto the daily Curriculum Planning Sheets. Some ideas may grow into Learning Stories.

5. Evaluation  
We identify the Learning Outcomes.


# Weekend Sheets - Curriculum Planning

## What your documentation should look like.

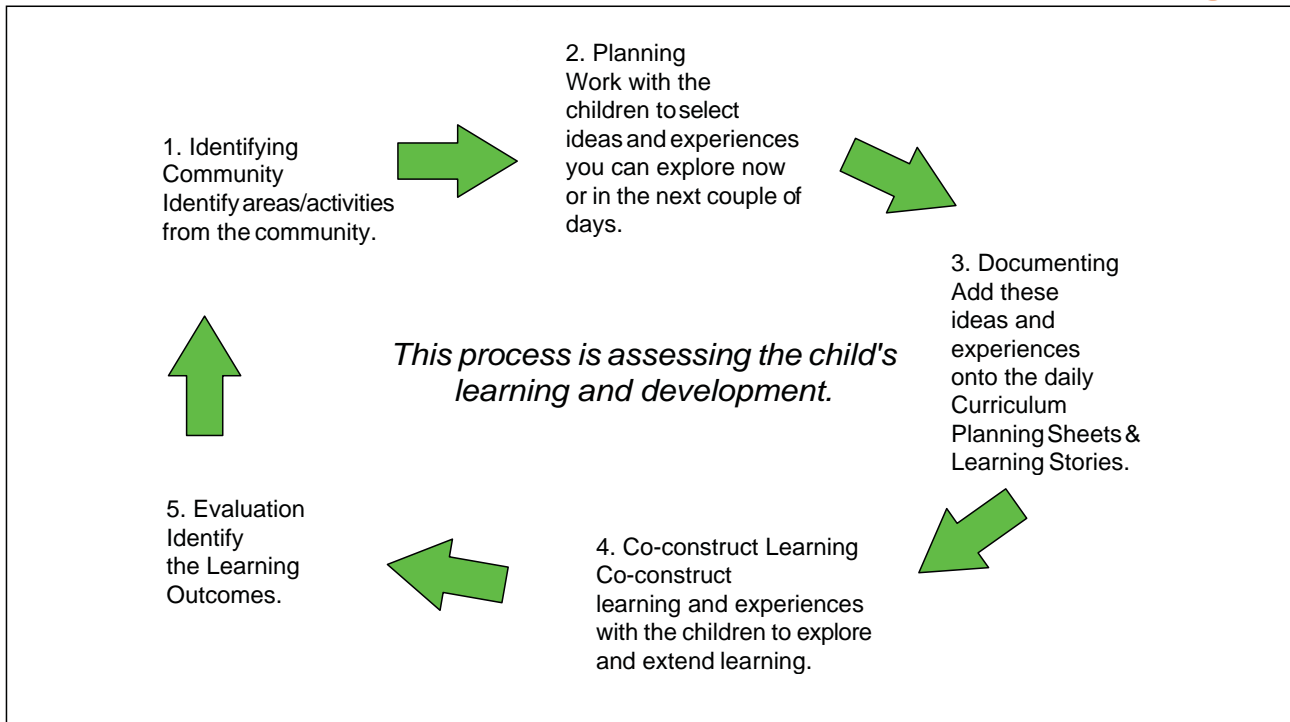
### Monday

Learning Outcomes	Symbol	Activities, provisions, experiences etc. – Document as they happen. Don't forget to add why and detail behind the reasons.
<p>Outcome 2: (Demonstrate an increasing knowledge of, and respect for natural and constructed environments)</p> <p>Outcome 5: (Actively use, engage with and share the enjoyment of language and texts in a range of ways)</p>		<p><i>Following on from Jasper's weekend sheet (26.8.23) interest in Dinosaurs we decided as a class to explore further what we knew about dinosaurs.</i></p> <p><i>Olive knows the name of 3 dinosaurs (see learning story). Together the children were able to assist each other by building and sharing knowledge and we learnt that some eat plants, and some eat other dinosaurs.</i></p> <p><i>I became the intentional teacher and discovered a great book "You never saw a dinosaur" where we furthered our knowledge about 'bird hipped, and lizard hipped' dinosaurs' identification and comparisons.</i></p>

### Tuesday

Learning Outcomes	Symbol	Activities, provisions, experiences etc. – Document as they happen. Don't forget to add why and detail behind the reasons.
<p>Outcome 2: (Demonstrate an increasing knowledge of, and respect for natural and constructed environments)</p> <p>Outcome 5: (Actively use, engage with and share the enjoyment of language and texts in a range of ways)</p>		<p><i>Planning ideas from Monday. What dinosaurs ate, the names and features of dinosaurs. What a Paleontologist scientist does, Crystal Palace London. (26.8.23)</i></p> <p><i>Following on from our learning about dinosaurs (26.8.23) we decided to make fossils and a dinosaur land in the sand pit.</i></p> <p><i>The children in small groups of 2-3 were constructing different parts for their dinosaur land. Incredible imaginations and cooperation occurred while making 'Dinosaur Land'</i></p>

## 2. Community - Curriculum Planning



1. Identifying Community - community garbage truck.

2. Planning learning: What can we learn about our local garbage cycle?

- We put garbage into our bins. This includes rubbish, recycled material and perhaps food scraps for our chickens.

We could talk about:

- the colours of the bins. Green for plant material, red for garbage and yellow for recycling.
- the occupations and the important role the garbage collector plays.
- the physical features of the truck, eg the hydraulics.
- Who puts the garbage out in your house?
- What days the garbage gets collected at your house?
- the relationships formed when helping parents take out the garbage.
- What happens to the garbage when the truck is emptied?
- the impact of rubbish on our environment.
- how we could make our environment more sustainable.

3. Documenting - This can take the form of placing the ideas onto the 'Curriculum Planning Sheets' or creating a Learning Story or eg create a calendar with the children and identify and map onto the calendar the days their

garbage gets collected. What things do families do? recycle?

4. Co-construct Learning - For example if we selected the ideas from step 2 about environmental sustainability and what days the garbage gets collected, we could:

- create a map of where children live and identify the days their garbage gets collected.
- use the map and create paths to ensure everybody in the community has their garbage collected.
- follow the garbage cycle from us to our room, to the centre bin, to the truck, to the garbage disposal centre, to talking about how long it takes plastic bottles to decompose (500 to 1000 years)
- set up a science experiment in a sealed glass container to watch different foods and material decompose.

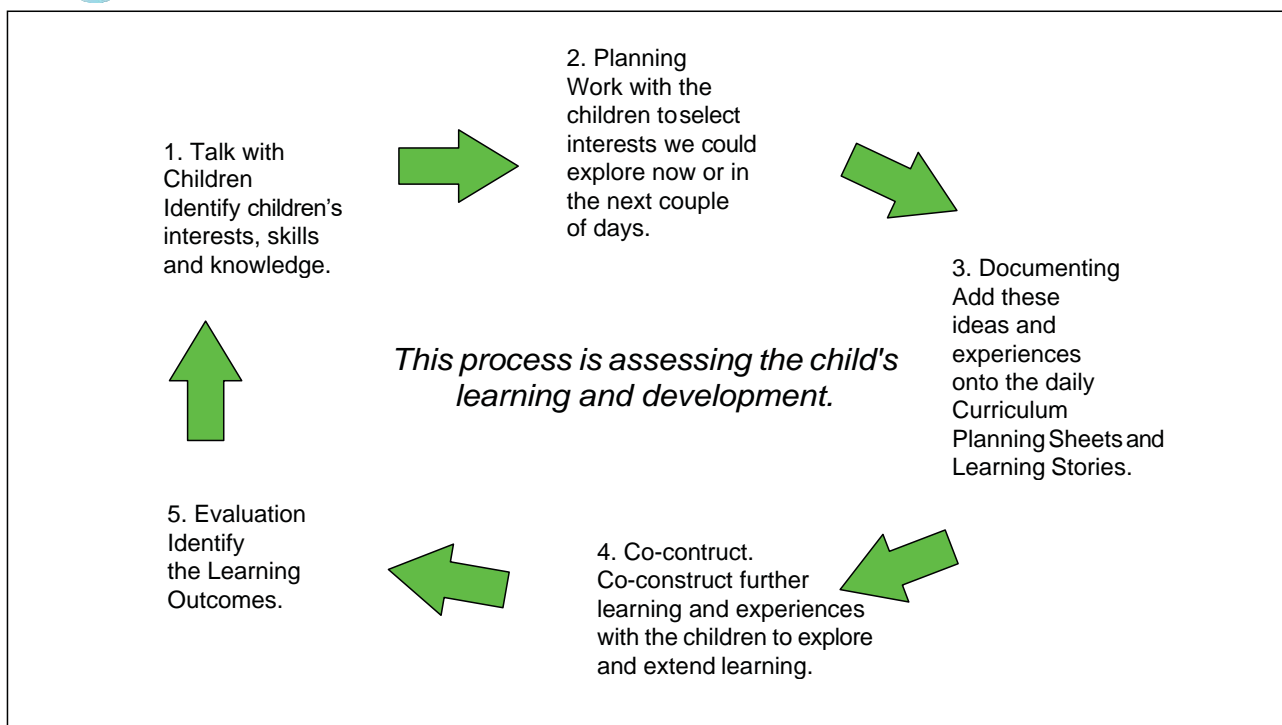
5. Evaluation Identify the Learning Outcomes and write them onto the Curriculum Planning Sheet and Learning Stories. For example

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.

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

Transfer the Learning Outcomes onto the Celebration of Achievement Charts.

### 3. Conversations with Children - Curriculum Planning



#### 1. Talk with Children

While we were playing outside Amy told me she made "Rock People" on the weekend.

*"We painted them and mum mixed them white and made light pink"* Amy said.

*"What colour did she mix white with"* I asked?

*"She just mixed white; you can make lots of different colours when you mix paint"* Amy said.

I asked *"What colour do red and yellow make?"* Amy said, *"I don't know"*.

#### 2. Planning

On the spot I decided to plan activities involving colour mixing.

#### 3. Documenting

See picture on right.

#### 4. Co-constructing

I suggested we could do a colour mixing experiment with the class. We mixed different colours together and the children had turns to guess what colours the combinations would make.

After we did our group experiment Amy practised her colour mixing. *"I'm going to make pink"* she said.

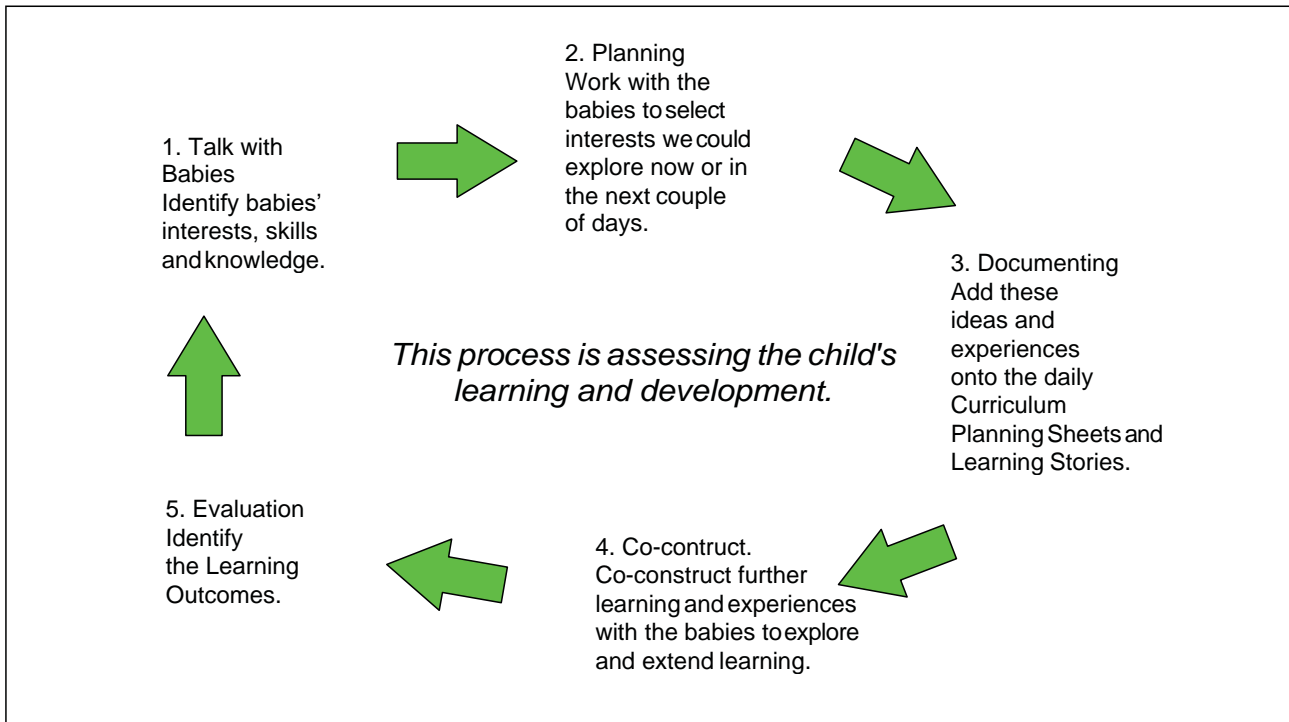
*"What colours will you need for that"* I asked. Amy said with confidence *"white and red"*.

#### 5. Evaluation

We identify the Learning Outcomes.



# 3. Conversations with Babies - Curriculum Planning



## 1. Talk with Babies

Babies will respond with actions. When we have conversations with babies, we need to be more aware of their nonverbal communication techniques.

When we really know our families, we can add so much more to our curriculum. For example, an 11-month-old boy called Jackson was sitting in a material soft toy car babbling.

The Educator Matt was lying on the floor talking to Jackson and assessing Jackson's knowledge and interest.

Matt said, "Where is the key?"

Jackson picked up the large plastic key that was attached to the material car and babbled away.

Matt said, "put the key in the ignition."

Babbling away and looking between Matt and the material car Jackson placed the key into the ignition.

"Turn the car on," said Matt. "Where are we going" he continued?

## 2. Planning on the spot.

Jackson babbled away with enthusiasm. Matt remembered that Jackson goes shopping at K-Mart. He said, "we are driving to K-Mart".

Jackson continued to babble loudly and was nodding his head in agreement.

"Around the round-a-bout we go" said Matt while Jackson continued to babble with excitement.

## 3. Document

We add these ideas and experiences onto the daily Curriculum Planning Sheets. Some ideas may grow into Learning Stories.

## 4. Co-construct with the babies.

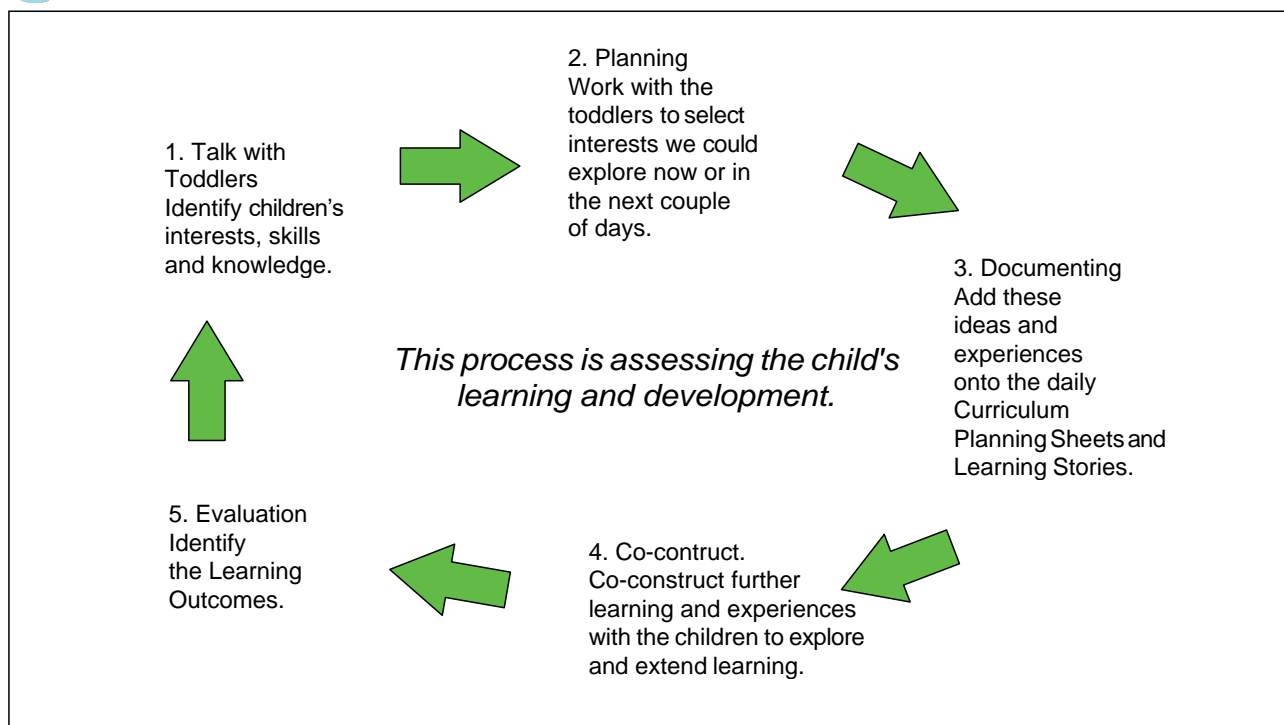
By this time other children had joined the experience. Matt continued describing every detail of a K-Mart shopping experience. The children continued to respond through babbling and enthusiastic body movement as the group now moved around the room pretending, they were in K-Mart after getting out of the car and safely walking through the car park. As the children pretended to push trolleys Matt described the toys they might find on the shelves.

Matt led an experience that created rich learning using no equipment and nothing other than his voice. The children openly communicated with babbling and nonverbal responses as the experience grew.

## 5. Evaluation

Identify the Learning Outcomes.

### 3. Conversations with Toddlers - Curriculum Planning



#### 3. Documenting

Sarah made a chart with the children showing what they like doing with their parents. Sarah wrote down what the children said.

#### 4. Co-construct with the children.

Sarah planned further by creating a song called "In our House."

"In our house we like to help mum by \_\_\_\_\_" which she replaced with the children's ideas from the chart.

#### 1. Talk with Children

Isaac picked up the plastic pipe and walked over to the pile of leaves.

Isaac: "Rrrrrrrrrrr" as he pushed the pipe across the leaves.

Sarah: "What are you doing Isaac?"

Isaac: "blower"

Sarah: "A blower"

Isaac "Dad"

Sarah: "Does dad have a blower?"

Isaac: "Yeah blower"

#### 2. Planning

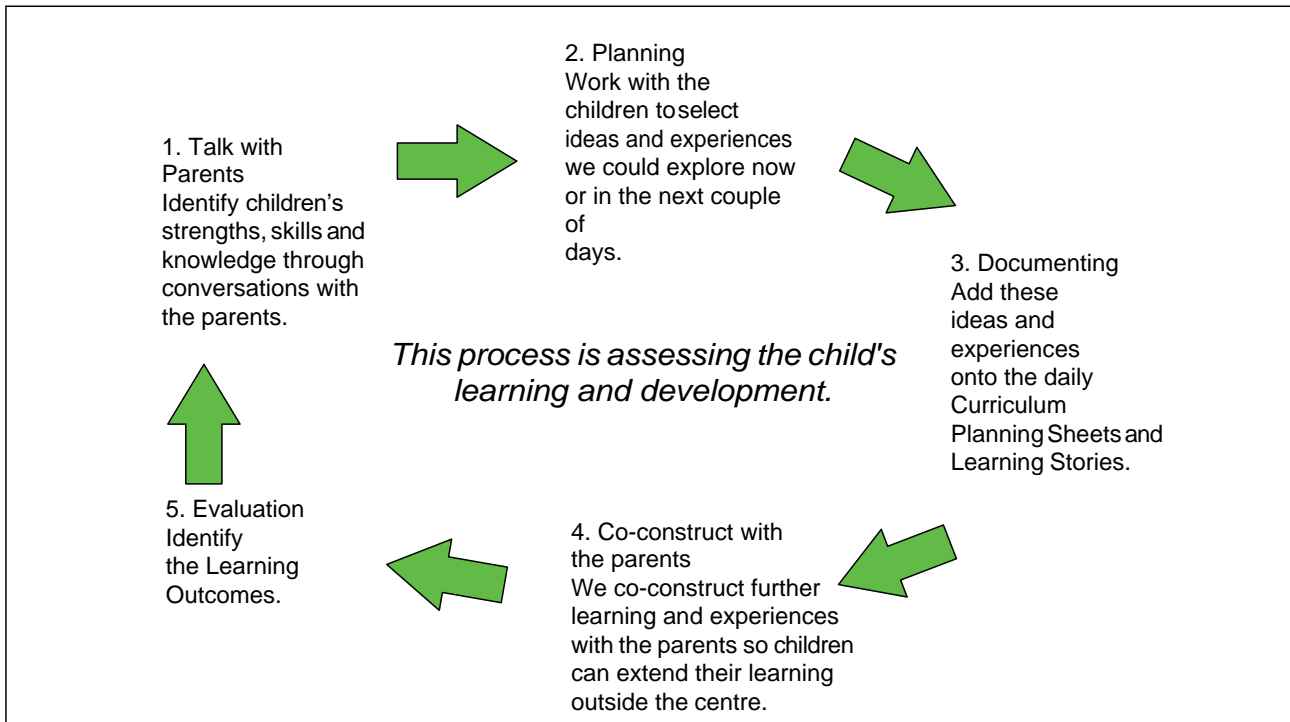
Sarah the educator has seen the importance of relationships. As a class the children talked about all the activities they do with their parents. For example, Max helps take the garbage out. He likes to "help dad".

#### 5. Evaluation

Identify Learning Outcomes.

By evaluating the importance of relationships children have with their parents' activities were set up to represent how children build relationships with their parents when they do everyday activities together.

## 4. Conversations with Parents - Curriculum Planning



### 1. Talk with Parents

Jeremy's mother mentioned he was asking about road signs when they visited Grandma last week.

### 2. Planning

Rachel decided on the spot to teach the children about road safety. She went out and bought some large signs for the outdoor environment and little wooden ones for the children to use and explore inside.

### 3. Documenting

See our curriculum wall.

### 4. Co-construct with parents and children.

We extended the learning by identifying many opportunities to teach numeracy with the road signs. This has led to the parents also identifying every opportunity they have in their community to teach numeracy.

Jeremy's mother began to explore ways in which mathematics could be promoted in their everyday life. One of the many ways involved a spontaneous trip to Jeremy's favorite local park. At the park Jeremy engaged in counting, spatial awareness, length, height and colour recognition not to mention literacy and science concepts as he explored ways to use the jungle gym with his mother.

Driving in the car Jeremy talked with his mother all about the road signs he saw and their shape, colour, words and numbers.

### 5. Evaluation

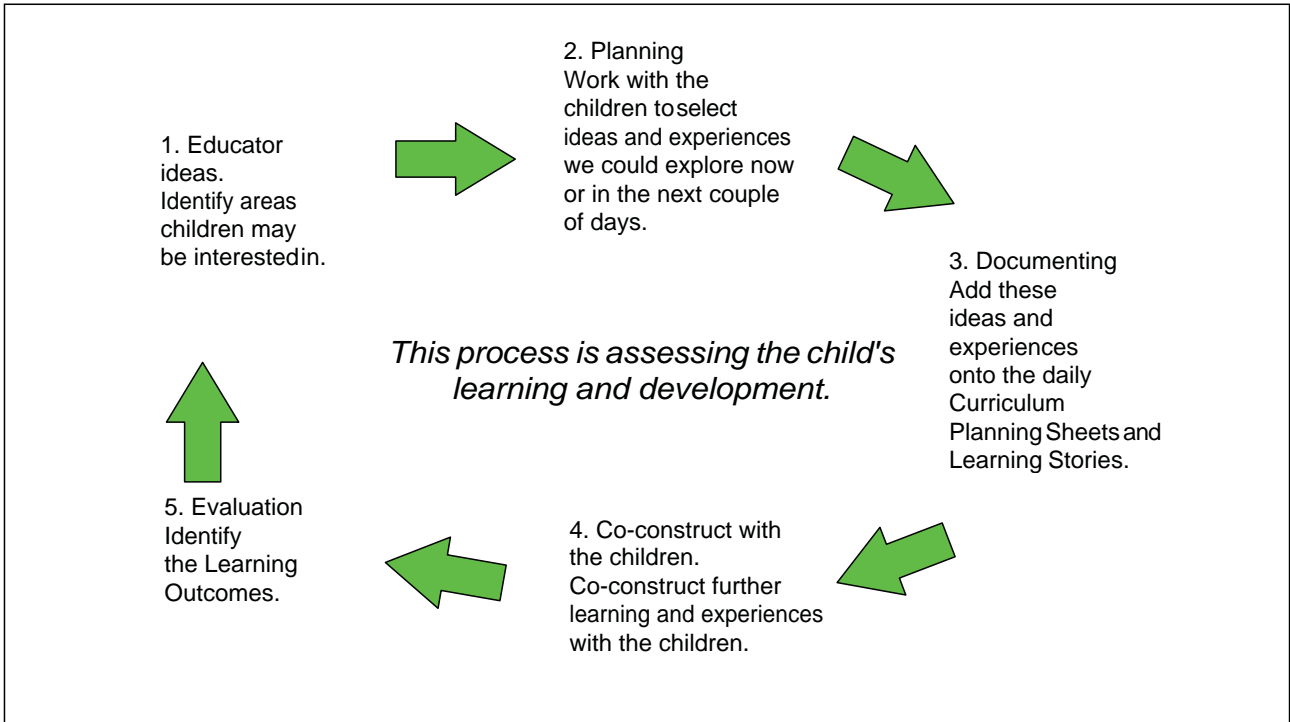
We identify the Learning Outcomes.

We evaluated the effectiveness of how we communicated and encouraged parents to be involved.





# 5. Educators' ideas - Curriculum Planning



## 41. Educator's ideas

While reading the NQS I realised we could have more open-ended material to meet Quality Area 3. Element 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

## 2. Planning

I checked the budget with my Nominated Supervisor and went out and brought large white pipes and connectors from the hardware shop.

## 3. Documenting

See our curriculum wall.

## 4. Co-construct with the children.

We co-construct further experiences with the children to explore and extend learning involving maths concepts, social skills and relationships and collaborative play.

The pipes have been creating great interest for the last 3 weeks. The more we step back and watch and really listen the more amazing learning we are seeing.

## 5. Evaluation

We identify the Learning Outcomes.

The key learning was Outcome 4 Children are confident and involved learners:

- negotiation and cooperation with each other
- physics and math's as they were rolling cars down the pipes counting them, and working out if you lifted the pipe higher the cars would come out faster.
- vibration creating noise and music when hitting the pipes.

