**ALIVE CATHOLIC EARLY CARE AND LEARNING – PARAFIELD GARDENS**

**LEARNING PROGRAM AND INTENTIONS**

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| **PROVOCATION**   * **MUSIC AND DANCE** * Small group of children attend music lesson in the school on Tuesday afternoon * Explore rhythm through ti-ti ta beat and ‘cherry beets’ video * Experiment with different sounds that instruments make e.g. xylophone, tambourine, castanets, clapping sticks, etc. * **ANIMALS AND DINOSAURS** * Dinosaurs and animals are an interest of some children. * Dinosaur play with toy dinosaurs, logs, grass, cones and stones. * Provocation question: What do you know about dinosaurs? * **Diggers, trucks and construction** * Many children enjoy pushing the different cars and trucks around the centre. Car and trucks is an interest of many children. * Read board book titled ‘Demolition’ . * Dress ups in construction coats and hats * Loose parts play with logs, stones, artificial turf. * Variety of diggers, trucks, excavator toys to explore and play with. * Exploring built environments and developing language and group skills. * Provocation question: What can you build? What do these builders do? * **ART – PAINTING AND DRAWING** * Building on children’s exploration of colour, children have shown an interest in drawing and painting. * Provide a variety of mediums such as oil pastels, crayons, water colours and acrylic paints * Demonstrate water colour resist technique using water colour paints and oil pastels * Teach art skills – always adding a border to art work. * Online art tutorials with ‘Artventure’ * **SHOP PLAY** * Children have enjoyed playing with the cash registers in home 1 and some children have spoken about the shop play they engage in at home * Cash registers, grocery items, toy food, etc, play money * Discover more about children’s experience of shopping, understanding of money and exchange system * Provocation question: What will you buy at our shop? * **LITERACY – WRITING NAMES AND BOOK MAKING** * Many children love the movie ‘Frozen’ and retelling the story in their play and dance. * ‘Frozen’ book making through drawings and retelling the story * Mark making – marks and words express meaning and a message * Pictures from the movie as provocations * Provocation question: Can you write a ‘Frozen’ book?   **NUMERACY – QUANTIFYING**   * Developing counting skills * Identifying numbers * Number songs and stories * Matching collections of objects to written numerals * Quantifying their world – children using number in their play e.g. counting how many cars they have, how many children are at ELC today, etc. * **Growth Inquiry** * The children are very engaged in observing and looking after our baby chicks * Life cycle of a chicken * Observing growth of a chicken * Caring for living things – changing their water and paper, feeding, handling them with care, washing hands before and after handling the chicks * Provocation question: How have the chicks grown? What is the life cycle of a chick? How do we care for the chicks? * **BELONGING INQUIRY** * Family * Sharing photos of our family, describing our families using our 100 languages. * Catholic identity – we are all a part of God’s family because God created us in God’s image. Sharing prayers about family. Gratitude for the people in our family. * Provocation question: What do you love about your family? Who is in your family? * **Outdoor Group Play and Group Games** * Children are enjoying playing group games such as ‘duck, duck goose’ and hide and seeks. They also collaborative games such as playing with the parachute. Competitive games such as races has also become an interest. * Teach children fitness games such as ‘Red Rover’, ‘What’s the time Mr Wolf’ * Egg and spoon races, accuracy throw with hoops and bean bags, tug of war * **Positive Education and clara** * Continuing to build children’s understanding of the CLARA learning power of ‘belonging’ * Gratitude – building a grateful mindset through gratitude prayers * Mindfulness – relaxing our bodies to music, learning breathing techniques to calm our mind and body, yoga. * Specks of gold – Identifying the best parts of our day   **MOON LANTERN FESTIVAL**   * Children have been learning about the Moon Lantern Festival in Vietnam and have made their own lanterns. * Judging of lanterns by Mr White in the school on Monday * Attending the Moon Lantern assembly on Friday 13/9 at 11:20am * Special fried rice lunch in our ELC following the assembly on Friday 13/9 | **EARLY YEARS LEARNING FRAMEWORK**  **OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**   * Children express ideas and make meaning using a range of media   **OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**   * Children transfer and adapt what they have learned from one context to another   **OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**   * Children transfer and adapt what they have learned from one context to another   **OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**   * Children interact verbally and non-verbally with others for a range of purposes   **OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**   * Children resource their own learning through connecting with people, place, technologies and natural and processed materials   **OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**   * Children transfer and adapt what they have learned from one context to another   **OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**   * Children express ideas and make meaning using a range of media * Children engage with a range of texts and gain meaning from these texts * Children begin to understand how symbols and pattern systems work   **OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**   * Children begin to understand how symbols and pattern systems work   **OUTCOME 2: children are CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**   * Children become socially responsible and show respect for the environment   **OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**   * Children feel safe, secure, and supported * Children develop knowledgeable and confident self identities   **OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**   * Children learn to interact in relation to others with care, empathy and respect   **OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**   * Children take increasing responsibility for their own health and physical wellbeing   **OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**   * Children feel safe, secure, and supported * Children learn to interact in relation to others with care, empathy and respect   **OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**   * Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation   **OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**   * Children respond to diversity with respect |