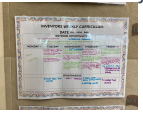









<p>Attach Weekly Curriculum Wall Plan here:</p> 	<ul style="list-style-type: none"> • Include the date next to each day. 	<ul style="list-style-type: none"> • Name of the experiences with codes indicating where and when experience stemmed from • links to corresponding weekly curriculum plan and or individual observation plan 	<ul style="list-style-type: none"> • An evaluation of the days experiences as observed by educators involved. • Include children's and educator voices. • Include learning outcome terminology 	<ul style="list-style-type: none"> • Tag learning outcomes relevant to the evaluation • Select only relevant outcomes to the learning observed 	<ul style="list-style-type: none"> • Document extension experience and date • Tag weekly curriculum that links to this planned experience.
CHILDREN	DAY	EXPERIENCES	EVALUATION	LEARNING OUTCOMES	EXTENSION, DATE and PLAN
<p>Instructions:</p> <ul style="list-style-type: none"> • Tag children who are in attendance for the week in the cell below ↓ 	<p>OUTDOOR OPPORTUNITIES</p>	<p>Ext 26/02 limbo experience</p> <p>IT - What's the Time Mr Wolf? To further mathematical concepts of number sequence and counting in a different way.</p> <p>Plan 26/02- 1/03 Weekly Curriculum Plan 2024 by Leah Ravi-Pinto 19 Feb 24</p>	<p>Limbo: What a fun moment we had today engaging in Limbo experience. What the music on the educator happily called the children to enjoy her. At first we gave a litter demonstration and then we encourage them to try them self. Limbo is a social game that support children coordination, problem solving skills and physical strain. for children of that age is visually seeing the stick, understanding that they have to line backwards for avoid the stick is quite a new challenge. the inventor showed their abilities to share space with one another giving their fullness while exploring and learning.</p> <p>Martina What's the time mr wolf Today we play a group game of what's the time mr wolf we enjoyed this game very much when we got close to Martina(the wolf) she scared us that was our favourite part of the game .we count our steps little step on the way to the wolf. This help the children with the counting skills! it also helps developing their language in terms of speech and listening skills. Additionally, it also helps with their concentration Leah</p>	<ul style="list-style-type: none"> ◆ 2.4 Children become socially responsible and show respect for the environment. ◆ 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. ◆ 3.2 Children take increasing responsibility for their own health and physical wellbeing 	<p>Ext 11.03 for extra fun and coordination engage in " red light - green light "</p> <p>Plan 11/03- 15/03 Weekly Curriculum Plan 2024 by Martina Romano 01 Mar 24</p>
<ul style="list-style-type: none">  Mack McNally  Emilie Pinfeld  Catherine Maclaren  Anaira Satpathy  William Horton <p>And 24 more</p>	<p>MONDAY</p>	<p>Public Holiday</p>			
	<p>TUESDAY</p>	<p>Ext 26/02 - using the interactive screen to watch video about pollution and how our rubbish can affect sea life if we don't pick it up. This is to further embed the practices of maintaining a clean environment and why it is so important.</p> <p>Ext 26/2 limbo experience</p> <p>Ext 27/2keep providing relaxing experiences for the inventors. Engage in Breathing techniques helped by relaxing music</p> <p>I.O R.M group cooking experience making a cake mixing pouring letting his peers to help.</p> <p>Plan 26/02- 1/03 Weekly Curriculum Plan 2024 by Leah Ravi-Pinto 19 Feb 24</p> <p>Plan River Mitchell Individual Observation Plan 2022/2023/24 by sanjina Harangee -Auckloo 26 Jul 22</p>	<p>Limbo: What a fun moment we had today engaging in Limbo experience. What the music on the educator happily called the children to enjoy her. At first we gave a litter demonstration and then we encourage them to try them self. Limbo is a social game that support children coordination, problem solving skills and physical strain. for children of that age is visually seeing the stick, understanding that they have to line backwards for avoid the stick is quite a new challenge. the inventor showed their abilities to share space with one another giving their fullness while exploring and learning.</p> <p>Martina</p> <p>Watching video about pollution and how our rubbish can affect sea life During mat session the children get to watch a video that will help them understand more and learn about the environment, the video talked about how rubbish can affect the animals and who is responsible for it. When educator asked "Where do we put the rubbish?" children confidently answered "in the bin" the children also showed how they cared about the sea animals that got really sick because of the rubbish everywhere. After watching the video the children understood well about the importance of picking up all the rubbish everywhere so that no more animals will suffer and being a responsible</p>	<ul style="list-style-type: none"> ◆ 4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity ◆ 3.2 Children become strong in their physical learning and wellbeing ◆ 5.1 Children interact verbally and non-verbally with others for a range of purposes. ◆ 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials. ◆ 1.1 Children feel safe, secure, and supported. 	<p>Ext for 12/03 - Nature sounds exploration :play different nature sounds and encourage the children to listen attentively, identifying sounds they hear, to heighten auditory discrimination skills and appreciation for the natural world.</p> <p>Ext 12/03 - extending their learning experience by organising to pick litter from the school car park</p> <p>Plan 11/03 - 15/03 Weekly Curriculum Plan 2024 by Martina Romano 05 Mar 24</p>

			<p>human being. Kesh</p> <p>S. Toilet/potty training song We gathered the children on the mat and we asked them "what do we do if we go to the toilet." some children answered "wee wee" some says "poo poo" this song will help them familiarised and to remind to sit on the toilet and great way to get them feel excited about using the toilet like a big kid - while also learning how to wipe, why we go to the toilet and ways to keep hands clean. Kesh</p> <p>Breathing techniques with relaxing music Today we focused on creating a relaxing and calming experience for the children. We started by practicing breathing techniques, when the educator demonstrated first, and then the children followed along. The children quickly picked up on the techniques, taking it deep breaths through their noses, and breathing out through their mouth. To enhance the calming atmosphere, we played some calming music in the background, which had a soothing effect on the children. To further the session, we followed a step by step, child friendly video that guided us through a series of breathing techniques and stretches. Implementing this activity helps to have an impact on the children's wellbeing. Engaging in these types of activities not only support cognitive development, but contributes to self-regulation skills - a core aspect of cognitive development. chantelle</p> <p>Story Tuesday In The Inventors Room by Leah Ravi-Pinto 05 Mar 24 □□□. Educators - Leah, Martina, Kesh, Chantelle □ Meals of the day Morning tea - Yoghurt and...</p>		
	<p>WEDNESDAY</p>	<p>Ext 28/02 - Introduction and furthering identification process of the letter 'Bb' focusing on the capital and lower case letter using iPad to watch video.</p> <p>Ext 28/02 - pasting experience identifying vehicle to the person, furthering knowledge of emergency services.</p> <p>S- art exploration using sand and glue</p> <p>S - Self initiated putting on a load of washing in the laundry room</p> <p>Plan 26/02- 1/03 Weekly Curriculum Plan 2024 by Leah Ravi-Pinto 19 Feb 24</p>	<p>S Art experience using sand and glue: Today we were feeling really concentrated with the environment also we felt to try a new style for explore Art. We decided to use different colours paper, glue and sand for experience. Waiting for they turn the inventors exercise their skills. Martina</p> <p>Introduction to letter 'Bb' - This morning for mat session we gathered together and watched a video/ song about the letter 'Bb' to introduce our room's new focus letter for the fortnight. During this experience the song showed us some words that begin with the letter. We then had a group discussion of some words that we could think of that begin with 'B'. 'Ball' Niamh chimed. 'Book' Mack added. The children all joined in with trying to name some other words or repeating words that their peers had shared. The children showed great understanding of the concept of this activity and were thoroughly engaged through the entire process. Lala</p> <p>Washing Adventure - today after morning tea myself and a small group of children were taking our trolley back up to Kristy in the kitchen. Whilst we were upstairs we also needed to put some of our room's spare hats into the wash, so we all went into the laundry to do so. When we were in the laundry the children noticed that there was a basket full of washing that also needed to be put into the washing machine. 'Can we do it?' William and Anastasia asked. So we tipped out the washing onto the floor as they could not reach the bottom of the basket. Once all of the washing was in the machine, Lala put in the washing powder and then all of the children pressed the start button together. We then watching it spin the washing as it filled with water. This self initiated experience gave the children to develop life skills and furthermore help others. Lala</p>	<ul style="list-style-type: none"> ◆ 5.4 Children begin to understand how symbols and pattern systems work. ◆ 5.3 Children express ideas and make meaning using a range of media. ◆ 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. 	<p>Ext 13/03 using greaseproof paper create a collage.</p> <p>Ext 11/03 - helping to fold a load of washing and distributing required items to each room to extend the drive to help others.</p> <p>Ext 13/03 - Letter 'Bb' colouring page identifying picture that begin with the letter to further knowledge and identification of singular letters.</p>  <p>Plan 11/03- 15/03 Weekly Curriculum Plan 2024 by Martina Romano 01 Mar 24</p>

			<p>Emergency Services Matching - During this experience the children were asked if they could identify different vehicles that belong to the police, fire service, ambulance, life saver and even SES. The children were able to identify the police car, ambulance and fire truck with ease, however most asked for assistance when trying to name the other vehicles. During this experience we discussed what each community service member does for us, when we need to call them and how we would call them. The children were very engaged during this process and even began to make the siren noises. This showed that they children were able to pull their prior knowledge to our current experience. Lala</p> <p>Story Wild Wednesday 6th March 2024 with the Inventors 📖 by Tahlia Jamieso n 06 Mar 24 Educators: Martina, Lala, Melissa &ampamp ; Vishali Meals Morning Tea: Tinned Apples with...</p>		
	<p>THURSDAY</p>	<p>Ext 29/02 - cutting out different shapes that are outlined to further the children's fine motor skills as well as their hand and eye coordination</p> <p>Ext 29/02 - Putting together an easter chick to start our easter celebrations whilst incorporating our current interest of shapes</p> <p>IT - What's the Time Mr Wolf? To further mathematical concepts of number sequence and counting in a different way. S real life tools exploration</p> <p>Plan 26/02- 1/03 Weekly Curriculum Plan 2024 by Leah Ravi-Pinto 19 Feb 24</p>	<p>S- real life tools exploration: in inventors room we have a construction corner, on the wall there are picture of different tools. This morning Isaac came to me asking what a particular tool was? I asked to him and if he wanted to see real tools. He enthusiastically said yes. Setting on the floor well supervised a group of children and their educator engaged in a tools discovery. Watching and feeling them we had the best time together learning and chatting. Martina</p> <p>Cutting out shapes Today we focused on cutting out shapes that were outlined with dotted lines using kid-safe scissors to further develop fine motor and hand-eye coordination, the educator assisted the children in holding the scissors correctly. While the children recognized the shapes, not all were able to cut along the dotted lines precisely. The activity was a practice exercise in enhancing fine motor control and hand-eye coordination, foundational elements in cognitive development. The task of cutting out shapes with scissors requires the children to apply cognitive processes, such as recognizing shapes and understanding the concept of following lines.</p> <p>What's the time mr wolf Today we play a group game of what's the time mr wolf we enjoyed this game very much when we got close to Martina(the wolf) she scared us that was our favourite part of the game .we count our steps little step on the way to the wolf. This help the children with the counting skills! it also helps developing their language in terms of speech and listening skills. Additionally, it also helps with their concentration Leah</p> <p>Easter chickens Today thechildren created Easter chickens using various coloured shape cutouts. The educator demonstrated making a chicken, and the children were encouraged to follow the steps. They used brushes and glue to adhere the shapes onto their backgrounds. Throughout the activity, they identified shapes and colours, applying mathematical language, making observations such as "bigger" and "This one is so tiny". Given the Easter theme, we discussed the approaching holiday, querying what comes to mind when they hear the word "Easter". Responses varied, with some children thinking of bunnies while others excitedly mentioned chocolate. This Easter chicken craft activity was an enriching cognitive experience for the children, blending creative expression with the development of mathematical concepts and language. By identifying and describing the shapes by size and color, the children demonstrated an understanding of basic mathematical terminology and concepts, which are key</p>	<ul style="list-style-type: none"> ◆ 2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens ◆ 1.4 Children learn to interact in relation to others with care, empathy and respect ◆ 1.1 Children feel safe, secure and supported ◆ Learning through play ◆ Continuity of learning and transitions ◆ Secure, respectful and reciprocal relationships ◆ 4.3 Children transfer and adapt what they have learned from one context to another 	<p>EXT for 11.03.24 snip and sort activity. children snip paper into pieces ad then sort them by color and shape to promote both fine motor skill refinement and cognitive sorting abilities.</p> <p>Ext 11.03 for extra fun and coordination engage in " red light - green light "</p> <p>Ext for 14.03.24 Easter egg smoking. Using bicarb and food colouring in a paste to paint boiled eggs, then poring over liquid to watch the chemical reaction.</p> <p>Plan 11/03- 15/03 Weekly Curriculum Plan 2024 by Martina Romano 01 Mar 24</p>

			<p>terminology and concepts, which are key aspects of cognitive learning. The discussion about Easter stimulated cognitive development by encouraging memory recall and the expression of thoughts and experiences, linking personal experiences with wider cultural practices. Chantelle</p> <p>S - outdoor obstacle course During a spontaneous activity, the educator set up an obstacle course outside aimed at developing the children's gross motor skills and balance. The children displayed great enthusiasm as they navigated the course, taking turns jumping from one stepping stone to the next, then carefully walking along the balance beam before leaping onto the mat. Throughout the activity, it was heartening to see the children working together, offering support and encouragement to each other. This obstacle course activity was a valuable exercise in enhancing both physical and cognitive aspects of the children's development. Gross motor activities like jumping and balancing are crucial for physical development, but they also offer cognitive benefits, such as problem-solving and understanding spatial relationships. The children's cooperation and teamwork highlight their growing social skills and emotional empathy, as they learn to negotiate, take turns, and support their peers. Chantelle</p> <p>Story Terrific Thursday* Inventors 07/03 by Martina Romano 29 Jan 24 Starting the day with some good outdoor activities is what we like. We engaged in a spontaneous...</p>		
	<p>FRIDAY</p>	<p>Ext 01/03 - create an animal for each day of the week that begins with the same letter and make into a "song" such as Sunday snake day, or monkey Monday, to help the children make a connection between the sound and the day of the week to familiarise them self with the days.</p> <p>Ext 01/03 - taking a small group of children to the babies room, to help, play and care for the babies. This is to put their role play vision into real life situations to show care and respect for other living people. CE international women day</p> <p>Plan 26/02- 1/03 Weekly Curriculum Plan 2024 by Leah Ravi-Pinto 19 Feb 24</p>	<p>Days of the week Today, we explored the days of the week, focusing particularly on understanding the concept of today being Friday and looking forward to Saturday, signifying the weekend. In teaching the children the days of the week, animals were linked with days to aid their memory. We concentrated on Monday and Tuesday, introducing them as 'Monkey Monday' and 'Tiger Tuesday'. This approach aimed at harnessing the children's ability to connect the initial sounds of the animals with the days. When the children were asked about what day it is when they hear "monkey", they responded by associating it with Monday. This indicates their beginning recognition of the link between the sounds of the animals and the respective days. The strategy of associating days of the week with animal names such as 'Monkey Monday' and 'Tiger Tuesday' leverages the children's cognitive abilities in sound recognition and memory. This innovative approach encourages them to establish connections between the initial sounds of words, a fundamental skill in early literacy development. By associating animals with days, we tap into the children's natural curiosity and affinity for animals, making learning more engaging and relatable. Chantelle</p> <p>Babies Room Incursion: today afternoon tea a small group of children went for a trip upstairs, into the babies room. Whilst the the children were encouraged to engage with the babies, keeping them entertained, helping feed them their bottles if they were hungry and to give them lots of cuddles. During this experience the children showed empathy, care and respect towards the babies and were eager to interact and look after them. The children then were also given the opportunity to feed a bottle to the babies where a babies educator, helped the children in holding the babies properly to ensure that they dont fall or get hurt. This was a great experience for the children to help them understand that there are many things that babies need in order to keep them happy and</p>	<ul style="list-style-type: none"> 📍 Responsiveness to children 📍 Learning through play 📍 Intentional teaching 📍 Ongoing learning and reflective practices 📍 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. 📍 Standard 5.2 Relationships between children 	<p>Ext 15.03 - continue days of the week reinforcing money and Tuesday, and assigning animals to Wednesday and Thursday</p> <p>Plan 11/03- 15/03 Weekly Curriculum Plan 2024 by Martina Romano 01 Mar 24</p>

need in order to keep them happy and healthy
Lala

Story  [Friday in the Inventors room](#)
by Leah Ravi-Pinto 08 Mar 24
Educators Leah Melissa, Chantelle Mea
Is of the day Morning tea ~ crunch pla
tter Lunch -chicken...