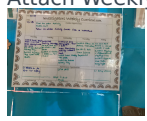









<p>Attach Weekly Curriculum Wall Plan here:</p> 	<ul style="list-style-type: none"> • Include the date next to each day. 	<ul style="list-style-type: none"> • Name of the experiences with codes indicating where and when experience stemmed from • links to corresponding weekly curriculum plan and or individual 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>Find the colour activity hunt outside . Educator to call a colour and children goto the place/ object that has that colour .</p> <p>Follow the outdoor activity cards - Listen to instructions</p>	<p>Outdoor play - We were busy learning to follow the instructions that Chantal read out for us . Can you follow . We had a colour game where Chantal called the colour and we had to go and find that object . We found green trees, pointed to the sky which is blue , the house is brown , our bikes are red and the sandpit is white</p> <p>We did some star jumps, reached to touch our toes ,used our hands like propellers, Brodie can balance on one leg and hop , Ryder did the blippi dance , Parker can spin around in circles .Throwing and kicking balls to our peers .</p> <p>Gianna can do bend backs and tried to do with Gianna</p> <div data-bbox="1495 848 1926 1016" style="background-color: #e0f2f7; padding: 5px;"> <p>Story Funtastic Friday in Investigators by Chantal Vella 01 Mar 24 Our educators today are : Chantal and Phoebe Morning tea. Custard and Summer Berries Lunch....</p> </div>	<ul style="list-style-type: none"> 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials. 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. 3.2 Children take increasing responsibility for their own health and physical wellbeing 	<p>Ext- 11-15/3/24 Ext Wet sand Play Using our imagination, talking about the differences of wet/ dry sand Ext Punchinello . Movement and copying peers</p>
<ul style="list-style-type: none">  Nikki Castanheira  Astynn Carter  Penelope McGraw  Harley-Cruz Evans  Ryder Gambrill <p>And 37 more</p>	<p>MONDAY</p>	<p>IO SH IG Small group mat session making a car track with his educators and peers</p> <p>IO AM Learning to write her own name</p> <p>Ext 19.2 sea animal sensory tray (using the blue balls)</p> <p>Ext 19.02 painting with tongs (cotton wool balls) fine motor skills</p> <p>Child intiated Talking about the weather</p>  <div data-bbox="1026 1409 1457 1493" style="background-color: #e0f2f7; padding: 5px;"> <p>Plan Isaac. G Individual Observation Plan 2023 by Tahlia Kindelan 09 Jan 23</p> </div> <div data-bbox="1026 1514 1457 1598" style="background-color: #e0f2f7; padding: 5px;"> <p>Plan Shreyan Tahmeed Hossain Individual Observation Plan 2024 by Leah Gibbons 22 Jan 24</p> </div> <div data-bbox="1026 1619 1457 1703" style="background-color: #e0f2f7; padding: 5px;"> <p>Plan Aria Mcgowan Individual Observation Plan 2023/2024 by Melissa Mulhern 03 May 23</p> </div> <div data-bbox="1026 1724 1457 1808" style="background-color: #e0f2f7; padding: 5px;"> <p>Plan Investigators Weekly Curriculum Plan 19/2/24-23/2/24 by Chantal Vella 12 Feb 24</p> </div>	<p>Sea animal tray - During outside play today we got our tuff tray water and sea animals. We began making an ocean and decided to add some rocks and some water bead for a bit of sensory. The children were asked to describe what they could feel and see. Mia told educators she could feel some water and pebbles. Malcom said he wasn't sure what the balls in the water were but they were cool. Chloe said she liked the colour blue and Isaac said there is whales and sharks in the ocean.</p> <p>Painting with tong - During mat session the children were invited over to the table where they began picking up the tongs, dipping the cotton wool into the paint and started to make their painting look colourful. They were able to use their fine motor skills and were able to pick up and hold the tongs with some help from educators</p> <p>Small group mat session - Chantal Instead of making a car track the children asked if they could build there own bus. Noah and Isaac started by getting the chairs and lining them up . The grabbed there seat belts and told there friends to put them on to help keep us safe. Gianna said in her car she has a car seat which mum and dad use for her, We used different objects like steering wheels and then went off to the beach with the kindy asking for the song wheels on the bus</p> <p>Child Intiated It's raining , it's pouring . Bella said it was raining on the weekend and Brodie said he saw it at his house . We would like to be able to jump into puddles . It's very cloudy today and the sun is hiding ☹️. Bella said she would like the sun to come back so she can go swimming at Scarborough . Gianna said if it gets to wet we need a umbrella</p> <div data-bbox="1495 1961 1926 2024" style="background-color: #e0f2f7; padding: 5px;"> <p>Story Monday News from the Investigators. by Chantal Vella 26 Feb 24</p> </div>	<ul style="list-style-type: none"> Learning through play 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials. 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. 	<p>Ext 11/3/24 Safe and Unsafe Pictures Can you match them together. Ext 11/3/24. Easter stained glass Ext 11/3/24 Create an easter wreath</p>

			Our educators today were Chantal and Leah Morning tea . Weeties with banan a Lunch. Assorted ...		
	TUESDAY	<p>Ext 20/2/24 What can you create with pop sticks . Using big and small sticks, using our imagination .</p> <p>Ext 20/2/24 (10 BS) Exploring with different forms of technology. iPad, phone , computer etc.</p> <p>Ext 20/2/24 Similar and Different activity sheet . Point to , label and circle the different pictures</p> <p>Plan Investigators Weekly Curriculum Plan 19/2/24-23/2/24 by Chantal Vella 12 Feb 24</p>	<p>What can you create with pop sticks - During our morning play inside we sat down at the table and looked at the paper to see which spaces we could try. Parker said ' I can do the tree ' I said give it a try Parker, Parker then went on to do it. Well done Parker. Akau then gave it a shot and did a rectangle. Zeevah also tried and was able to do the tree as well.</p> <p>Similar and difference - As a group we sat down and began helping each other. Educators asked if the childre could see where the different objects were. They all were unsure at first but once educators had showed the children what to do with the first line and they all got it after. They really enjoyed this work sheet.</p> <p>Exploring different Technolgy During rest time we sat down as a group and discovered our Ipad - As the children were looking over the Ipad they asked if they could listen to some music before discovering our twinkl launch learning games and sat around learning these games.</p> <p>Story Tuesdays new in Investigators by Leah Gibbons 27 Feb 24 Educators - Leah and Ingrid Morning Tea - Fruit salad with yogurt Lunch - Beef curry with brown...</p>	<ul style="list-style-type: none"> ◆ Intentional teaching ◆ High Expectations and equity ◆ 5.3 Children express ideas and make meaning using a range of media. ◆ 4.3 Children transfer and adapt what they have learned from one context to another ◆ 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. 	<p>Ext 5/3/24 Peppa Pig Interactive Matching Game Twinkle Exploring technology</p> <p>Ext 5/3/24 Small container with different items. Ask questions if they are the same, different and describe</p>
	WEDNESDAY	<p>IO MH(Ext 21/2/ 24 Eight to Nine Piece Puzzles. Exploring more complex puzzles and developing our problem solving skills .</p> <p>Ext 28/2/24 Colour Matching work sheets One on one and learning to follow instructions</p> <p>IO 28.02.24 GS Name puzzle (getting G to find her name on the alphabet puzzle)</p> <p>Ext 28/2/24 Saint Patricks Day Sensory Play</p> <p>Ext 14 /2/24 (IOAW) Free choice activity or experience and have A interact and bond with peers Spontaneous / Intentional teaching Fire drill</p> <p>Plan Alara Weppner Individual Observation Plan 2024 by Leah Gibbons 14 Feb 24</p> <p>Plan Malcolm Healy Individual Observation Plan 2022/23 by Erin Kingston 16 Aug 22</p> <p>Plan Gianna Silli Individual Observation Plan 2022 by Erin Kingston 18 Oct 22</p>	<p>Eight to Nine Piece Puzzles</p> <p>Colour Matching Work sheets There was a colour blob in the middle of the work sheet which the Kindy had to label, taking turns Chantal asked if they could point to the picture with the matching colour. Chantal then asked if the kindy could tell me the name of the picture and describe it. Isacc then began describing the other pictures which he could see. Mia noticed there was fruit, Noah said he saw animals. This was a great focal point for the kindy to start a conversation, ask questions and talk about what their favorites are.</p> <p>Spontaneous fire drill Outside the kindy heard the whistle was blown and we gathered all the kindy to the meeting spot and asked if they knew what the whistle blows mean. Noah said it means there is a fire, Mia asked if it was a real one. Chantal explained that we have a practice in case there is a real fire . Gianna said a fire means smoke and flames . I asked who we call if we have a fire and Noah said the fire engines. When Erin and Laura tell us it is safe we can go and play. For more understanding and to see what a fire engine looks like we watched a short clip on fire and fire safety</p>	<ul style="list-style-type: none"> ◆ Intentional teaching ◆ 5.1 Children interact verbally and non-verbally with others for a range of purposes. ◆ 4.3 Children transfer and adapt what they have learned from one context to another ◆ 3.2 Children take increasing responsibility for their own health and physical wellbeing 	<p>ext 6/3/24 Create your own fire truck</p> <p>Ext 6/3/24 Hot and cold soughting</p> <p>ext 6/3/24 Create your own butterfly collage</p>
	THURSDAY	<p>Ext 22.2 follow the pictures to follow instructions</p> <p>Ext 22.2 make a cloud rain (science experiment)</p> <p>IO SH Small group mat session making a car track with his educators and peers</p>  <p>Plan Investigators Weekly Curriculum Plan 19/2/24-23/2/24 by Chantal Vella 12 Feb 24</p>	<p>Follow the pictures. during our morning mat session we got down some pictures and showed the children what they were. Can you do this pose? Yes responded Maxx, Sophie, Elijah and Gianna. Lets give it a try then. so together we gave it a try. Well done guys can you try a different pose now? so as they gave it a go they were able to do the pose and follow the instructions.</p> <p>Make a cloud rain Together as a group we got some glass cups, water and shaving cream along with food colour. as we added the water Sophie, Gianna, Elijah, Mia all had a chance to pour it in. Educators squeezed the shaving cream and together we dropped from colour in there. what can you see? LOOK THERE IS A CLOUD RAINING said Mia what</p>	<ul style="list-style-type: none"> ◆ 1.1 Children feel safe, secure, and supported. 	<p>Ext 7/3 I wonder what your name is Mat time</p> <p>Ext 7/3 Science Experiment Create a volcano ☐</p> <p>Plan Investigators Weekly Curriculum Plan 4/3/24-8/3/24 by Chantal Vella 20 Feb 24</p>

		<p>Plan Shreyan Tahmeed Hossain Individual Observation Plan 2024 by Leah Gibbons 22 Jan 24</p>	<p>THERE IS A CLOUD RAINING said Maddi. What colours can you see? Green, Blue, Pink, Purple.</p> <p>Story Thursday in Investigators 😊 by Leah Gibbons 29 Feb 24</p> <p>Educators - Leah and Claire Morning tea - Crunch platter with fruit and veg Lunch - Butter...</p>		
	<p>FRIDAY</p>	<p>Ext1/3/24 Paint brushes on the wall outside with water . Ext 1/3/24 Opposites Hard / soft Heavy / light Ext 1/3/24 Play dough with different textures Play dough / rice</p>	<p>Paint brushes with water on the wall . The kindy were a little unsure at first and they asked where was the paint? I said this is a special invisible one which we use water. sitting in a small group the Kindy took turns creating different patterns on the path. They made houses, patterns, flowers and swirls. They got very excited when they saw their pictures disappear and they then made more patterns . There was a number of different size brushes and they said it was just like painting a house .</p> <p>Opposites Opposites □□□□</p> <p>We had a basket filled with different objects , we had pine cones, small stones , two containers filled with toys , pipe cleaners and a rock . Lifting up the objects we had to decide if they were heavy and light . I then asked the kindy the to describe what they look like. It is big or small, rough or smooth</p> <p>Playdough with different elements. The kindy chose the coloured rice and matchsticks, the play dough cutters and pipe cleaners . Maddi said it looks like the fairy bread . We used the match sticks and rice like candles. Grace helped us to make love hearts. Developing our fine motor skills by manipulating and squeezing the dough , rolling it in our hands</p>	<ul style="list-style-type: none"> 💡 5.1 Children interact verbally and non-verbally with others for a range of purposes. 💡 4.3 Children transfer and adapt what they have learned from one context to another 💡 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. 💡 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. 	<p>Ext 15/3/ 24 Science water exploration Density , sinking or floating, pouring from one container to another . Add sponges , straws , pipe cleaners and small pouring containers . Ext 15/3/ 24 Opposites treasure Hunt Start off with a small group mat session. Call three children at a time to hunt for objects in the room . le find something small, something big, something heavy etc</p>