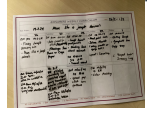









<p>Attach Weekly Curriculum Wall Plan here:</p> 	<ul style="list-style-type: none"> • Include the date next to each day. 	<ul style="list-style-type: none"> • Name of the experiences with codes indicating where and when experience stemmed from • links to corresponding weekly curriculum plan and or individual 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 from 19/2/24</p> <ul style="list-style-type: none"> • Move like a Jungle Animals <p>Plan Weekly Curriculum Plan 19/02/2024_23/02/2024 by Shelyce Bitmead 12 Feb 24</p>	<p>Move like Jungle Animals This morning the Explorers engaged in some gross motor movement skills. We walked around the outdoor playground, moving like different animals from the jungle. Educator took the lead calling out different animals and imitating the movement they make, with the Explorers following behind, copying the movements. This activity focused on gross motor movement as well as animal recognition and language skills through copying the noises the animals make as well.</p>	<ul style="list-style-type: none"> 💡 4.3 Children transfer and adapt what they have learned from one context to another 💡 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. 💡 3.2 Children take increasing responsibility for their own health and physical wellbeing 💡 2.4 Children become socially responsible and show respect for the environment. 💡 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. 	<p>Ext to 4/3/24</p> <ul style="list-style-type: none"> • Create tunnel in jungle home corner and let children play and explore. <p>Plan Weekly Curriculum Plan 04/03/2024_08/03/2024 by April Lee 23 Feb 24</p>
<ul style="list-style-type: none"> Romeo Pleysier Evelyn Rees Emily Ward Amelia Dobbie Eliza Burley <p>And 22 more</p>	<p>MONDAY 26/02/24</p>	<p>Ext from 19/2/24</p> <ul style="list-style-type: none"> • Fizzy jungle sensory bin • Move like a Jungle Animals <p>Ext from 01/02/24 IO S.M Play 'one in the middle' with peers.</p> <p>Ext from 19/02/24 I.O A.G Sing 'Old MacDonald' to focus on language development.</p>  <p>Plan Weekly Curriculum Plan 19/02/2024_23/02/2024 by Shelyce Bitmead 12 Feb 24</p> <p>Plan Setia Mohibi Individual Observati on Plan 2023/2024 by sanjina Harangee-Auc kloo 28 Dec 22</p> <p>Plan Amaia Glassie Individual Observa tion Plan 2024 by April Lee 03 Jan 24</p>	<p>Evaluation by Heather Move like Jungle Animals This morning the Explorers engaged in some gross motor movement skills. We walked around the outdoor playground, moving like different animals from the jungle. Educator took the lead calling out different animals and imitating the movement they make, with the Explorers following behind, copying the movements. This activity focused on gross motor movement as well as animal recognition and language skills through copying the noises the animals make as well.</p> <p>Evaluation by Haylee Fizzy Jungle sensory bin This morning while the children free played outside they were intrigued with what educator had set up for our activity. One by one the children gathered around the table where educator discussed with the children what animals we had in front of them. We made noises of the animals before we got into creating fizz in our sensory bin. We then moved onto tipping soda into our tray where the children then used great hand skills to spray the vinegar onto the soda creating it to fizzle out. The children jumped with excitement as they saw what was happening.</p> <p>Story Fantastic Monday with Explorers *👩👧👦 by Keshia Mae Diaz 26 Feb 24 Today's Educators: Heather, Kesh, April , Shaylee, Vishali Meals: Morning tea: Weetbix with...</p>	<ul style="list-style-type: none"> 💡 5.3 Children express ideas and make meaning using a range of media. 💡 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. 💡 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. 💡 3.2 Children take increasing responsibility for their own health and physical wellbeing 💡 2.4 Children become socially responsible and show respect for the environment. 💡 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. 	<p>PUBLIC HOLIDAY</p> <p>Plan Weekly Curriculum Plan 04/03/2024_08/03/2024 by April Lee 23 Feb 24</p>
	<p>TUESDAY 27/02/24</p>	<p>Ext from 20/2/24</p> <ul style="list-style-type: none"> • Crocodile sticks • Flamingo Pompoms or Crepe paper <p>Ext from 26/02/24 IO. Z.J Balancing beam walking.</p> <p>Ext to 27/2/24 IO K.F providing K.F with consistent support during this transition and to build relationships with both his educator and peers.</p>    <p>Plan Weekly Curriculum Plan 19/02/2024_23/02/2024 by Shelyce Bitmead 12 Feb 24</p>	<p>Evaluation by Haylee Flamingo Art Outside the children joined me around the table where we used feathers to attach to our printed flamingo. The children used paint brushes to apply to our paper before adding our pink feathers. Sticky fingers from the glue the children used their fine motor skills to attach one by one more feathers while at the same time educator was asking the children what colour feathers we had. Brooke being the only one replying with pink pink..</p> <p>Crocodile sticks- the children gathered around ready to join an activity that was set out, the explores were creating crocodile creatures from pop sticks. The activity was a little advanced for the children to navigate, their little fingers could not twist the pine clears around the</p>	<ul style="list-style-type: none"> 💡 5.3 Children express ideas and make meaning using a range of media. 💡 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials. 💡 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. 💡 2.3 Children become aware of fairness 💡 1.1 Children feel safe, secure, and 	<p>Ext to 5/3/24</p> <ul style="list-style-type: none"> • Frozen jungle animals • Bear sand arts <p>Plan Weekly Curriculum Plan 04/03/2024_08/03/2024 by April Lee 23 Feb 24</p>

		<p>24_23/02/2024 by Shelyce Bitmead 12 Feb 24</p> <p>Plan Zara John Individual Observation Plan 2023/2024 by sanjina Harangee-Auckloo 08 Feb 23</p> <p>Plan Kodi Francis Individual Observation Plan 2024 by April Lee 06 Feb 24</p>	<p>pop stick to creat legs/ body. We set out to do something a little simple and easily done for the children to participate in by creating crocodile paintings. Shaylee</p> <p>Story Happy Tuesday 27.2.24 with our little explorers by Haylee Heremaia 27 Feb 24 Today's Educators: Heather, April, Haylee, Shaylee, Destiny Morning Tea: Fruit Salad with Greek...</p>	supported.	
	<p>WEDNESDAY 28/02/24</p> <p>Ext from 21/02/24</p> <ul style="list-style-type: none"> Jungle animal footprints Reading Book about Animals <p>Ext 21/02/2024 IO A.M</p> <ul style="list-style-type: none"> Furthermore her gross motors by using a tunnel to crawl through <p>Ext 21/02/2024 IO H.M</p> <ul style="list-style-type: none"> giant pop stick box pattern  <p>Plan Weekly Curriculum Plan 19/02/2024_23/02/2024 by Shelyce Bitmead 12 Feb 24</p> <p>Plan Alice Myers Individual Observation Plan 2023/2024 by Raksha Pandya 06 Jun 23</p> <p>Plan Harvey Mansel Individual Observation Plan 2023/2024 by sanjina Harangee-Auckloo 28 Dec 22</p>	<p>Evaluation by Haylee The children enjoyed outdoor play while educator set up our first morning activity where the children used 3 different types of animals to create their own piece of artwork. Educator asked the children what piece of animal they wanted and when doing this also asked the children what sounds they made. Ivy being the first one to help make her own artwork choose a giraffe and described the colours correctly. This particular activity allows the children to use their fine motor skills and hand coordination. While doing our morning Matt session we decided to complete our 2nd activity where we read "where's my mother" throughout the reading of the book the children helped the educator of pointing out each animal on the pages and then creating the noises from these animals. The children all participated while having fun throughout</p> <p>Story Wacky Wednesday in Explorers by Grace Bullen 28 Feb 24 Today's educators- Shaylee, Destiny, Grace, Haylee, say and April On the menu today Morning tea...</p>	<p>4.3 Children transfer and adapt what they have learned from one context to another</p> <p>3.1 Children become strong in their social and emotional wellbeing</p> <p>1.4 Children learn to interact in relation to others with care, empathy and respect.</p> <p>1.3 Children develop knowledgeable and confident self identities</p> <p>1.1 Children feel safe, secure, and supported.</p>		<p>Ext to 6/3/24</p> <ul style="list-style-type: none"> Rescue the jungle animals using rubber band. Light up table jungle animals sensory bin Respect the land handprint <p>Plan Weekly Curriculum Plan 04/03/2024_08/03/2024 by April Lee 23 Feb 24</p>
	<p>THURSDAY 29/02/24</p> <p>Ext 22/02/24</p> <ul style="list-style-type: none"> Handprint crab Zebra Marble Painting (Using marble or golf ball) <p>Spontaneous:Counting</p> <p>Ext to 29/2/24 IO E.R I will extend this activity by incorporating color-matching exercises, with a specific emphasis on reinforcing the distinction between green and blue.</p>  <p>Plan Weekly Curriculum Plan 19/02/2024_23/02/2024 by Shelyce Bitmead 12 Feb 24</p> <p>Plan Evelyn Rees Individual Observation Plan 2022/23/24 by sanjina Harangee-Auckloo 26 Jul 22</p>	<p>Zebra marble painting- the explores individually participated in an activity with animals, each child got to move or shake the box that had a ball with grey paint on it around the box to creat different textured lines on their zebras. Some went slow and others when fast to creat more lines in different ways. The activity was great fir the children's fine motors skills as well as getting creative. Shaylee</p> <p>Handprint crabs- this morning each of the explorers got to participate in making handprint crabs. Individually the children came up to the educator and got both of their hands painted red and placed them close together to create the figure of a crab. Painting with hands and fingers offers possibilities for language development as you talk about the designs and colors, sensory experiences as the children get to feel the paint brush and paint go over their skin and creative engagement as kids make handprints on the paper. Destiny</p> <p>Spontaneous :Counting In our mat session, Children happily learned to count from 1 to 5 by singing songs about "Five Speckled Frogs" and "5 Cheeky Monkeys." They sang along, used their fingers to count, and copied the actions of frogs and monkeys. The educator told stories with lots of energy and hand movements, making learning fun. This not only helped them understand numbers but also encouraged them to interact and work together. The children left the session with big smiles, feeling more sure about counting.</p> <p>Story Thursday fun with explores 29/0</p>	<p>4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.</p> <p>4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.</p> <p>3.1 Children become strong in their social and emotional wellbeing</p> <p>2.3 Children become aware of fairness</p> <p>1.3 Children develop knowledgeable and confident self identities</p> <p>1.1 Children feel safe, secure, and supported.</p>		<p>Ext to 7/3/24</p> <ul style="list-style-type: none"> Feeding the bear with 5 fish to incorporate Mathematical concepts and language literacy. Jungle Lava slime to incorporate science and discovery. <p>Plan Weekly Curriculum Plan 04/03/2024_08/03/2024 by April Lee 23 Feb 24</p>

			<p>2/2024 by April Lee 29 Feb 24 Educators are: Shaylee, haylee, April, d estiny, Nicole Menu Morning tea- crunc h platter Lunch...</p>		
	<p>FRIDAY 01/03/24</p>	<p>Ext to 29/02/24</p> <ul style="list-style-type: none"> • Glittery Dough (Recipe: Conditioner, flour and glitters) • Spaghetti lion tuff tray messy play <p>Spontaneous: Reading a book called "Respect" and singing Inanay songs.</p>  <p>Plan Weekly Curriculum Plan 19/02/2024_23/02/2024 by Shelyce Bitmead 12 Feb 24</p>	<p>Lion spaghetti messy play- the children joined their educator inside in a small group doing messy play with spaghetti, the explores got to touch the spaghetti with their hands to see what it felt like and moved the tigers and lions around in the spaghetti. What is this? I asked the children "RARRRR replied Alice, Eloise and Amelia. This activity was great for the children's social skills as well as sensory play. Shaylee</p> <p>Glittery glue, children engaged in sensory and imaginative activity where they used animals to stamp into dough to make footprints. Some children also enjoyed playing with the texture, pulling, kneading, and making round shapes with the dough.</p> <p>Spontaneous: During the morning mat session, the children sat nicely as Educator April read a book about "respect" for the land we live in. They listened carefully and seemed interested in the story's message about taking care of our environment. After the story, we all sang "Inanay," an Aboriginal lullaby. The children then tapping their legs and clapping their hands to the beat. Their faces showed excitement, and it was clear they were enjoying both the music and the cultural activities. This fun way of learning not only made the session enjoyable but also helped the children understand and appreciate different aspects of the world around them.</p> <p>Story Happy FriYay explorers 1/3/24 by April Lee 01 Mar 24 Educator for today: April, Jaspreet, Shaylee, Haylee Menu MT: Berries and Custard Lunch: Vegetable and...</p>	<ul style="list-style-type: none"> • 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. • 3.2 Children take increasing responsibility for their own health and physical wellbeing • 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. 	<p>Ext to 8/3/24</p> <ul style="list-style-type: none"> • Mirror exploration to recognize and understand a range of emotions. • Cutting playdough <p>Plan Weekly Curriculum Plan 04/03/2024_08/03/2024 by April Lee 23 Feb 24</p>