

EARLY YEARS PLANNING CYCLE RESOURCE

FOR THE VICTORIAN EARLY YEARS LEARNING
AND DEVELOPMENT FRAMEWORK



Early Years Planning Cycle Resource

For the Victorian Early Years Learning
and Development Framework

Developed by the
Victorian Curriculum and Assessment Authority with
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Introduction

This resource has been designed to:

- demonstrate how the Victorian Early Years Learning and Development Framework (VEYLDF) Early Years Planning Cycle can be applied to observe, assess and respond to evidence of children's learning
- illustrate and provide a model for the teaching of specific concepts to children aged from birth to eight years within everyday learning environments.

This resource has a focus on learning and development across each of the VEYLDF Learning and Development Outcomes.

The Early Years Planning Cycle Resource is supported by sample evidence markers that illustrate a continuum of learning from the VEYLDF evidence markers to the first three levels of the Victorian Curriculum F–10.

It is important to note that learning plans and their sample evidence markers are examples of planning and not comprehensive lists.

This resource consists of a range of sample learning plans focused on evidence of learning across the five VEYLDF Learning and Development Outcomes. The Early Years Planning Cycle Resource illustrates how your knowledge of the trajectory of children's learning informs your decision-making: decisions about what is worth noting and observing, and decisions about what you could plan next for children.

The sample evidence markers reflect a selection of concepts in different curriculum discipline areas for most of the key components of learning in each of the VEYLDF Learning and Development Outcomes. These key components of learning are mapped against the achievement standards in the first three levels of the Victorian Curriculum F–10. It is important to remember that these are examples – as you engage more with the VEYLDF key components of learning and the achievement standards in first three levels of the Victorian Curriculum F–10, you will build your understanding of the continuum of learning and development further and discover other illustrations of this in the documents.

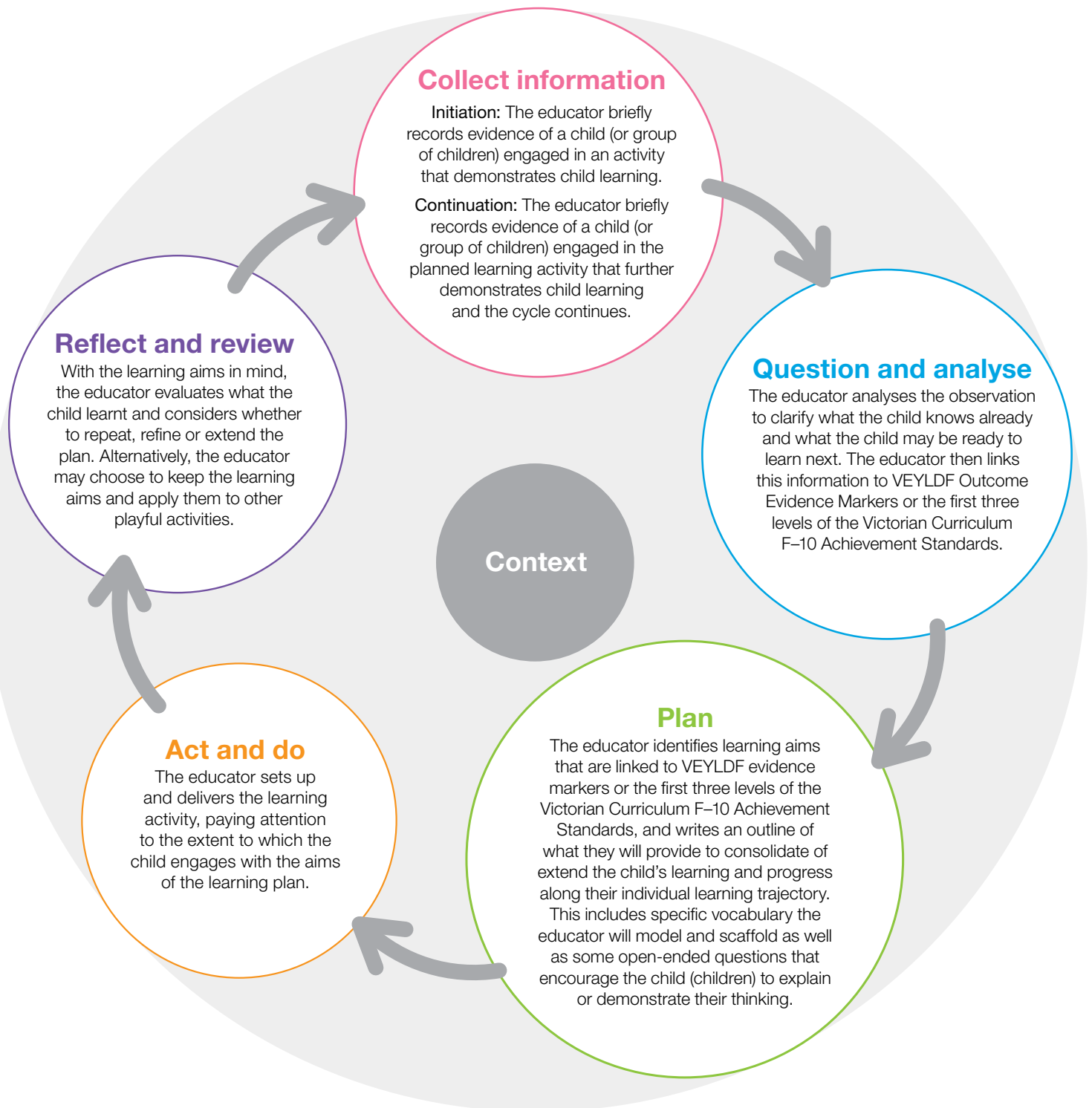
The learning plans are organised by the age ranges birth to two years, three to five years and six to eight years to make navigation through the document easier. This reflects the age ranges according to which most early learning centres group learners and the fact that the VEYLDF addresses learning and development from birth through to eight years of age.



Structure of the learning plans

The learning plans in this resource are written in everyday language and follow the structure of the Early Years Planning Cycle.

Early Years Planning Cycle



Clear learning aims support assessment and planning

The learning plans are a useful model for making children's learning visible. In addition, when educators develop learning aims that are based on evidence of child competency, it is possible to follow a child's interests while still addressing the planned learning aims. For example, if a learning aim is to support a child's exploration of the measurement of length using informal units, the learning aim can be achieved regardless of whether the child measures the length of a rug with building blocks or the length of the sandpit using spades.

When educators have clear aims for planned learning activities, it becomes possible for the educator to assess whether, and to what extent, the learning aims are achieved – either during the planned activity or later in the context of a different activity. This equips educators to feel confident about what constitutes evidence of learning. Educators working with children in prior-to-school settings should document this evidence of learning in order to meet the requirements of the National Quality Standard (in particular 1.2.1, 1.3.1 and 1.3.3). Developing confidence about the learning observed equips educators to make decisions about links to appropriate VEYLDF Learning and Development Outcomes. Alternatively, the educator is equipped to make decisions about which achievement standard best relates to the first three levels of the Victorian Curriculum F–10.

This resource supports educators' conversations with families and other professionals. This evidence can be used in discussion with families and other professionals to extend children's learning in a range of settings, including the home learning environment. This approach strengthens the monitoring of child learning over time by educators and families.



Identity

Children have a strong sense of identity



Catching insects

Collect information

Elan is 30 months old. He is exploring the outdoor environment. He looks closely at a garden bed and begins to pick up pieces of tan bark. He notices an insect crawling around in the garden bed. He watches as the insect climbs up the nearby fence. When an educator walks past, Elan calls out and points to the insect he has been watching.

Question and analyse

VEYLDF Identity Evidence Marker

- Are open to new challenges and make new discoveries.
- Initiate interactions and conversations with trusted educators.

Plan

Aims

For Elan and the other learners to:

- explore and interact with the natural environment
- notice living things
- begin to use language to describe discoveries.

VEYLDF Identity Evidence Marker

- Respond to ideas and suggestions from others.

Materials

Provide the learners with magnifying glasses, buckets or bug catchers and small nets.



Act and do

Draw the learners' attention to the plants and garden beds. Encourage the learners to observe the natural environment, look closely at plants and garden beds, and observe any living things (particularly insects) by saying, 'I wonder what we can find in the garden?' and 'What do you think might live in the garden?'

When insects are found, encourage the learners to look at the insects through the magnifying glasses so that they can see the insects more clearly. Show the learners how to hold the magnifying glass close to the insect, rather than close to their eyes. If appropriate, use a bug catcher or bucket to hold the insect so that the learners can look at it.

Invite learners to volunteer their ideas by saying, 'I wonder if this insect can fly?' and 'How would we know if it can fly?' Ask them, 'How many legs does it have?' Model language to support the learners to be able to describe the insects they find.

Allow time for repeated observation of the insects. Include the learners as you release insects back into their natural habitat. Talk about why it is important to release the insects.

Support further discussion by asking, 'What do you think the insect eats?' and 'Why do you think that?'

Vocabulary

insect, legs, alive, living, moving, head, eyes, antennae, abdomen, wings

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners explore the natural environment?
- Did the learners notice living things within the environment?
- Were the learners interested in other elements of the natural environment?
- Did the learners use language to describe what they saw?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Taking turns

Collect information

Twenty-two-month-old Lizzie was playing with the trains, pushing the ‘Thomas’ train around the circular track. Ying, 24 months, sat down beside Lizzie. Ying picked up a red train and began to push it around the track. Lizzie said, ‘No’, and pushed Ying’s hand away from the track. Ying took the ‘Thomas’ train out of Lizzie’s hand and continued to push both trains around the track. Lizzie started to cry, stood up and approached a nearby educator, arms reaching out and upwards. She said to the educator, ‘Want Thomas, want Thomas.’ The educator knelt down and gave Lizzie a hug. They returned to the train area together, where the educator assisted Lizzie and Ying to solve the problem.

Question and analyse

Lizzie uses her developing language skills to communicate with both Ying and the educator. She attempts to express her desire to play with the trains by herself using both verbal and physical communication with Ying. Lizzie demonstrates her level of ease and belonging in the environment in her willingness to approach the educator for comfort and assistance.

VEYLDF Identity Evidence Marker

- Initiate interactions and conversations with trusted educators.
- Communicate their needs for comfort and assistance.

Plan

Aims

For Lizzie and the other learners to:

- use language to communicate their emotions and needs, as well as interests, with peers
- work collaboratively with peers when sharing resources
- use vocabulary relating to taking turns and sharing.

VEYLDF Identity Evidence Marker

- Increasingly cooperate and work collaboratively with others.
- Express a wide range of emotions, thoughts and views constructively.

Materials

- Large sheets of coloured paper (A3 or larger) in two different colours
- Train tracks and one train

Act and do

Working with the learners, set up a connected train track with one large piece of coloured paper under half the track, and a different coloured piece of paper under the other half of the track. Ask one learner which colour they would like to be the ‘driver’ for, and assign the remaining colour to the other learner.

As one learner pushes the train around their coloured section of track, the educator narrates, focusing on the use of turn-taking language. For example, ‘It’s Lizzie’s turn, look how carefully she is pushing the train around the track. It will be your turn when the train gets to the blue section.’ Imaginative play may naturally occur, or the educator may prompt this by saying, for example, ‘The red paper could be the dirt of the outback, and blue could be a river.’ Follow the lead of the learners.

At the swap-over point (where the two coloured pieces of paper meet), the first learner passes the train to the second learner to continue pushing it around the other coloured section.

The educator continues to narrate, modelling relevant vocabulary. For example, ‘Now it’s Ying’s turn to push the train around the blue section, across the river!’, ‘I really like the way you’re working together as a team’, ‘You’re taking turns driving the train’.

Continue modelling and narrating the turn-taking, encouraging the learners to use language to describe what is happening. For example, they may say, ‘My turn’ or ‘Ying turn now’. Repeat and extend the language used: ‘Yes, Lizzie has a turn, and then it’s Ying’s turn.’

Vocabulary

turn, together, share, mine, yours, team, taking turns

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners communicate using verbal or body language during the turn-taking experience?
- How did the learners express their emotions, thoughts and ideas?
- What happened after the educator left – did the learners continue or adapt the experience?
- Have you seen the learners apply the language or concepts of this experience in other contexts?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

‘Roly Poly’: Music

Collect information

The mother of 23-month-old Mia is from Germany. One day when Mia arrived at child care, she ran to her educator and said, ‘Guten morgen!’ Mia’s mother explained, ‘She is saying good morning in German.’ Mia ran to her friend and said, ‘Isa, guten morgen! Hallo!’ Then she laughed.

Question and analyse

Mia understands that both language and speech, as verbal means of communication, are a medium for social interaction. Mia has shown enthusiasm in sharing the new words she is learning from her mother with her educator and peers.

VEYLDF Identity Evidence Marker

Use their home language to construct meaning.

Plan

Aims

For the learner to:

- use more German and Australian English words
- use actions that match the words.

VEYLDF Identity Evidence Marker

- Develop strong foundations in both the culture and language(s) of their family and the broader community without compromising their cultural identities.

Discuss your goals for Mia with her parents and agree on the German words you will incorporate in your planning to encourage Mia’s language development both in German and Australian English.

In the song ‘Roly Poly’, most of the words repeat in patterns of three, making them easier for very young children to remember and pronounce. Translate the short words, such as ‘up’, ‘down’, ‘in’ and ‘out’, into the learner’s home language. If you are unsure of any words, ask the parents to write the words down for you and check pronunciation with them.

Act and do

Invite Mia and her peers to sit in a circle. Tell the learners it is music time and sing a ‘welcome song’, using the same tune as ‘Polly Put the Kettle On’, while clapping:

Have you brought your singing
voice, singing voice, singing voice
Have you brought your singing
voice to music time today?
Doo doo doo doo doo doo doo, doo
doo doo, doo doo doo
Doo doo doo doo doo doo doo,
it’s music time today!

Now demonstrate arm movements along with the rhyme and encourage the learners to copy your movements while saying the related words such as ‘up’ by rolling your hands up.

After some repetitions, replace the English words with German, Mia’s home language.

Roly Poly #1

Roly, poly ever so slowly

Faster, faster, faster, faster, faster, faster, STOP!

Roly Poly #2 in English

Roly poly, roly poly, up, up, up

(roll hands up)

Roly poly, roly poly, down, down, down

(roll hands down)

Roly poly, roly poly, out, out, out

(roll hands away from body)

Roly poly, roly poly, in, in, in

(put hands in your lap)

Roly poly, roly poly, tickle your chin

Roly Poly #2 German

Roly poly, roly poly, über über über

Roly poly, roly poly, unter unter unter

Roly poly, roly poly, aus aus aus

Roly poly, roly poly, in in in

Roly poly, roly poly, kitzle dein kinn

Vocabulary

up, down, in, out, slowly, faster (and über, unter, aus, in – or if not German, other languages)

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners show an understanding of each directional word?
- How did they demonstrate this understanding – did they use the words, or did they move their arms along with the rhyme?
- Did you see the learners transfer the vocabulary used in the song to other contexts later, such as in their play?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Let's paint: Visual Arts

Collect information

Nineteen-month-old Julius was doing finger-painting at the art table for the first time. He put the fingers of his right hand in the paint, separated his fingers, put them on the paper and moved his hand in different directions. His educator approached him and said, 'Julius, you are painting lots of lines!' Julius smiled and said, 'Lines.'

Question and analyse

Julius is using the large and small muscles of his arm and hand as he paints. He is also exploring the act of mark-making and the ability to control part of his environment by painting lines on the paper. Lines are the mainstay of children's earliest drawings and will continue to remain an important element in all their art.

VEYLDF Identity Evidence Marker

- Approach new safe situations with confidence.

Plan

Aims

For the learner to:

- develop painting vocabularies and use sound and language in combination with visual effects they have created
- develop an art awareness by becoming familiar with the types of lines they make
- discover that their motions can cause the effect of making visual lines.

VEYLDF Identity Evidence Marker

- Are open to new challenges and make new discoveries.
- Initiate interactions and conversations with trusted educators.

Materials

Provide one thick, paint brush, a stable cup of paint in one colour and a large sheet of paper.

Act and do

Dip the brush in the paint and model how to make a mark on the paper. Hand the brush to Julius and let him explore and experiment with the brush and the paint. Emphasise the sensory experience by excitedly describing the texture and movement of the paint. For example, you might say:

- 'Wow see how the brush makes a curved line, I am wondering can we make a straight line?'
- 'Oh, Julius you made a very long line here and I can see a short line next to it.'
- 'Do you think we can make a round line?'

Use painting as an opportunity to develop the learner's vocabulary. Words to use include 'paint', 'painting', 'line', 'lines', 'thick', 'thin', 'marks' and 'paper'. To support the children's learning, make up little poems, using the descriptive words, to go along with their art explorations and sing them to traditional tunes.

Let Julius paint until he feels he is finished, then intervene and compare the different lines or patterns he has made.

Vocabulary

paint, painting, paper, line, long, short, round, curved, straight, zigzag, thick, thin

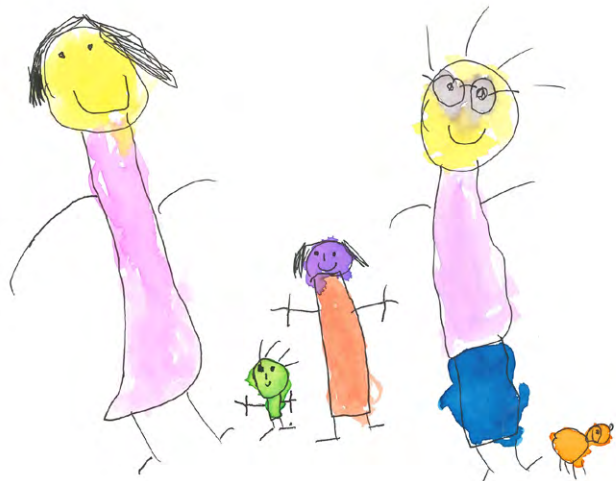
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did Julius use descriptive language, as modelled by you, to describe the painting experience?
- Did Julius show control over the brush and paint?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Drawing emotions in music

Collect information

A few days ago, in the butterfly life cycle dance (see Early Years Early Years Planning Cycle Resource for 3–5 years – Community: The butterfly life cycle), five-year-old Adam pulled his arms and legs towards his torso, positioned his hands and feet on the ground and said, ‘The butterfly is sad and does not want to dance anymore.’ Five-year-old Millie approached Adam waving her arms up and down like a butterfly. She sat beside him, put her head on his shoulder and said, ‘The butterfly is sad because he lost his home.’

Question and analyse

Adam used physical clues to embody an imaginary emotion. He acted out how he thought a butterfly may look when feeling sad. Millie also demonstrated her emotional understanding by judging the cause of the emotion to be external factors. Furthermore, she came up with an effective way to relieve the butterfly’s negative feeling, putting her head on Adam’s shoulder to comfort him.

VEYLDF Identity Evidence Marker

- Empathise with and express concern for others.

Plan

Aims

For the learner to:

- interpret the emotional expression of music through drawing
- use their emotional drawing as a visual score to create a storytelling piece.

VEYLDF Identity Evidence Marker

- Openly express their feelings and ideas in their interactions with others.
- Express a wide range of emotions, thoughts and views constructively.

Adam and Millie are able to demonstrate emotional understanding by referring to the cause and behavioural signs of emotion. Understanding that people can feel a mix of emotions at once, such as happiness and sadness or anger, would extend their emotional understanding, their ability to respond with empathy to others, and their cognitive development.

Act and do

Give Adam and Millie four pieces of paper each, along with a variety of drawing media including crayons, markers and coloured pencils. Talk about the day they danced like butterflies and ask them how Adam’s butterfly felt at the end. Millie thought Adam was sad because he had lost his home. Suggest that they could make a story to help the butterfly find his home, so he would be happy again.

Consider the four emotions of scared, angry, sad and happy. Play music that suggests these emotions. For example, Beethoven’s *Moonlight Sonata*, Tchaikovsky’s *Swan Lake*, Mussorgsky’s *Night on Bald Mountain* and Mahler’s *Symphony No. 2*. (If you prefer, you could play the learners’ favourite music.) While playing the music, guide the learners to describe their feelings about the song by asking, ‘Butterfly, how do you feel when you hear this song?’

Encourage Adam and Millie to draw their feelings on the paper while describing their ideas and listening to the music.

Then, encourage the learners to create a story about the butterfly based on their emotion drawings. Ask questions such as ‘Do you think the butterfly is feeling scared or angry when she realises she is lost?’, ‘Which of these drawings show sadness?’, ‘What happens next?’ and ‘What feeling did the butterfly have next?’

Ask open-ended questions based on each learner’s drawing and guide each learner to create a story by giving them hints and relevant emotional words with their synonyms and antonyms.

Vocabulary

glad, pleased, tranquil, unhappy, gloomy, furious, afraid, frightened, terrified, lonely, excited

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners express emotions related to the music and link the emotions to their drawings?
- Did the learners demonstrate their understanding that a mix of emotions may occur at once, using their emotion drawings as a visual score to create a story about the butterfly’s emotions?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Hello, world

Collect information

Malik is four years and eight months old. He has just joined the kindergarten program after his family moved to the area from India. English is his second language. Hindi is the language commonly spoken in his home. On Malik's first day, an educator observes the following interaction: Malik approaches two learners who are sitting together in the sandpit, building a sand construction together. 'Namaste!' says Malik, smiling and sitting down in the sandpit. (In Hindi, 'namaste' means 'hello'). The two learners look at Malik, and at each other. They smile, but do not respond verbally. Malik continues to play in the sandpit alongside the learners.

Question and analyse

Malik has attempted to communicate in a friendly manner with his peers, using his home language, Hindi. His verbal attempt is unsuccessful due to the language barrier.

VEYLDF Identity Evidence Marker

- Use their home language to construct meaning.
- Reach out and communicate for comfort, assistance and companionship.

Plan

Aims

For the learners to:

- develop awareness that people speak different languages
- share with the group (if relevant) any languages other than English they or their family may speak or understand
- hear how the word 'hello' can sound and look different in different languages
- learn how to say 'hello' in one other language.

VEYLDF Identity Evidence Marker

- Use their home language to construct meaning.
- Express a wide range of emotions, thoughts and views constructively.
- Openly express their feelings and ideas in their interactions with others.
- Respond to ideas and suggestions from others.

During group time, introduce the concept of different cultures and languages by reading a relevant picture book to the group. Suggested texts include *Whoever You Are* and *I'm Australian Too*, both written by Mem Fox, but there are many picture books that look at the topic of cultural diversity.



Act and do

Using the picture book as a starting point, invite the learners to contribute their thoughts and ideas about the concept of different countries, cultures and languages.

Possible questions include:

- ‘What did you notice about the people in this book? How did this book make you feel? What does this book make you think about?’
- ‘What is a language? Who can speak or understand a language that is different to English?’
- ‘When do you speak that language?’
- ‘What does it mean to be Australian?’
- ‘How could we find out how to say “hello” in different languages?’

Follow the learners’ lead in this discussion. Invite learners to share how they say ‘hello’ in a language other than English, recording this information on a large piece of poster paper to display in the room.

Note: The following section of this learning plan requires a computer tablet, laptop or interactive whiteboard with internet access.

Introduce the idea that we can use technology to help us learn different languages.

Type ‘Google Translate’ into the search engine, and it will show two boxes. You can type or speak any word into the first box, and it will translate the word(s) into a chosen language in the second box. Invite learners to have a turn, speaking a word into the computer tablet/laptop microphone and choosing a language for it to be translated into. Invite the learners to repeat some of the translations, particularly those that relate to the home languages of learners in the group. Highlight how technology can help us understand different languages. Discuss how the words sound and look different.

To encourage further independent exploration of the ideas introduced during this group time, arrange a related table experience.

Some ideas for the table experience are:

- make the picture book you shared during group time available to the learners
- display a world map with pins or markers showing the country of origin for families in the room
- display an atlas and/or a world globe
- provide a computer tablet with Google Earth or Google Maps open
- display bilingual dictionaries reflecting a variety of different languages
- include community brochures, takeaway menus or newspapers featuring different languages, or letter formations other than the English alphabet.

Vocabulary

language, culture, translate, technology, countries, English, Australian

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners demonstrate awareness of the concept of different languages?
- Did learners share other languages they speak at home with the group?
- Were the learners engaged in the process of using technology to find out how to say ‘hello’ in different languages?
- Did the learners attempt to say ‘hello’ in a language that is different to their own?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



The Eiffel Tower story: Drama

Collect information

Five-year-old Blake and Laila were playing in the sandpit. The educator overheard Blake saying, 'Laila, I went to Paris and I saw the Eiffel Tower.' Laila said, 'What? What is the Eiffel Tower?' Blake said, 'The tower Laila, it is really, really tall, it's like a triangle.' Blake gestured with his hand above his head and said, 'I'll bring some pictures of it tomorrow.'

Question and analyse

See Early Years Planning Cycle Resource for 3–5 years – Communication: The Eiffel Tower design for analysis and planning for Blake.

During the conversation with Blake, Laila asked, 'What is the Eiffel Tower?'. This inquiry could be explored through a process drama to explore the Eiffel Tower and provide Laila with an opportunity to discover where the tower is located, who built it, why and how it was built.

VEYLDF Identity Evidence Marker

- Are open to new challenges and make new discoveries.

Plan

Aims

For the learners to:

- take part in the process drama by discussing ideas and taking different perspectives
- solve a problem by collaborating with their peers.

VEYLDF Identity Evidence Marker

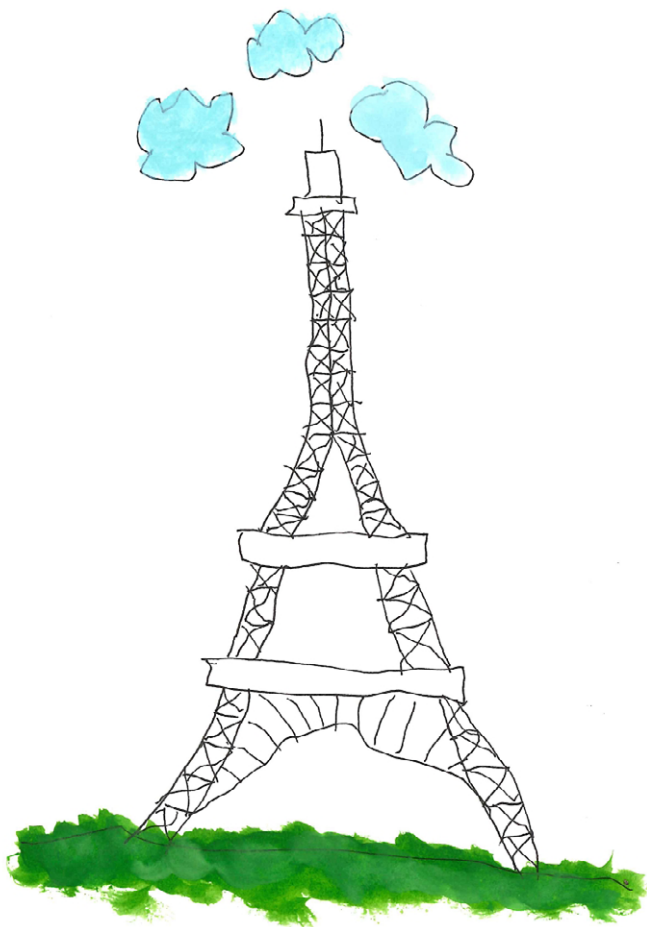
- Explore different identities and points of view in dramatic play.
- Are open to new challenges and make new discoveries.

Young learners naturally explore their world through dramatic play, taking on roles and acting out situations through cooperative play. Plan to support Laila's inquiry by engaging her in a story that encourages her to take an active role in learning about the Eiffel Tower.

This process drama has three parts: a beginning, a middle and an end. It is inspired by a book about the love story that led to the construction of the Eiffel Tower (*Madame Eiffel*, see Resources p. 120).

In this approach to drama, your role is to set the scene and encourage the learners to become the experts who are acknowledged as actors and directors with the knowledge to create, develop and resolve the story. As experts, learners all take on the same role and work together to find solutions to Mr Eiffel's problem. Prepare a costume for yourself, such as a hat, coat, moustache and monocle, to take the role of Mr Eiffel, the engineer.

Invite the learners to sit in a circle and tell them that this room has turned into another place or city which is called Paris and we can be other people while going on a fictional journey together. Explain that you are going to leave the room, and when you enter the room again, you will be Mr Eiffel.



Act and do

The beginning: Re-enter the room in your special costume and with a letter in your hand. Introduce yourself as Mr Eiffel and explain that you feel sad. Cry a little and show the learners the letter in your hand. Encourage the learners to imagine what is written in the letter. (This stimulates their playful imagination – this is important for the drama.) Then, tell them that Mrs Eiffel is really sick and you have taken her to all the most famous and trusted doctors, but they agreed there is nothing to be done, other than getting some fresh air!

Then read the letter, ‘Dear Eiffel, I wish I could go up to the clouds in the blink of an eye.’ The learners are experts, so say, ‘I need engineering experts to help me find a way to send Mrs Eiffel up to the clouds to get some fresh air. Could you all be engineering experts?’ Ask them to think of solutions to send Mrs Eiffel up to the clouds. Encourage their thinking, using prompts such as ‘I wonder?’, ‘What if?’, ‘What should we do?’ and ‘What else do we need?’

The middle: In order to involve all the learners equitably in the story, ask one-to-one, open-ended questions and be sensitive to the different personalities and learning styles in the group. At this stage, review, combine and layer the learners’ ideas and find collective solutions to Mr Eiffel’s problem. Let the story continue to grow and develop until all the learners arrive at a satisfactory conclusion.

The end: It is very important to find a way to ‘bring’ the learners out of the story and back to the classroom. To make it clear that the story has ended, you could use an imaginary helicopter to carry the learners all together back from Paris to the room. Change out of your costume – this will help the learners understand the process drama has ended.

Invite the learners to sit together again. Recap the story experience about Mr and Mrs Eiffel and encourage the learners to draw something they remember from the story. Then, using the Google Earth app on the service’s computer tablet or mobile phone, search for the Eiffel Tower and let the learners explore the three-dimensional image of it by rotating and exploring the image from different angles.

Ask how similar or different the real Eiffel Tower is from their imaginary one?

Vocabulary

This will vary, depending on the suggestions and solutions learners offer while contributing to the process drama. (You may choose to write down new words that you and the learners use, to help prepare you for the next time you read this story).

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners achieve the aims you set for this learning experience?
- Did the learners work together collaboratively to come up with a solution?
- Did the learners communicate their solutions to the problem?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Visual timetable

Collect information

Four-year-old Ezra was lined up at the door, ready to play outside, when he was joined by his friend Zachary. Ezra told Zachary, 'You need to go back because you don't have your hat on.' Zachary replied, 'It's not hot today, I don't need to wear a hat.' Ezra replied, 'But it is sunny today, so you do need to wear a hat.'

Question and analyse

Ezra and Zachary expressed their ideas to each other, providing reasoning for these ideas. They also demonstrated observations of the weather and described links between the weather and how that would affect the necessity of wearing hats.

VEYLDF Identity Evidence Marker

- Openly express their feelings and ideas in their interactions with others.

Plan

Aims

For the learners to:

- observe or predict changes in the weather
- notice events during the course of the day
- infer events in the day based on a visual timetable
- make connections with previous experiences.

VEYLDF Identity Evidence Marker

- Use effective routines to help make predicted transitions smoothly.

At the beginning of the day, encourage learners to join in a morning meeting (group time).

When appropriate, draw learners' attention to the weather outside and encourage their observations. Ask them to predict what might happen to the weather over the course of the day.

This can be extended into a daily timetable with visuals to depict the weather, as well as events throughout the day, such as outdoor/indoor play, rest time, morning tea and lunch. This visual timetable could be referred to at various points during the day so that learners are able to see what routine or event is happening next.

Act and do

Ask the learners open-ended questions, such as 'I wonder if it will rain today? Why do you think that?', 'It looks very windy outside, does that mean it will be a cold day?' and 'I wonder if we will need to wear jumpers outside today?'

Refer to the visual timetable and ask the children questions such as 'When do we have lunch?', followed by 'How do you know that?'

Vocabulary

sunny, cloudy, hot, cold, warm, windy, summer, winter, autumn, spring, rainy, stormy, freezing

Extended vocabulary

days of the week, months, events, before, after

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners observe and describe the weather?
- Did the learners make connections with previous experiences?
- Were the learners able to use the visual timetable to predict events during the day?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Community

Children are connected with and contribute to their world



Doing and being things: Drama

Collect information

Twenty-three-month-old Abigail was playing in the home corner. She poured a cup of tea for her friend Sophia. Then, she sat down on the floor, hugged her baby doll, covered the doll with a small blanket, put the toy milk bottle in the doll's mouth and began to 'feed' the doll.

Question and analyse

Abigail's play reflects behaviours she has observed. By directing her play actions towards other people or objects, such as pouring tea for a friend or feeding a doll, her play is showing concern for the wellbeing of others.

VEYLDF Community Evidence Marker

- Build on their own social experiences to explore other ways of being.

Plan

Aims

For the learner to:

- respond to the descriptive mimes either verbally or non-verbally
- develop their vocabulary related to the actions and concepts.

VEYLDF Community Evidence Marker

- Participate in reciprocal relationships.

Engaging in descriptive mime prepares learners for the more complex activities of role-play and the dramatisation of stories. Providing Abigail with opportunities to practise dramatic arts skills through participating in familiar descriptive mime experiences, such as doing things and being things, will further enhance Abigail's make-believe play skills. It also provides opportunities to extend her vocabulary.

Choose gestures to use to signal 'start', 'listen' and 'stop' and practise before beginning.

Act and do

Doing things: During book reading or storytelling with the learners, act out ordinary actions, such as brushing teeth, shovelling sand, rolling a ball, eating soup and riding a bike. Then, introduce the idea of descriptive mime by explaining that you are all going to act out a story.

Start with simple, one-sentence mimes. For example, say, 'Imagine you are licking a delicious ice cream. What is your favourite flavour?' (Let them lick for a while.)

Then add an extension. For example, say, 'Imagine you are licking a delicious ice cream, what is your favourite flavour?' (Let them lick for a while.) 'Suddenly a big dog jumps up and knocks the ice cream out of your hand. Show how you feel!'

Add interest by exaggerating the movements and making interesting sounds, such as slurping soup or saying, 'Let's ride the bike slow, slow, fast, fast, faster, faster, stop!'

Being things: Mime objects in action to support the learners' understanding of how things work. Pretend to be inanimate objects. For example, be a clock (using arms as the hands), be a pencil (writing with your feet), be a leaf (falling off a tree) or be a car (steering the wheel with your hands as you drive around the room). To extend the experience further, encourage the learners to act first and you copy or expand on what they are doing.

Vocabulary

This will vary, depending on the suggestions you and learners make while pretending to be and do things. Make a list of new words, plan some related actions and act them out with learners.

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were the learners able to match their actions with the concepts?
- How did the learners demonstrate their understanding of the words? Did they copy your actions, or did they create their own?
- Did they say the words while doing the actions?
- Do you see evidence of this learning emerging in their open-ended play elsewhere in the program?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Do I see me?

Collect information

In recent months, the infants' room has welcomed several new families to its community. Some of the new learners are Arjun, who is 11 months old and of Indian background; Rania, who is 10 months old and of Sudanese background; and Riku, who is 13 months old and has a Japanese background. The educator has been thinking about buying new resources for the infants' room. One day, the educator observes Rania crawling over to the baby dolls' area. Rania picks up the baby doll and holds it to her chest with one arm. The same afternoon, the educator notices Arjun and Riku in the book corner. Arjun and Riku spend approximately five minutes in the book corner, choosing different books, turning the pages and looking at the pictures. They alternate between looking at their own books and looking at the same book together.

Question and analyse

Following these observations, the educator reflected on the diverse cultural backgrounds represented in the infant room community and the extent to which different cultures are reflected in the resources available to the learners.

Questions that the educator considered were:

- Can the learners/families see their culture/ethnicity being represented and valued in the room?
- Do the learners see themselves or their families in books and pretend play materials?

VEYLDF Community Evidence Marker

- Cooperate with others and negotiate roles and relationships in play episodes and group experiences.
- Participate in reciprocal relationships.

Plan

Aims

For all learners to:

- be exposed to texts and resources that represent a diverse range of backgrounds and cultures
- look at/listen to texts shared in a small group context, with engagement shown through responses such as sounds, pointing, eye contact or smiling
- participate in back-and-forth verbal and non-verbal interactions with educators.

VEYLDF Community Evidence Marker

- Cooperate with others and negotiate roles and relationships in play episodes and group experiences.
- Become aware of connections, similarities and differences between people.
- Begin to understand and evaluate ways in which texts construct identities and create stereotypes.
- Participate in reciprocal relationships.



Using resources from other rooms in the service, or low-cost community facilities (libraries, toy libraries and 'op shops'), consider how the room could be made more inclusive of different cultures and ethnicities in a respectful, authentic manner. Seek feedback and suggestions from all families, perhaps inviting them to contribute a favourite book, toy or instrument from their home to share with the room for a few days.

Act and do

Gradually begin to include the resources and texts in the room.

The options are endless, but some examples may include:

- male and female dolls with different facial features, skin tones and hair types
- texts featuring culturally diverse characters or topics (the local library is an excellent resource as a starting point)
- musical instruments used in a range of cultures or countries
- unbreakable mirrors placed on the floor and low on the walls so crawlers can observe themselves and others, noticing differences and similarities.

Throughout the coming weeks, notice when learners are exploring the new texts or materials, and whenever possible, engage in an intentional interaction with them. Notice and narrate what the learners are showing interest in, and highlight different features of texts or materials. You could say, 'What do you notice about this picture? I can see a family. Can you see the enormous dragon puppet? I think they might be celebrating Chinese New Year.' Or 'What is the same about these two baby dolls? What is different? I can see they both have eyes, and ears, and noses [pointing at facial features]. And I can see this baby doll has light-coloured hair, like Emily! This baby doll has dark curly hair, like Rania. Some things about the babies are the same, and some things are different.'

Vocabulary

culture, background, different, same, family, notice

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were you able to source texts and resources that represented the diverse backgrounds and cultures?
- Did the learners indicate engagement during a shared reading experience by making sounds, pointing, eye contact or smiling?
- Did the learners participate in back-and-forth verbal and/or non-verbal interactions with educators?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Sensory garden: Watching plants grow

Collect information

Eighteen-month-old Jesse and four-year-old Emma are outside in the garden. Emma finds a flower on the ground and gives it to Jesse. Jesse crouches down and looks at the flower. Emma says, 'Jesse, you are meant to smell it!' Jesse smiles and sniffs at the flower. Emma tells Jesse, 'We only pick up flowers that have fallen on the ground, Jesse. We don't pull them off the plants.'

Question and analyse

See Early Years Planning Cycle Resource for 3–5 years – Community: Plant diary for observation, analysis and planning for Emma.

Jesse is developing an understanding of the natural environment through his senses as he looks at and smells the flower in the garden.

VEYLDF Community Evidence Marker

- Show growing appreciation and care for natural and constructed environments.

Plan

Aims

For Jesse and the other learners to:

- use their senses to explore the natural world
- develop new understandings of the natural world and how to experience it.

VEYLDF Community Evidence Marker

- Broaden their understanding of the world in which they live.
- Use play to investigate, project and explore new ideas.

Learners will create their own sensory garden at the playdough table. Provide a range of natural materials, which could include sticks and leaves, seed pods, eucalyptus leaves and herbs such as rosemary and lavender. Encourage learners to add different materials to their playdough garden. With each item they add, support the learners to smell, touch and look carefully at the details of the different materials.

Act and do

Ask open-ended questions such as, 'What do you think this will smell like (or feel like)?'

You could create your own sensory garden beside the learners, modelling new words that describe the different materials.

Vocabulary

smell, touch, spiky, smooth, dry, green, squishy, hard, soft

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners explore the materials using different senses?
- Did you provide enough time for learners to respond to questions?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



The butterfly life cycle: Dance

Collect information

Five-year-old Andreas found a caterpillar in the garden. He showed four-year-old Adam and said, 'Look!' Adam looked closely and asked, 'What is it?' Andreas replied, 'A caterpillar!' An educator walked over to Andreas and Adam, and asked, 'Where did you find the caterpillar?' Andreas pointed to the garden. The educator asked, 'Do you think that was its home?' Andreas responded, 'Yes. It lives under the ground, same as worms.'

Question and analyse

Andreas and Adam show different levels of understanding about caterpillars. For Andreas, there is a difference between a worm and a caterpillar. However, there is a misunderstanding about where a caterpillar lives. In addition, there is no evidence that Andreas and Adam know that a caterpillar changes into a butterfly.

VEYLDF Community Evidence Marker

- Broaden their understanding of the world in which they live.

Plan

Aims

For the learners to:

- learn about the stages of the butterfly life cycle
- match their creative movements with each stage of the cycle.

VEYLDF Community Evidence Marker

- Explore relationships with other living and non-living things and observe, notice and respond to change.

Plan a 'Butterfly Song' with the same melody as 'Row, Row, Row Your Boat' and replace the words as below:

Hatch hatch little egg, I'm so very small
 Teeny tiny caterpillar, you can't see me at all
 Crawl crawl caterpillar, munching on a leaf
 Crawling munching crawling munching,
 eat and eat and eat
 Form form chrysalis, I'm a different shape
 Hanging by a silken thread, until I can escape
 Rest rest chrysalis while I change inside
 Now at last my time has come to be a butterfly
 Stretch stretch pretty wings, it's a special day
 Soon they will be strong enough for me to fly away
 Fly fly butterfly, fly from flower to tree
 Find a place to lay my eggs so they can grow like me

Design creative movement sequences related to each sentence. For instance, for the phase of hatching, sit on the floor, hug yourself, place your head between your knees and gently grow as you sing the first two lines of the song. (To represent the caterpillar, put two fingers on your head as its antennae).

Dance activities require that dancers both share the dance space and move in conjunction with others. Before beginning, set up simple, positively worded behaviour guidelines that foster cooperative behaviour.

Act and do

Using the tune of 'Row, Row, Row Your Boat', replace the traditional lyrics with the words of the 'Butterfly Song'. Invite the learners to join you in a dance related to the butterfly life cycle.

Choose an area for dancing where there is plenty of space. Encourage the learners to discover their own ways to move and to use their bodies to communicate their ideas about each stage. If necessary, support them to match their bodies and movements to the melody and the song.

Vocabulary

hatch, caterpillar, chrysalis, silk, butterfly

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners demonstrate their understanding of the butterfly life cycle stages by creating relevant movements in each stage?
- Do you think the art form of dance can be used intentionally as a medium for teaching science concepts?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Plant diary

Collect information

Eighteen-month-old Jesse and four-year-old Emma are outside in the garden. Emma finds a flower on the ground and gives it to Jesse. Jesse crouches down and looks at the flower. Emma says, 'Jesse, you are meant to smell it!' Jesse smiles and sniffs at the flower. Emma tells Jesse, 'We only pick up flowers that have fallen on the ground, Jesse. We don't pull them off the plants.'

Question and analyse

See Early Years Planning Cycle Resource for Birth–2 years – Community: Sensory garden for another planning direction.

Emma is showing appreciation for the natural environment and respecting other living things. She shows care towards plants and responsibility for her own actions in relation to living things.

VEYLDF Community Evidence Marker

- Demonstrate an increasing knowledge of and respect for natural and constructed environments.
- Develop an awareness of the impact of human activity on environments and the interdependence of living things.

Plan

Aims

For Emma and the other learners to:

- explore the needs of living things
- develop an understanding of the care and responsibility required to grow a plant
- observe and notice changes in living things over time.

VEYLDF Community Evidence Marker

- Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.
- Explore relationships with other living and non-living things and observe, notice and respond to change.

Provide seeds, soil and pots for learners to grow their own plants. Discuss what plants need to grow (for example, sunlight and water) and support learners to plant their own seeds in their tray of three pots.

Explain that you are going to do an experiment to see what plants need to grow:

1. Place one tray in a sunny spot and water the tray regularly.
2. Place one tray in a sunny spot but do not give it any water.
3. Place one tray in a cupboard where it gets no light, and water the tray regularly.

Encourage the learners to observe the growth of their seeds over the course of several weeks.

Support the learners to create their own plant diary by taking photographs of the seed trays once a week, or by making paper booklets to record the growth of their plants.

Encourage the learners to discuss the changes they observe.

Act and do

Ask open-ended questions such as 'What is happening to the plants that are kept in the dark?', 'What is happening to the plants that get no water?', 'What is happening to the plants that get sunshine and water?' and 'What are we learning about what plants need to grow?'

Compare what plants need to grow with what people (and/or animals) need to grow. Discuss why it is important to care for living things.

Vocabulary

seeds, seedling, growth, change, sunlight, plant, water, stem, leaves, flower, oxygen, nutrients, soil, environment

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners predict what would happen to their seeds in different environments?
- Were the learners able to notice, describe and record some of their observations?
- Did the learners notice changes over time?
- Did the learners demonstrate an understanding of what living things need to grow? How do you know?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Same or different?

Collect information

Luella is four years and eight months old. She is drawing with pencils at a table. Fatima, aged four years and six months, has just been dropped off for the day by her mum. Fatima joins Luella at the table. The educator overhears their conversation. Luella says to Fatima, 'Why does your mum always wear that scarf on her head? Does she have hair?' Fatima frowns and replies, 'My mum has hair!' Luella responds, 'I think it looks funny. My mum doesn't wear one.' Fatima frowns again. Then she stands up and moves away from the drawing area.

Question and analyse

Luella and Fatima discover some differences about their lives (culture). Luella is interested in the hijab she saw Fatima's mum wearing when she dropped her off, and wonders why it is different to how her mum dresses.

VEYLDF Community Evidence Marker

- Become aware of connections, similarities and differences between people.

Plan

Aims

For Luella and other learners to:

- develop an understanding of the meaning of language relating to similarities and differences
- contribute ideas or thoughts to group discussion
- listen to the ideas or thoughts of others.

VEYLDF Community Evidence Marker

- Become aware of connections, similarities and differences between people.

What does it mean to be the same? Or to be different? How are we the same? How are we different? Is it good to be the same? Or good to be different?

Create a small laminated name card for each learner, using the Victorian Modern Cursive font. Paste a photograph beside each learner's name (to help with name recognition). Put Blu Tack on the back of each name card.

Display a large laminated poster (or a large whiteboard) near a table at the drop-off/sign-in area. Invite families to check the table each morning for a week, where there will be a new topic to vote on each day.

Act and do

On Monday (for example), learners may have to choose their favourite animal out of three options – elephant, dog or dinosaur. Luella's favourite animal is a dinosaur, so with the help of her family member she finds her name card in the basket, and sticks it in the dinosaur column on the poster. Other topic ideas might be pets, foods or how you got to kinder (for example, car, scooter, walked). After introducing the concept on the first day, invite the learners to contribute their own ideas for topics.

Each day, the educator initiates a brief conversation about the results of the 'poll'. This might be with small groups of children during the day or with the whole group. Leave the poll data visible and encourage the learners to discuss the poll results with their families at the end of the day.

Questions/observations may include:

- 'Which animal/food is the most popular?'
- 'Luella and Fatima both like dinosaurs – their favourite animal is the same.'
- 'Sam likes pizza, but Emily likes spaghetti – their favourite food is different.'

Invite the learners to share any observations they notice.

At the end of each day, the name cards go back in the basket, ready for the next morning.

Vocabulary

same, different, similarities, differences, connections

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the families engage with the experience?
- Did the learners identify similarities/differences based on the polls?
- Did the learners use new vocabulary such as 'same' or 'different'?
- Was the concept applied to a broader context, such as different cultures or family members?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins





What happens to our rubbish?

Collect information

A small group of four-year-old learners is working in the sandpit, 'digging for treasure'. Callum pulls a plastic straw from the hole he is digging and shouts, 'I found something!' Jack comes over to look and says to Callum, 'That's not treasure, it's some rubbish.' Callum drops it back in the sandpit but Jack picks it up and says, 'Let's put it in the bin so we can keep the sandpit clean.' Callum responds, 'Yeah, let's look for more rubbish so we can keep the sandpit clean!' Callum, Jack and two other learners continue to search through the sandpit for pieces of rubbish.

Question and analyse

Jack shows an understanding of different types of materials, including waste products that should be disposed of rather than left in the natural environment. Callum is beginning to show an understanding of the importance of caring for and respecting the environment in which he plays. The group of learners in the sandpit is beginning to work together to solve a problem.

VEYLDF Community Evidence Marker

- Demonstrate an increasing knowledge of and respect for natural and constructed environments.
- Participate with others to solve problems and contribute to group outcomes.

Plan

Aims

For the learners to:

- continue to explore understanding of properties of different materials
- explore the impact of waste on the community and wider environment.

VEYLDF Community Evidence Marker

- Develop an awareness of the impact of human activity on environments and the interdependence of living things.
- Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.

You will need to plan ahead to ensure the timeline of the experience is not interrupted by term holidays. Also, you will return to this several times over the next few weeks.

Collect four containers (for example, two-litre ice-cream tubs). Help the children to fill each tub with soil. In each tub, bury one of the following: an apple core, a piece of celery, a piece of paper or a piece of plastic. Label each of the containers and water them regularly.

At the end of each week, uncover the objects in the soil. Observe what happens to the objects over six weeks or two months (or even longer if possible).



Act and do

Ask open-ended questions, such as:

- 'What do you expect will happen to the objects we have buried?'
- 'I wonder whether all the objects we buried will look the same next week, or whether they will change?'
- 'What may be the reason for this?'
- 'What are we learning about the things we throw in the bin?'

This learning plan could be extended by supporting children to draw or write down what was buried.

Vocabulary

materials, natural, constructed, biodegrade, soil, different, same, changes, environment

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners provide predictions about what would happen to the materials?
- Did you provide enough time for learners to answer questions?
- Did the learners describe any differences between natural materials and constructed materials?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Wellbeing

Children have a strong sense of wellbeing



Tricycle tracker

Collect information

Three tricycles are a recent addition to the toddler outside play area, and are proving to be very popular. There are often learners waiting to use the tricycles.

George, 20 months, is riding a tricycle around the outside play area, using his feet to push himself along. He is smiling. Remy, 22 months, and Yasmine, 18 months, are using the other two available tricycles, riding alongside each other, and smiling frequently at each other.

Sienna, 22 months, approaches George and grabs the handlebars of the tricycle. Sienna says, 'My turn!' to George. George pushes Sienna's hands off the tricycle and rides away. Sienna begins to cry, and walks towards a nearby educator.

Question and analyse

Sienna communicated her desire to use the tricycle verbally. George responded with a physical gesture, indicating that he had not finished using the tricycle. Yasmine and Remy are using the tricycles together, showing their enjoyment of each other's company through their facial expressions.

VEYLDF Wellbeing Evidence Marker

- Increasingly cooperate and work collaboratively with others.

Plan

Aims

For the learners to:

- begin to understand the concepts of turn-taking and fairness
- express their desire to use a piece of equipment using words or gestures
- recognise their photo/name card
- begin to recognise that written text has meaning.

VEYLDF Wellbeing Evidence Marker

- Increasingly cooperate and work collaboratively with others.
- Recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).

Write 'Tricycle Tracker' at the top of a pinboard, whiteboard or blackboard. Place a photograph of one of the tricycles next to the heading, to provide a visual cue for the text.

Print out (or use existing) small photos of all children with their names printed underneath. Laminate the cards and place them in a container/basket.

Act and do

Display the 'Tricycle Tracker' board outdoors at the level of the learners. Place the basket of photo cards nearby. Explain to the learners that the 'Tricycle Tracker' helps to keep track of whose turn it is next, so everyone who wants a turn can have one. This makes it fair for everyone.

If all three tricycles are being used, and other learners have expressed a desire to have a turn, invite the learners who are waiting to find their photo card and stick it on the board, indicating that it will be their turn next. Other learners waiting for a turn can do the same, sticking their photo card underneath the previous one.

When the learners are identifying their name card, point out their photograph, and draw attention to the letters underneath. You could say, 'These marks here are letters, and these letters are your name. These letters say "George". That's you!'

Monitor which learners are waiting for a turn and when the tricycles become available. Once the tricycles (or any other new or popular resource) have become less popular, the 'tracker' will no longer be required.

Vocabulary

turns, waiting, taking turns, fair, letters, name

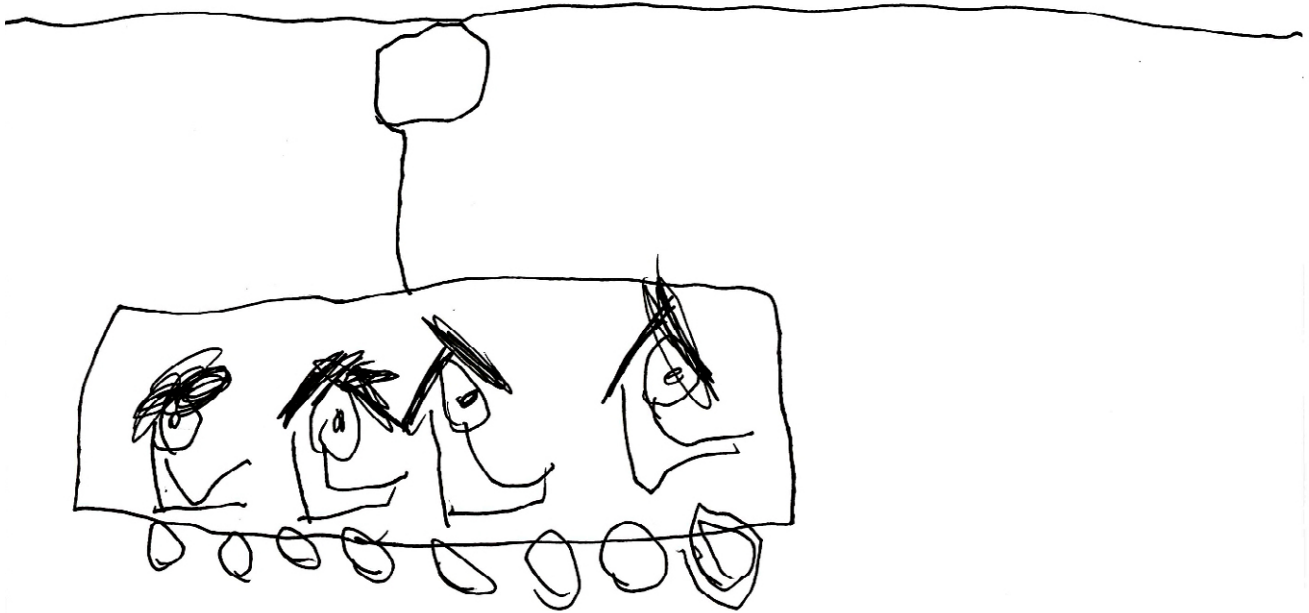
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- How did the learners respond to the 'Tricycle Tracker'? Did the visual representation of turn-taking ease the waiting process?
- Were the learners able to communicate to an educator their desire to use a tricycle?
- Were the learners able to identify their photo/name cards and stick them on the board?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Shape collage: Visual Arts

Collect information

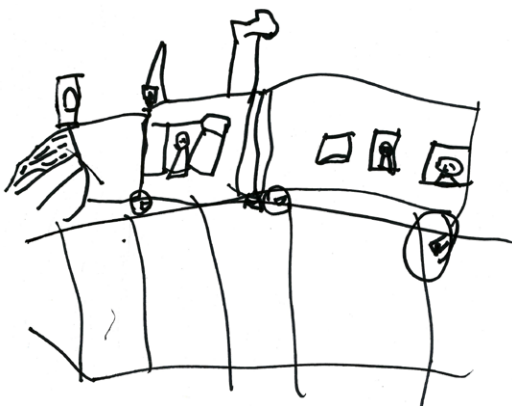
Ella is two years and 10 months old. She sat down next to Max who was playing with the shape-sorting box. She took each shape block, named its colour and gave it to Max to pass it through the hole. They both continued this for a few minutes. The educator approached them and holding the red circle block in front of her said, 'Ella, I have got one red circle block. Can you give me another red circle?' Ella took one red square, said, 'Red', and passed it to the educator. The educator tried each of the four shapes: circle, square, triangle and rectangle, choosing different colours. Ella passed her a block of the correct colour each time.

Question and analyse

Ella exhibited her sharing skills by passing each shape to her peer as they collaborated in their play. She also demonstrated her knowledge about colours by correctly naming them.

VEYLDF Wellbeing Evidence Marker

- Increasingly cooperate and work collaboratively with others.



Plan

Aims

For the learner to:

- learn to differentiate different colours and shapes
- practise their hand-eye coordination.

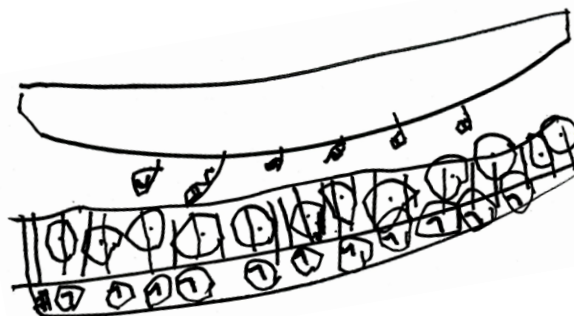
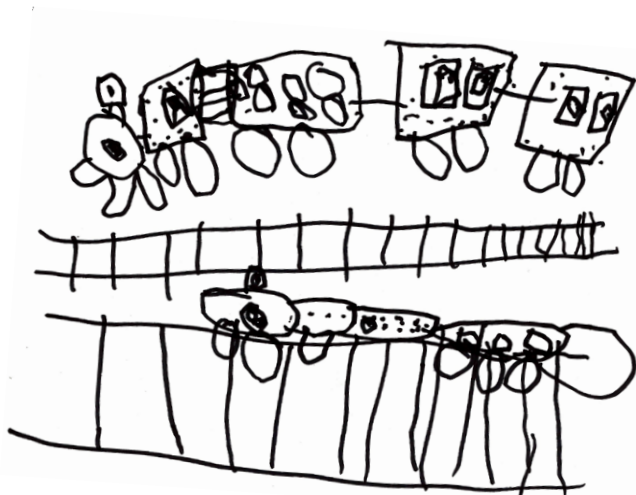
VEYLDF Wellbeing Evidence Marker

- Recognise their individual achievements.

Plan to consolidate Ella's knowledge of shapes by engaging her in a collage activity.

Prepare a sheet of contact paper with the backing peeled off. Tape the paper to a table, sticky side up. Provide a paper plate with pre-cut geometric paper shapes in different colours, patterns and textures. Be sure to provide the shapes in different sizes.

Remember that learners at this age are usually able to sort objects by one attribute only – colour OR shape. It is better to consolidate a learner's ability to sort by one attribute before you introduce a second attribute.



Act and do

Hold up one of the paper shapes and say, 'Ella, look at this circle. Do you know what colour it is? Where will you put it on your collage?'

Hand the learner the shape to place on the sticky surface. Provide guidance and support if needed. Start with two shapes, such as a circle and square. After a few repetitions, add the other two shapes. Then let the learner choose shapes independently.

After the learner puts the shape down on the surface, describe where it was placed. For instance, say 'Ella, you put the circle next to the triangle.' Repeat with the other shapes by naming them and using locational words.

After Ella can identify shapes with confidence, introduce a second attribute. For example, pass a red circle to her and ask, 'Can you put the red circle next to the green circle?' Start with naming the same shapes in different colours.

When the learner feels they are finished, hold up the collage and say, 'Look at the collage you made. Can you find the circle?'

Display the collage and return to it often. Continue to support the learner in finding shapes by using descriptive terms.

Vocabulary

circle, square, triangle, rectangle, next to, above, under, across, same, different, names of colours

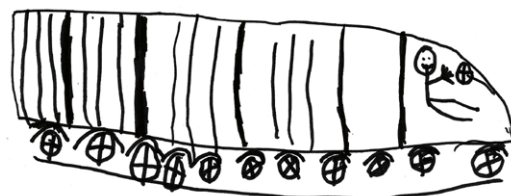
Reflect and review

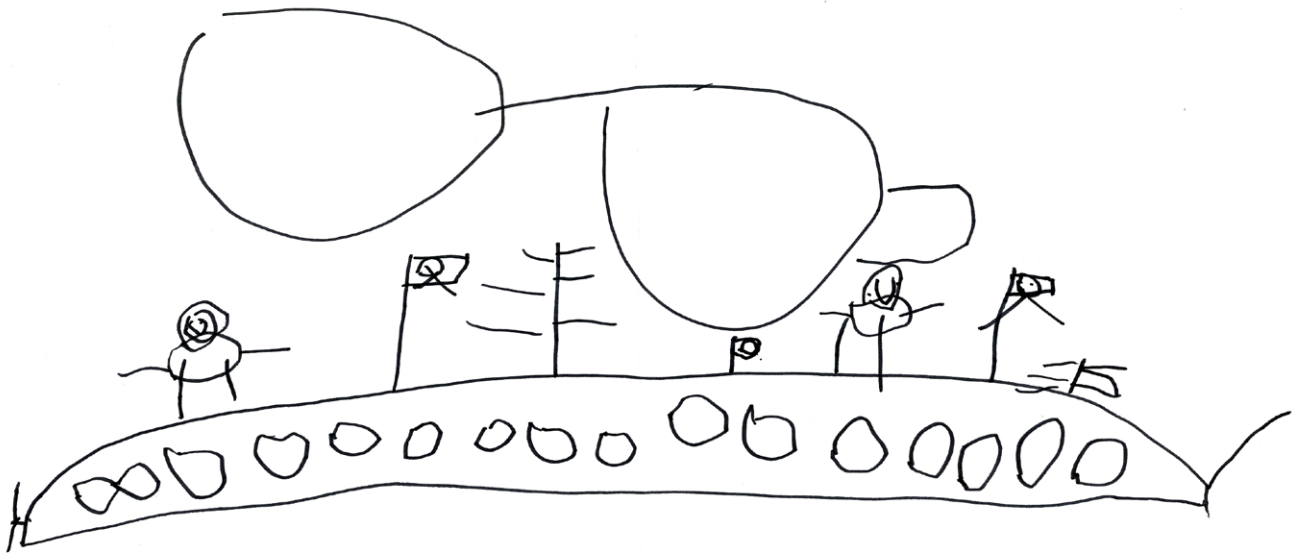
Look back at the aims of this learning experience to guide your reflection and review.

- Could the learner identify the named colours and shapes?
- How did she demonstrate her understanding of shape names – did she use the words, or did she point to the named shape?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins





Babies

Collect information

Twenty-six-month-old Dax was playing with the baby dolls in the home corner. Another child had drawn on the face of the baby that Dax was holding. Dax pointed to the baby's face and said, 'Baby dirty!' and tried to wipe the mark off the doll's face.

Question and analyse

Dax is demonstrating behaviour that he may have seen at home or experienced himself. He shows an understanding of looking after the baby by holding it and wanting to clean its face.

VEYLDF Wellbeing Evidence Marker

- Recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).

Plan

Aims

For Dax and the other learners to:

- continue to explore an understanding of taking care of others
- explore interactions between materials.

VEYLDF Wellbeing Evidence Marker

- Use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world.

Set up a water play area with some washable baby dolls, towels, washers and soap. Remember to use large tubs and shallow water. Model washing the babies using washers with soap and water. Encourage Dax and other learners to explore the water play. Invite the learners to wash the baby dolls, and to observe what happens to the dolls when they use the soap and water to wash them.

Focus the learners' attention on how the soap feels when it is wet. Describe what is happening when bubbles form.

Act and do

It is important to provide opportunities for the learners to explore the materials.

Ask open-ended questions, such as 'I wonder what happens when we rub the soap and water together in our hands?'

Encourage the learners to describe what they see and feel.

Vocabulary

bubbles, foam, slippery, wet, dry, clean, dirty

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners engage with the reaction between the soap and water?
- Did you provide enough time for learners to answer questions?
- What engaged the learners' attention?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Sliding down

Collect information

Twelve-month-old Mia has recently started using the furniture to pull herself up to a standing position. She is also beginning to take a few steps without support. Today, Mia was sitting with an educator, holding onto the educator's hands and repeatedly pulling herself up and sitting down again. When the educator said, 'Up!', Mia stood up. When the educator said, 'And down!', Mia sat back down and giggled.

Question and analyse

Mia is beginning to demonstrate an awareness of moving her body and responding to directions from others.

VEYLDF Wellbeing Evidence Marker

- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

Plan

Aims

For Mia and the other learners to:

- consolidate their understanding of 'up' and 'down'.

VEYLDF Wellbeing Evidence Marker

- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

Set up a small slide with safety cushions for children to explore climbing up and sliding down, with your support.

Act and do

Model language to support the learners' understanding of position and movement. Use words to describe the equipment and narrate the learners' movements around the equipment. Use your voice to emphasise the concepts of 'up' and 'down' – make your voice go up as you say, 'Up!', and down as you say, 'Down!'

Vocabulary

up, down, around, slide, again, bouncy, cushions, climb

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners respond to the educator's encouragement?
- Did the learners respond to the educator's language modelling?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Move your body dice

Collect information

During group time in the toddler room, the educator sang the ‘Hokey Pokey’ song. All six learners participated and copied the educator’s actions with enthusiasm.

Question and analyse

The group of learners showed their enthusiasm by taking part in the song and repeating the educator’s actions. Providing them with an opportunity to create their own movement patterns would extend their understanding of the parts of their bodies and how the different parts of their bodies move.

VEYLDF Wellbeing Evidence Marker

- Are happy, healthy, safe and are connected to others.

Plan

Aims

For the learners to:

- name the parts of their bodies
- invent new creative movements based on the images on the die.

VEYLDF Wellbeing Evidence Marker

- Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama.

Draw (or print) pictures of a leg, an arm, a foot, a hand, a body and a head. To create the die, make a cubed box and stick an image on each side. (You could make your own die or use a cube-shaped tissue box).

Act and do

Invite the learners to stand in a circle. Show them the picture on each side of the die and name each body part together. Say, ‘I wonder what kind of movements we can make with each of these parts of the body?’

Demonstrate the dice game by rolling it into the middle of the circle. Draw the learners’ attention to the picture facing upwards on the die. Then, create body movements based on the picture. For example, if it is a picture of a hand, ask the learners to name it. Make a creative movement pattern by using your hand, such as shaking it. Encourage and support the learners to imitate your actions.

Give each learner a turn to roll the die and move the corresponding body part. Describe the movements made by the children, modelling new words. For example, ‘Ali, you are drawing a circle with your arm by moving it round and round to draw a circle in the air.’

Use your professional judgment to decide whether the learners could make a double movement.

Each learner rolls the die twice (or two dice at the same time) and uses two parts of the body to make a movement pattern. For example, if the die lands on the pictures of a hand and a foot, create a combined movement using both parts of the body.

Extension: This is a great opportunity to familiarise the learners with the elements of dance, such as space (personal and general), level (high, middle, low) and direction (up, down, forward, backward). For example, introduce the learners to the concepts of space and direction by encouraging them to move their legs forwards and backwards within their own personal space in one spot, while you rhythmically emphasise the spatial terms. You could add more movements, such as ‘Move your arms up and down!’ or ‘Jump forward, now jump back.’

Vocabulary

leg, foot, arm, hand, body, head, low, high, medium, forward, backward

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were the learners able to identify the different parts of the body? Did they say the word, or did they point to it?
- Did the learners move the parts of their bodies that corresponded with the pictures on the die?
- Did the learners copy the movement patterns of a peer?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Healthy bodies

Collect information

Five-year-old Yasmin comes to kindergarten wearing a pedometer on a ribbon around her neck. When an educator asks her what it is, Yasmin explains that her sister brought one home from school because her sister's class is counting how many steps they take each day. Yasmin also explained, 'Taking lots of steps helps keep us healthy.'

Question and analyse

Yasmin is showing some awareness of the role that exercise plays in maintaining health and wellbeing.

VEYLDF Wellbeing Evidence Marker

- Show an increasing awareness of healthy lifestyles and good nutrition.

Plan

Aims

For Yasmin and the other learners to:

- continue to explore what makes our bodies healthy
- develop an understanding of their bodies' reaction to physical exercise
- describe examples of exercise in their own lives.

VEYLDF Wellbeing Evidence Marker

- Show an increasing awareness of healthy lifestyles and good nutrition.

Organise a large group game involving physical exercise (particularly running) such as 'What's the time, Mr Wolf?'

Before playing the game, explain to the learners that they are going to do an experiment to see how their bodies change after exercising.

Encourage learners to sit quietly and notice their breathing (fast or slow?), feel their own chests for their heartbeat, and touch their own faces to feel the temperature of their skin (warm or cool?).

Play the game until learners begin to show physical signs that they have been active. Then, encourage them to sit quietly again and to notice their own breathing, their heartbeat and how their faces feel.

Encourage the children to share their observations.

Act and do

Draw the learners' attention specifically to their breathing, their increased heart rate, changes in their body temperature and their perspiration (sweating).

Ask open-ended questions such as 'What do you notice about your body after you have been running around?', 'What changes have you noticed from before playing the game?', 'Can you think of other times when your body feels hot and you perspire?' Ask the learners, 'Can you think of times when your heart beats harder and faster?'

Encourage children to consider why exercise helps keep our bodies healthy and why it is important. Make connections with their knowledge of eating healthy food, drinking water and sun safety.

Vocabulary

heart rate, breathing, fast, slow, perspire, sweat, hot, cold, oxygen, blood (pressure), exercise, movement, health, activity, lungs, muscles

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners notice changes in their bodies after physical activity?
- Did the learners describe some of these changes and suggest why these changes take place?
- Were the learners able to make connections with other aspects of healthy living?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Dance lines

Collect information

In Early Years Planning Cycle Resource for 3–5 years – Communication: The Eiffel Tower design, Blake looked at Laila’s drawing, pointed to the straight line between the two legs of the Eiffel Tower she had drawn and said, ‘Laila, there should not be any straight line in here.’ Then he pointed to the curved line he had drawn and said, ‘It should be like this, like a turtle shell.’ The educator asked, ‘I wonder what type of line it is?’ Blake replied, ‘Turtle shell.’

Question and analyse

Blake has distinguished between *straight* and *curved* lines by associating them with familiar things in his environment. Blake could be introduced to additional words to describe lines.

VEYLDF Wellbeing Evidence Marker

- Increasingly cooperate and work collaboratively with others.

Plan

Aims

For the learner to:

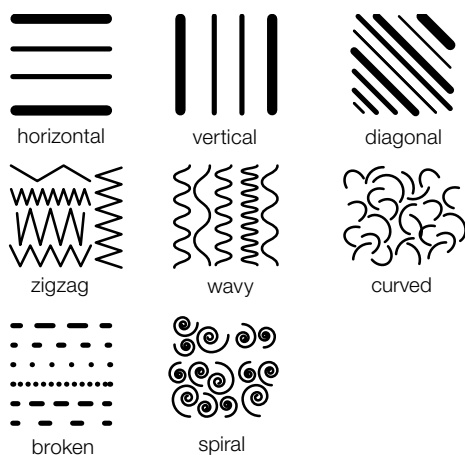
- acquire new words to describe lines, such as ‘curved’ and ‘wavy’
- create a movement that relates to the kind of line on the card.

VEYLDF Wellbeing Evidence Marker

- Engage in increasingly complex sensory-motor skills and movement patterns.
- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

On sheets of paper or poster board (approximately A5 dimensions), draw different kinds of lines such as spirals, curved and wavy (see examples below). Draw one kind of line per sheet to create a collection of cards.

Examples of lines to draw:



Act and do

Invite Blake and Laila to join you.

Explain, ‘Today we are going to imagine we are different kinds of lines.’

Hold up one card at a time, name the kind of line and invite Blake and Laila to move in a way that matches the image on the card.

Connect the lines to any familiar things, such as lying down on the floor and gradually moving while saying, ‘Let’s be a wavy line moving around like a snake. How does a snake move?’

Yes, that’s a wavy line’ or ‘How small/big can you make your zigzag line?’ Repeat the describing word while the children move.

To extend the learning, add music, move to the beat and combine two kinds of lines together while creating a movement pattern.

Vocabulary

horizontal, vertical, diagonal, broken, zigzag, wavy, curved, spiral

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were the learners able to create movements to match the images on the cards?
- Did the learners name the kinds of lines while dancing the lines?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

‘Walking to the left’: Dance

Collect information

In the Early Years Planning Cycle Resource for 3–5 years – Community: The butterfly life cycle, Adam flew around the room in different directions, waving his arms up and down like a butterfly. As soon as the educator asked, ‘Where do you think the butterfly would like to lay its eggs?’, Adam pointed to the left corner of the room where an indoor plant was located and said, ‘Over there.’

Question and analyse

Adam demonstrated gross motor control and balance while moving his body in different directions in his general space.

VEYLDF Wellbeing Evidence Marker

- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

Plan

Aims

For the learner to:

- follow the given direction through movement.

VEYLDF Wellbeing Evidence Marker

- Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama.
- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

Movement helps learners to become aware of the front, back, left and right space. This in turn develops spatial awareness. Adam’s spatial understanding could be enhanced through concrete experiences that are accompanied by spatial terms, such as ‘left’, ‘right’, ‘front’, ‘back’, ‘up’ and ‘down’. Words are abstract symbols that can embody meaning when learners physically experience what they represent. Using the relationship between dance movements and spatial thinking would support Adam’s understanding of spatial words.

Act and do

Listen to the song, ‘Walking to the Left’ from Shenanigans’ *Dance Like a Kangaroo* CD (see Resources p. 120).

Invite the learners to stand in a line. Stand between two learners and join hands along the line. Practise the steps without any music.

Then, play the music. Sing along with it and move in the direction the music says. Guide the learners’ movements by using gestures and demonstrating the actions along with them.

To start with, this experience may form the entire movement experience. Later, it can be used as a warm-up exercise for more complex movement experiences.

Vocabulary

left, right, front, back, in, slow, fast

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners show an understanding of the directional words ‘left’ and ‘right’?
- How did they demonstrate this understanding – did they use the words, follow your lead or respond independently with the movements at the appropriate time?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Obstacle course: Follow the leader

Collect information

Five-year-old Desi and Rebecca are climbing on the play equipment in the outdoor area. Desi has climbed up the rope ladder at the beginning of the obstacle course, but Rebecca hesitates at the bottom. Rebecca calls out, 'Wait for me Desi!' but continues to hesitate. Desi comes back to the rope ladder and tells Rebecca that she will climb down to show her how to do it. Rebecca watches while Desi climbs. Rebecca then climbs up the rope ladder and they continue playing on the equipment.

Question and analyse

Desi displays confidence in her ability to climb up and down the rope ladder, as well as an understanding of her position in relation to Rebecca. Rebecca is hesitant to climb up the ladder, but with the support of a peer she accepts the challenge and climbs up successfully.

VEYLDF Wellbeing Evidence Marker

- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.
- Seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.

Plan

Aims

For Rebecca and the other learners to:

- continue to develop an understanding of their body position in space and in relation to other objects
- describe their own location using positional language
- explore the use of locational language to follow directions.

VEYLDF Wellbeing Evidence Marker

- Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

Plan and set up an obstacle course. Connect some sections of the course and leave others separate so that learners can practise moving around between different pieces of equipment.

When learners use the equipment, introduce a game of 'Follow the leader'. One learner is the leader and the other learners follow. The aim is for the leader to make sure that all the learners are following the path the leader chooses until all the learners are back at the beginning of the obstacle course.

Act and do

Encourage the leader to narrate their movements. The educator models this to start with: 'Desi is going up the ladder and down the slide.' Now and then, the educator could ask the children to freeze and describe their position to consolidate positional language.

Ask questions such as 'Can you find another way around the obstacle course?', 'What does beside or next to look like?' or 'What equipment can you be under?'

This could be extended by one learner (or the educator) providing verbal directions for the other learners to follow. Attach arrows or other symbols to direct children to follow a particular route. Children could reposition the arrows (or other symbols) to create new routes to follow.

Vocabulary

up, down, under, over, beside, next to, above, below, through, between, direction, location

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners use positional language to describe their locations or direct others?
- Were the learners able to follow the leader and/or the directions provided?
- Were the learners able to use the equipment confidently and safely? Were there any areas where extension or support was needed?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Communication

Children are effective communicators



‘Jim Along Josie’: Dance

Collect information

Twenty-four-month-old Ali played a ‘parts of the body game’. (See Early Years Planning Cycle Resource for Birth–2 years – Wellbeing: Move your body dice.) As soon as he saw pictures of parts of the body such as the hands, head and arms, he made lots of movements with the corresponding body part. However, when he saw pictures of parts of the lower body (such as the foot and the leg), he waited for his peers to move the corresponding body part first. After watching them, he sometimes imitated their actions.

Question and analyse

Ali has demonstrated an understanding of how the parts of his upper body move, creating and imitating related movements. He seems to be more confident in moving his upper body than his lower body. Involving him in physical activities that rely on the large muscles of the lower body may support his development. Conversations during this play would help him to learn new words to describe the parts of his lower body.

VEYLDF Communication Evidence Marker

- Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning.

Plan

Aims

For the learners to:

- develop an understanding of the lower body functions
- practise their gross motor skills
- acquire vocabulary relating to gross motor skills, such as ‘run’ and ‘jump’.

VEYLDF Communication Evidence Marker

- Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and storytelling, to express ideas and make meaning.

Learn the ‘Jim Along Josie’ song (you will find several variations on YouTube) so that you can sing it with the children.



Act and do

Invite the learners to stand in a circle. Talk about the actions they can make with their lower bodies, using their legs and feet. Then, sing the ‘Jim Along Josie’ song and encourage the learners to listen as you sing and introduce one action.

The song begins with ‘Hey Jim along, Jim along Josie, Hey Jim along, Jim along Jo’ and when you and the children are familiar with the rhythm you can substitute action words into the song, such as:

Run Jim along, Jim along Josie,
run Jim along, Jim along Jo
Walk Jim along, Jim along Josie,
walk Jim along, Jim along Jo
Twist Jim along, Jim along Josie,
twist Jim along, Jim along Jo
Jump Jim along, Jim along Josie,
jump Jim along, Jim along Jo

Model the movements with enthusiasm and encourage the learners to copy you.

To extend the learning, include other variations with actions, such as ‘crawl’, ‘skip’ and ‘hop’.

Encourage the learners to suggest actions they would like to add to the song.

Vocabulary

walk, run, jump, twist, hop

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners connect each action word with a particular movement?
- Which action words mentioned in the music did the children demonstrate?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Lycra: Music

Collect information

In Early Years Planning Cycle Resource for Birth–2 years – Identity: ‘Roly Poly’, 23-month-old Mia demonstrated her understanding of spatial terms (such as ‘in’) by matching her bodily gestures with the words while singing a song. Later, she was observed using the spatial term ‘in’ while playing in the sandpit. She pointed to a bowl and said, ‘In, in here’ to ask a peer to add more sand to her bowl.

Question and analyse

Mia exhibits knowledge of the word ‘in’ and uses it accurately in her play. Mia’s vocabulary could be extended by adding other spatial terms such as ‘on’ and ‘under’.

VEYLDF Communication Evidence Marker

- Engage in enjoyable reciprocal interactions using verbal and non-verbal language.

Plan

Aims

For the learner to:

- use and respond to positional and directional language
- match their bodily gestures with a song.

VEYLDF Communication Evidence Marker

- Respond verbally and non-verbally to what they see, hear, touch, feel and taste.
- Sing chant rhymes, jingles and songs.

Materials

- Stretchy fabric, such as lycra
- Music: ‘Row, Row, Row Your Boat’, and the ‘Stretchy Lycra’ song from *Pukeko Stomp* (see Resources p. 120)

Act and do

This game is intended for a small group of learners. Use a piece of stretchy fabric like lycra that is large enough for each learner to hold a section comfortably.

Invite the learners to come and sit on the floor in a circle. Place the lycra on the floor and have the learners take hold of it with both hands. Model how to hold the lycra by placing the fingers on top and thumbs underneath the fabric. Choose a familiar song as a warm-up, such as ‘Row, Row, Row Your Boat’, and explain to the learners that the lycra is our boat and we will be moving the lycra as if we are rowing. Demonstrate this action while explaining.

Then move on to the ‘Stretchy Lycra’ song:

Fingers underneath the lycra,
fingers under, give a little shout, HEY!
Fingers underneath the lycra,
leaning in and leaning out
Fingers bouncing on the lycra,
fingers bouncing, give a little shout, HEY!
Fingers bouncing on the lycra,
leaning in and leaning out
Stretching, tugging, pulling lycra,
stretching, tugging, to and fro
Stretching, tugging, pulling lycra,
stretching, tugging, watch it grow
Knees make mountains under lycra,
knees make mountains, give a little shout, HEY!
Toes are wriggling under lycra, toes are wriggling,
give a little shout, HEY!
Side to side we’re pulling lycra,
side to side and give a little shout, HEY!
Up and down we’re waving lycra,
up and down and give a little shout, HEY!

Demonstrate the movements with the lycra accompanied by the song.

Show enthusiasm and exaggerate the actions to model them to the learners. For instance, while singing ‘fingers bouncing on the lycra’, raise your hands above your head and then bounce them on the lycra to emphasise the location of your hand on the lycra.

Vocabulary

under, in, on, out, side to side, up, down

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners show an understanding of the spatial terms?
- How did they demonstrate this understanding – by using the terms verbally, or non-verbally by matching their actions along with the song?
- Did the learners move in time with the music or repeat patterns they heard in any way?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Puzzle

Collect information

Twenty-month-old Rocco was doing a wooden peg puzzle. He took out each piece in turn, placing the pieces around the edge of the puzzle frame. Then he picked up the first piece he had removed and tried it in the correct space, although he turned around the wrong way. He moved it to each of the other spaces in turn and tried to push it in. ‘Uuuuuh’ he said, in a frustrated tone. ‘Try here again,’ said the adult, guiding the piece to the correct space and rotating it so that it was roughly the right way around. Rocco was able to push it in. He picked up the next piece and tried it in all of the remaining spaces, before again becoming frustrated. The adult helped again in a similar way. This continued until the puzzle was complete. He looked up and smiled.

Question and analyse

Rocco shows that he understands the aim of doing a puzzle – to get the pieces sitting snugly in the correct spaces. He also understands that he has not managed to do this independently, and expresses frustration. When the adult provides encouragement and scaffolding in the form of hints, Rocco is able to complete the task successfully. He communicates his understanding that he has been successful each time by moving on to the next piece and smiling when he finishes.

VEYLDF Communication Evidence Marker

- Interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings.
- Exchange ideas, feelings and understandings using language and representations in play.

Plan

Aims

For the learner to:

- practice rotation strategies to complete a puzzle
- choose puzzle pieces that represent the elements of a story.

VEYLDF Communication Evidence Marker

- Actively use, engage with and share the enjoyment of language and texts in a range of ways.
- Begin to be aware of the relationships between oral, written and visual representations.

Make a simple puzzle:

Four strips of thick cardboard or foam, each cut into three jigsaw-like pieces. Make the jigsaw joins different enough so that it's easy to see when pieces do not fit.

Draw (or print) and stick the following pictures onto the three pieces:

- Strip 1: Papa Bear, Mama Bear and Baby Bear
- Strip 2: Small, medium and large bowls of porridge
- Strip 3: Small, medium and large chairs
- Strip 4: Small, medium and large beds

Make a Goldilocks figure:

- Tell the story of Goldilocks and the Three Bears, putting the puzzles together as you read.

Act and do

The second time you tell the story, hand learners the relevant pieces of the puzzle as they are mentioned in the story, and encourage the learners to place them in the correct sequence to complete the puzzle strip. Assist the learners to fit the puzzle pieces together. Use the Goldilocks figure to animate the story-telling.

As the learners become more familiar with the elements of the story, encourage them to look for the next picture in the sequence, rather than handing puzzle pieces to them.

Draw the learner's attention to the attributes of the shapes such as corners, edges, curves, straight lines.

If necessary, show the learners how to rotate, flip and slide the pieces to line them up correctly.

Vocabulary

turn, flip, slide, curve, straight, corner

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners achieve the aims of your learning experience?
- Are puzzles being used intentionally as teaching and learning tools in your setting?

Consider how collaborative puzzle building would provide opportunities for you to model directional and positional language.

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Waving

Collect information

Whenever the mother of 18-month-old Dina arrived at childcare to pick her up at the end of the day, Dina immediately waved to the teacher.

Question and analyse

Dina has noticed patterns and routines of her everyday life. She seems to know that soon after her mother arrives, they will leave childcare and her teacher won't go with her. She also seems to know that waving is part of greeting routines used in goodbyes.

VEYLDF Communication Evidence Marker

- Notice and predict the patterns of regular routines and the passing of time.

Plan

Aims

For the learner to:

- acquire vocabulary relating to time such as later and soon.

VEYLDF Communication Evidence Marker

- Notice and predict the patterns of regular routines and the passage of time.

Plan to consolidate the vocabulary and communication behaviours that Dina encounters during greetings. Wave back, and say goodbye in several different ways. For example, 'Goodbye!' and 'See you tomorrow!' Also, support the learner's understanding of the sequences within a day.

Act and do

Each day, draw attention to aspects of Dina's day and link them to the sequence of the day's routines.

For example, say, 'We can go outside and play in the sandpit soon!' While Dina is eating her morning tea, say 'After morning tea, we will play in the sandpit!'

Ask, 'After we've washed our hands, what do we do next?'

When other learners' parents arrive, remind Dina, 'Your mum will be here soon!'

Vocabulary

later, soon, before, after, next

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Is there evidence that Dina understands 'soon' and 'later'?
- Does she generalise waving behaviours to other arrivals and departures?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Up I go!

Collect information

Stella is two years and six months old. She was walking in the outdoor area with her friend when she stepped carefully off a low, wide ledge surrounding the paved area. ‘Down I go,’ she said. She walked across to the other end of the ledge. ‘Up I go,’ she said before she stepped up onto it. Then she started walking along the ledge to the end again.

Question and analyse

Stella exhibits knowledge of the directional terms ‘up’ and ‘down’ and uses them accurately to describe her own actions.

VEYLDF Communication Evidence Marker

- Interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings.

Plan

Aims

For the learner to:

- use and respond to directional and locational language.

VEYLDF Communication Evidence Marker

- Draw on memory of a sequence to complete a task.
- Interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings.

Invite Stella and her friend to set up an obstacle course with you, using a range of materials such as tunnels, ramps, hoops and steps.

As you set up the course together, model directional and positional language to describe the actions needed to complete each obstacle. For example, ask, ‘When the children have gone through the tunnel, what will they do next? Will they go over a bridge?’

Act and do

Try to make up a simple, repetitive or rhyming chant for each obstacle. For example, ‘Up, up, up the ramp, don’t get your toes damp! Over the wooden plank we go – doesn’t matter if you’re fast or slow. Jump off the fallen log – watch out for the frog!’

Use the rhymes to reinforce directional and positional language by repeating them as learners complete the obstacle course.

If you don’t have rhymes, narrate their course as they move through it, being sure to use plenty of the directional/positional terms below: ‘First, you walk along the plank, now you are walking up the ramp.’

Vocabulary

up, down, above, below, under, over, before, after, along, through, behind, in front of, high, low, beginning/start, end, forwards, backwards, sideways, beginning, end

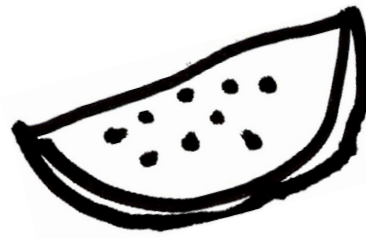
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did learners show understanding of terms such as ‘beginning,’ ‘end,’ ‘before’ and ‘after’?
- How did they demonstrate this understanding – did they use the words or did they move in a way that showed you they understood the words?
- Did you see the children transfer the vocabulary used here to other contexts such as while reading a book or building a waterway in the sandpit?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Fruit and veg

Collect information

Zain is nearly three years old. He sat in the garden looking at a cherry tomato he had just picked from the edible garden. He looked at the tomato very closely before taking a bite. Then he carefully touched the seeds in the tomato before putting the rest in his mouth. The teacher asked him what it tasted like. Zain said, 'Juicy!'

Question and analyse

Zain shows signs of being interested in the parts of the tomato. He is also exploring the world using more than one of his senses – he looks very closely and shows interest in the taste.

VEYLDF Communication Evidence Marker

- Respond verbally and non-verbally to what they see, hear, touch, feel and taste.
- Attend and give cultural cues that they are listening to and understanding what is being said to them.

Plan

Aims

For the learner to:

- sort chopped-up fruits and vegetables into parts we eat and parts we don't
- rehearse descriptive vocabulary.

VEYLDF Communication Evidence Marker

- Respond verbally and non-verbally to what they see, hear, touch, feel and taste.
- Attend and give cultural cues that they are listening to and understanding what is said to them.
- Begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds.

Invite Zain and one or two other learners to help you chop a variety of fruits and vegetables for the learners to eat at morning tea.

Act and do

Give each learner their own fruit and vegetables to chop and describe the differences and similarities between the fruit and vegetables as they chop them. Encourage the learners to taste the fruit and vegetables that they are chopping. Encourage the learners to describe the textures and flavours.

Sort the parts of the fruits and vegetables according to the parts we eat and the parts we don't eat. You can do this by having a scraps bowl nearby. Talk about why we don't eat some parts of the fruit and vegetables – they're too tough or woody, or they're not the healthy part.

Ask the learners, 'What could we do instead with the parts that we don't eat?'

Vocabulary

hard, soft, crunchy, juicy, smooth, rough, spiky, shiny, hairy

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were the learners able to sort the chopped-up fruit and vegetables into edible and inedible parts?
- Did the learners use the descriptive vocabulary that you modelled?
- Could this be a regular activity that you do with small groups of learners every day?
- Did you observe the learners using the words they learnt in this task to other foods they ate during the day?
- This learning experience required the learners to categorise. Could you support categorising skills in other ways, such as sorting soft toys and hard toys into different groups?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Hats

Collect information

Everyone was getting ready to go outside when 22-month-old Sakura went to the pockets containing learners' hats and retrieved her hat. 'Mine,' she said, putting it on. She looked at the photographs on the pockets before retrieving another learner's hat and took it to him. 'Sam hat,' she said. Then she retrieved the educator's hat from the pocket with his photograph and gave it to him. 'Du-art hat. Big hat,' she said.

Question and analyse

Sakura is demonstrating understanding of one-to-one correspondence – she systematically gives one hat to each person.

VEYLDF Communication Evidence Marker

- Begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds.
- Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.

Plan

Aims

For the learner to:

- rehearse counting skills using 1:1 correspondence.

VEYLDF Communication Evidence Marker

- Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.

Introduce a toy cake to the home corner.

Act and do

Play a game with Sakura and a small group of learners. Count the pieces of cake modelling the number words with 1:1 correspondence. Count the learners.

Give each learner (doll or teddy) one piece of cake, saying, 'One, two, three ...' slowly and deliberately. Ask: 'Are there enough pieces for everyone?'

Ask: 'Are there any pieces left? How many do we have?' (If applicable, count the leftover slices of cake slowly and deliberately).

Vocabulary

number words, each, same, different, enough

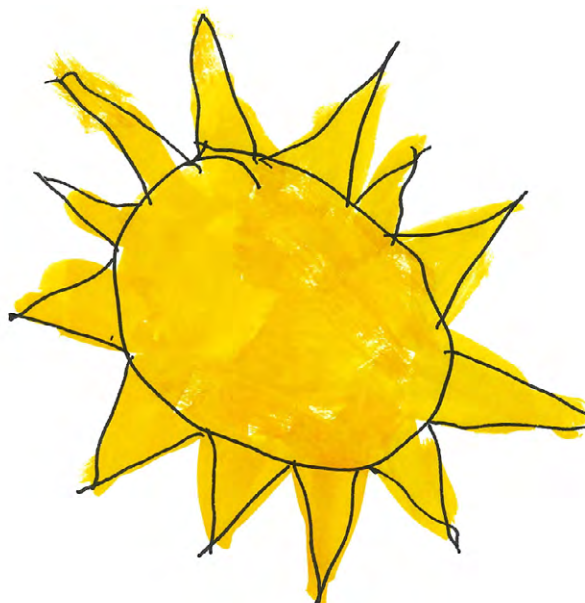
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Which learners joined in with the counting?
- Did any of the learners count independently, associating one number word with one segment?
- How many number words did they use?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



The Eiffel Tower design: Visual Arts/Media Arts

Collect information

Blake has described the Eiffel Tower as a triangle. (See Early Years Planning Cycle Resource for 3–5 years – Identity: The Eiffel Tower story.) When exploring the three-dimensional (3D) image of the tower on Google Earth, he said, ‘See, I told you, the Eiffel Tower is a triangle.’ When asked how he knows it’s a triangle, Blake replied, ‘Because it has three straight lines.’ Then he pointed to the top part of the tower and said, ‘Mrs Eiffel and Mr Eiffel sit here and touch the clouds.’ In addition to this, during the process drama to find a solution for Mr Eiffel’s problem, Blake said, ‘I can build a tall tower for them with the building blocks, even taller than myself.’

Question and analyse

Blake recognised the two-dimensional (2D) representation of the Eiffel Tower and identified its shape as a triangle. However, he uses the name of the 2D shape for the Eiffel Tower while looking at the 3D figure on Google Earth activity, when he is able to view the Eiffel Tower from all sides.

VEYLDF Communication Evidence Marker

- Contribute their ideas and experiences in play and small and large group discussion.

Plan

Aims

For the learner to:

- draw a 2D image of the 3D Eiffel Tower (or another building they choose)
- build a 3D construction of the Eiffel Tower from its 2D design drawing (or another building they choose).

VEYLDF Communication Evidence Marker

- Contribute their ideas and experiences in play and small and large group discussion.
- Use information and communication technologies and tools for designing, drawing, editing, reflecting and composing.

Invite Blake and two other learners who were interested in the Eiffel Tower story to look for images of the Eiffel Tower on the internet (or in books) and to choose which images they would like to draw. Together, print the selected images.

Present the images side by side on the art table. Provide paper and a variety of drawing materials, such as coloured pencils, crayons and textas. (If you have a centre computer tablet in the room you could also choose to download the free app ‘Drawing Desk: Draw & Paint Art’ and assist the learners to ‘draw’ using the app.)

Gather a range of building materials for the learners to use when constructing 3D figures of their 2D drawings.

Act and do

Drawing a 2D image of a 3D object: Invite the learners to the art table. Together, look at the 2D images of the Eiffel Tower. Talk about its shape. Explore the small triangles within the tower and determine how many levels it has. Encourage the learners to draw the tower, explaining that their drawings will be their design plans when they build their own Eiffel Towers. Ask open-ended questions such as ‘How many building blocks do you think we will need to build each leg of the tower?’, ‘How tall do we want it to be?’ Encourage the learners to talk about each other’s drawings and to talk about how they will construct the 3D tower.

Building the 3D Eiffel Tower: Display the designs and encourage the children to build their towers. Talk about size and height.

For example, say, ‘Blake, you mentioned that you want the tower to be taller than you. How tall do you mean?’ and ‘What shapes do we need to make?’ Encourage the children to return to their 2D drawings and invite them to engage in problem-solving skills, such as exploring how to make the tower narrower as it rises to the pointy top.

After building has finished, talk about the different aspects of the 3D tower and compare it with its 2D image.

Vocabulary

two-dimensional, three-dimensional, triangular, rectangular, narrow, wide, long, short, shortest, tall, tallest

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- How did drawing a 2D image and building its 3D shape support Blake’s understanding of the difference between 2D and 3D shapes?
- Would Blake be interested in extending this learning experience by designing and constructing different landmarks?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Shells

Collect information

Hazel and Sebastian were playing together in the garden, looking at a pile of shells. A teacher overheard Hazel saying, 'These shells are the same. They're white and they look like fans.' Sebastian replied, 'This one is like a snail's shell.'

Question and analyse

Hazel appears to understand the concept of 'same'. Hazel has identified and grouped some of the shells according to their colour and shape. Both learners compare the shell shapes with familiar everyday objects.

VEYLDF Communication Evidence Marker

- Respond verbally and non-verbally to what they see, hear, touch, feel and taste.
- Begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds.

Plan

Aims

For the learner to:

- identify shapes and patterns found in nature and natural materials
- sort materials according to shape, pattern or other features identified by the learners
- learn new words to describe shapes and patterns.

VEYLDF Communication Evidence Marker

- Begin to recognise patterns and relationships and the connections between them.
- Use language to communicate thinking about quantities, to describe attributes of objects and collections, and to explain mathematical ideas.

Assemble a few natural materials such as a straight stick, a curved stick, some leaves of different shapes, rocks, pinecones or other seed pods.



Act and do

Invite Hazel and Sebastian to look at the materials with you. Discuss them with the learners, asking them what they notice about the natural materials.

As the learners use describing words, write the words on a large piece of paper and place the relevant objects underneath the words. In this way, you are helping the learners to create categories. It may be helpful to draw a symbol to reflect the attribute they have named. That is, write 'circle' and invite the learner to draw a circle next to the word, or write 'fan' and draw a fan.

If learners continue to show engagement and enthusiasm, invite them to go on a treasure hunt outside to bring back more examples of materials with the listed shapes, features and patterns. See if they can find at least one of each category.

After the treasure hunt, work with the learners to decide which category the objects they have collected belong in. Should any of them be moved to a different category? For example, there may be a round leaf that also has spots. Discuss where it belongs.

Ask open-ended questions like, 'What could we do if an object belongs in two categories?' If there are more objects in one category than another, ask the learners what may be the reason for this.

Vocabulary

stripe, spot, line, spiral, curvy, straight, corner, side, edge, long, short, rough, smooth

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Which shape and pattern vocabulary seemed new to the learners?
- Were the learners able to allocate objects to categories independently once they had identified different shapes or patterns, or did they require your support?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Block story

Collect information

Adjo is nearly five years old. He spends a lot of time playing in the block corner, building very similar structures. His structures often include roads and he often drives cars along his roads. When he builds with a friend, he is very determined about where the road should go and you have noticed that his friends move away after a few minutes. Adjo often narrates his games as he plays.

Question and analyse

Adjo enjoys playing with blocks and incorporates cars in his play. As his block constructions are very similar each time, joining in to extend his play to include other structures may support opportunities for Adjo to express more ideas and use a wider vocabulary in his play.

VEYLDF Communication Evidence Marker

- Interact with others to explore ideas and concepts.
- Exchange ideas, feelings and understandings using language and representations in play.

Plan

Aims

For the learner to:

- extend Adjo's play by incorporating new structures in his block constructions
- incorporate more directional and locational concepts and vocabulary in his play
- engage with one other learner for a few minutes, incorporating one of the learner's suggestions in their play.

VEYLDF Communication Evidence Marker

- Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and story-telling, to express ideas and make meaning.
- Express ideas and feelings and understand and respect the perspectives of others.

Block play can support planning, problem-solving and design skills. Collaborative block play provides opportunities for learners to exchange ideas using language, to negotiate differences in opinions. By joining in with learners' play, educators can facilitate perspective-taking, encourage more creative thinking and encourage learners to explain their thinking.

This plan could be enacted with a large group, a small group or an individual learner. For a whole group, it may be best to set up the blocks ahead of the story reading, but with a small group you could build the structures together, as suggested below.

Act and do

Read the book *Rosie's Walk* by Pat Hutchins (see Resources p. 120), with the learners in the block corner. Have a toy chicken and fox represent Rosie and the fox in the story. As you come to each location, build a block structure that requires Rosie to act out what happens in the story. Offer support by asking questions and making suggestions.

Encourage learners to build structures that are in proportion to the chicken and fox. This is about encouraging learners to think about the relative sizes of a chicken, a mill or a haystack. Use the pictures in the book to support their thinking.

Ask open-ended questions such as, 'How could we make a pond/mill/haystack with blocks? What shape would the pond be? How about you show Rosie going around the pond? What happens to the fox? Does it go around the pond too? What does it do instead?'

Vocabulary

around, through, across, under, over, between, behind, in front of

Other books with spatial concepts that can be used in a similar way:

- *We're Going on a Bear Hunt*, by Michael Rosen and Helen Oxenbury (see Resources p. 120).
- *Where the Forest meets the Sea*, by Jeannie Baker (see Resources p. 120).

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- After the learning experience, observe Adjo's block play. Does he use blocks in more varied ways? Does he use new vocabulary?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Hearts

Collect information

Four-year-old Evie was painting hearts all over a large piece of paper on an easel. ‘I’ve got so many hearts on mine – maybe 50!’ she said to her six-year-old sister, Zara. ‘One, two, three, four, five, six, seven, eight, 11, 12, 27, 22, 65, 50!’ she said, very quickly, as she pointed with her paintbrush at the hearts on her paper. She said the number words one to eight as she pointed to the first eight hearts, and then waved it quickly over the other hearts as she continued saying number words. Zara shook her head. ‘That’s not how you count,’ she said, and proceeded to count the hearts, pointing to each heart in turn and assigning it a number. She counted correctly to identify that Evie had painted 23 hearts. ‘There’s only 23, not 50,’ she said.

Question and analyse

- See Early Years Planning Cycle Resource Learning Outcome for 3–5 years: Hearts for another planning direction for Evie.
- See Early Years Planning Cycle Resource Communication Outcome for 6–8 years: Hearts for analysis and planning for Zara.

Evie spontaneously uses counting and numbers in her play, and is beginning to experiment with estimation, using counting as a strategy to check her estimation. She also knows that ‘50’ is ‘many’. She counts to eight, using one-to-one correspondence. She has some knowledge of larger number words like 20, 50 and 60. She counted very quickly.

VEYLDF Communication Evidence Marker

- Take on roles of literacy and numeracy users in their play.

Plan

Aims

For the learner to:

- count accurately to 10.

VEYLDF Communication Evidence Marker

- Use language to communicate thinking about quantities, to describe attributes of objects and collections, and to explain mathematical ideas.

Find multiple ways to encourage Evie to count to 10 in a purposeful way.

Act and do

Invite Evie to be your helper when you set out the mats for children to sit on at group time. Give Evie 10 mats and ask her to count them to check as she places them on the ground. Ask her if she thinks you need more mats. Hand her more mats and encourage her to count again.

Find multiple opportunities to support Evie’s counting skills, gradually increasing how far she counts to 10, then 15, then 20 and beyond.

Observe carefully, encouraging Evie to point to each object, or to move the objects as she counts them to indicate that they have already been counted. Evie has demonstrated very fast counting in the observation above – encourage her to take her time for accuracy. If she counts very quickly again, encourage her to count again to check.

Vocabulary

number words, more, less, line, row, last, first

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did you achieve the aims of this learning experience?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Memory game

Collect information

For the past week, the learners have been gathering on the mat for a story before lunch. At the end of the story, the teacher gives instructions in the same order to each learner, saying: ‘Wash your hands, get your lunchbox and drink bottle, and come back to the mat to eat’. Lalita nods to the educator, but she has consistently forgotten at least one of the three steps each day.

Question and analyse

Lalita skips one step from a three-step sequence.

VEYLDF Communication Evidence Marker

- Attend and give cultural cues that they are listening to and understanding what is said to them.
- Draw on memory of a sequence to complete a task.

Plan

Aims

For the learner to:

- remember and correctly follow one-, two- and three-step sets of instructions
- give one- and two-step instructions.

VEYLDF Communication Evidence Marker

- Attend and give cultural cues that they are listening to and understanding what is said to them.
- Draw on memory of a sequence to complete a task.

Materials

- 3 wax crayons (different colours)
- 3 small toys (preferably the same toy in different colours)
- 3 different-coloured pieces of paper or boxes (improvise with whatever you have on hand).

Invite the children to play a memory game.

Act and do

Step 1: Check that each player knows the colours and names of each object.

Step 2: First, give a one-step instruction such as ‘Put the blue bear on the green paper’.

Step 3: Check the learner’s success in remembering, say what they did (‘You put the blue bear on the green paper!’).

Step 4: Repeat Steps 2 and 3 with a range of one-step instructions.

Step 5: After observing the learners’ success with one-step instructions, if appropriate, progress to two-step instructions, such as: ‘Pass me the red bear and then put the green pencil on the green paper.’

Step 6: Check the learner’s success in remembering, and say what they did.

If appropriate, progress to three-step instructions such as, ‘Can you put the yellow bear under the yellow cup, the red pencil on the red paper and then put the orange paper in the orange cup?’

Tailor the support you provide to the learners’ ability. To scaffold learners, use gesture to point to each object and to indicate where to put it while you speak. Gestures are very helpful for spatial learning and teaching. Encourage the learners to lead the memory game.

Variation

Play this as a barrier game, with players on either side of a barrier set up so that learners cannot see their partner’s play space. Take turns to give a description such as, ‘I’m putting the blue bear in the green box’ and the other player has to do the same. Lift the barrier to check. Start with one-step directions, and then progress to two or more steps. When learners are giving instructions, encourage the use of full sentences.

Vocabulary

first, second, third

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did you achieve the aims of this learning experience?
- Did you observe differences in children’s ability to give and follow instructions?
- Did you observe much variability in learners’ ability to give and follow instructions?
- If you used gesture, did this help learners to follow the instructions?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Measuring a rocket

Collect information

Louis was playing with magnetic tiles on the floor, sticking them together in one long line. From time to time, Louis would lie down and compare the length of the line with the length of his body. A teacher sat down with Louis and asked him about what he was doing. 'I'm making a rocket but it's not tall enough yet,' said Louis. 'I need to be able to fit inside.'

Question and analyse

Louis shows knowledge of measurement of length and size, and uses a process of direct comparison and experimentation involving trying, checking and adjusting to solve his problem.

Louis uses the word 'tall' to describe his rocket even though it is being built horizontally. This is perhaps because he is comparing his height with the length of the rocket and he knows that he is described as being tall, not long. Real rockets are also upright, and would be described as tall in real life.

VEYLDF Communication Evidence Marker

- Use language and representations from play, music and art to share and project meaning.

Plan

Aims

For the learner to:

- use words to describe size appropriately to describe structures and toys.

VEYLDF Communication Evidence Marker

- Demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of number.

Gather a group of toys of different sizes, for example, a tall giraffe, a short echidna, a thin flamingo, a wide hippopotamus, a long snake, a tiny mouse.

Using Louis' interest in rockets may be a good hook to entice him to play, but you can adapt this to make whatever structures you like.

Introduce the activity with a simple story. The toys are going to a party on the moon, and they each need a spaceship to take them there. Will the learners help to build the spaceships? Encourage the learners to build a rocket using blocks for each toy. They could work together or you could ask each learner to build an appropriate structure for one toy.

Act and do

Discuss the features of each structure as you go.

Ask open-ended questions such as, 'How could you test whether the spaceship is big enough? Is the spaceship too big? If it's bigger than it needs to be, could you fit more than one toy inside it? Could we all work together to build one spaceship for all the toys?'

You could introduce number words to this activity as well, comparing how many blocks wide/tall/long each structure is.

Vocabulary

tall, short, narrow, wide, long, small, large, little, big, bigger, biggest

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- What strategies did the learners use to decide how big the rockets needed to be?
- Did learners estimate before building their rockets? What strategies did learners use to test their estimations?
- Did learners use tools to measure their rockets – informal (sticks, blocks) or formal (rulers, measuring tapes)?
- Did learners use vocabulary relating to size appropriately?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Hearts

Collect information

Four-year-old Evie was painting hearts all over a large piece of paper on an easel. 'I've got so many hearts on mine – maybe 50!' she said to her six-year-old sister, Zara. 'One, two, three, four, five, six, seven, eight, 11, 12, 27, 22, 65, 50!' she said, very quickly, pointing with her paintbrush and waving it quickly over the hearts. Zara shook her head. 'That's not how you count,' she said, and proceeded to count the hearts, pointing to each heart in turn and assigning it a number. She counted correctly to identify that Evie had painted 23 hearts. 'There's only 23, not 50,' she said.

Question and analyse

- See Early Years Planning Cycle Resource Learning Outcome for 3–5 years: Hearts for analysis and planning for Evie.

Zara counts to 23 confidently, and demonstrates an understanding of 1:1 correspondence – she points to each heart once and only once to assign a number. She demonstrates an understanding of cardinality: she stops at 23 and knows that this is the total number of hearts. She also knows that 50 is a larger number than 23: there are only 23 hearts.

VEYLDF Communication Evidence Marker

- Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.

Plan

Aims

For the learner to:

- add the numbers on two dice
- demonstrate strategies used to add two numbers
- demonstrate ability to count beyond 20.

VEYLDF Communication Evidence Marker

- Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.

Victorian Curriculum F–10

- Represent practical situations to model addition and subtraction (VCMNA073).

We know that Zara is confident counting up to 23. We do not know whether she is able to add two numbers. This learning experience is planned to provide opportunities for the teacher to observe what strategies Zara uses to add two numbers together in order to plan further opportunities to consolidate or extend her addition skills.

This game works best if played with a small group of learners – at least two, but no more than five players altogether. You will need a large number of counters and two dice.

Act and do

Place the counters in the centre of the table. Each player takes a turn, rolling both dice and saying what number they rolled. The teacher observes whether the learners subitise or count the dots to calculate the total number rolled. Learners then take the corresponding number of counters from the 'treasure' in the centre of the table. After each player has had a turn, ask the learners to say who has the most, who has the least, and how they know the answers to these questions.

Each player then takes a second turn and the steps of the game are repeated. This time, the maximum number of counters in front of each learner will be 24.

Use your professional judgment in deciding whether to ask the players to return their treasure to the centre of the table, or to take a third turn (maximum number of counters will be 36).

Vocabulary

number words, more than, less than, same as, add

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- When Zara added the numbers on the dice, what strategies did you observe her using?
- What strategies did you observe other learners using?
- Did you observe differences in the strategies and counting skills demonstrated by the learners who played at the same time? How will this impact on how you group learners to play this game together in future?
- How could you adapt this game to support children rehearsing subtraction?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Card play

Collect information

In the playground, a teacher on yard duty overheard two Year 2 learners negotiating to swap some trading cards. 'I'll give you two of my silver ones for your gold one,' said Ethan. 'I already have that silver one. Will you give me another silver one as well?' asked Emily. 'No way! Three silver ones are way too many for one gold,' said Ethan. 'I'll give you a black one as well as the gold one,' suggested Emily. The trade was made, and both learners seemed happy.

Question and analyse

Play with cards such as these goes in and out of fashion, but in trading games, the learners attribute value to the objects that they trade and in this way, the objects are a form of 'currency'.

VEYLDF Communication Evidence Marker

- Take on roles of literacy and numeracy users in their play.

Plan

Aims

For the learner to:

- develop a currency system based on the value of swap cards
- represent the value of their cards using numbers and other symbols.

VEYLDF Communication Evidence Marker

- Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas.
- Draw on their experiences in constructing meaning using symbols.

Victorian Curriculum F–10 – Maths

- Recognise, model, represent and order numbers to at least 1000 (VCMNA104).
- Recognise and represent multiplication as repeated addition, groups and arrays (VCMNA108).

Encourage the learners to bring their cards to school. Explain that they are going to give their cards a number value. (Learners who do not have cards could make their own.)

Act and do

Discuss what criteria the learners believe should be applied to determine the cards' value and ask learners to justify their thinking. For example, as there are fewer gold cards in circulation than other colours, they may be worth 100. Silver may be worth 50 and black cards may be worth 10 (because there are lots in circulation).

Ask groups of learners with the same cards to develop charts that reflect the value of their cards to display in the classroom.

Ask the learners to work out as many ways as they can to represent the numbers you give them.

For example, $1000 = 10$ gold cards, or 5 gold cards + 8 silver cards + 10 black cards. Have the learners check each other's calculations.

Ask the learners to record the value of their cards in their workbooks and then have each learner work out the total value of their own cards, showing their working. Then, ask the learners to find the person in the class with the closest total value. The learners check each other's calculations and then develop a way to represent the total joint value of their cards. Ask the learners to explain their thinking to the class.

Vocabulary

number words, value, amount, equal, same, more, less

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- In this game, the learners used swap cards as a means of working with values that were multiples of 10. How effective were the cards in supporting the learners to represent the value of their cards using numbers and other symbols?
- To what extent did this learning experience encourage creative thinking and mathematics talk?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Catapult

Collect information

A teacher on yard duty observed Olivia, a Year 1 student, playing in the sandpit. Olivia filled a small toy dump truck with gumnuts, then flicked the edge of the tray, sending the gumnuts flying. She laughed and said to her friend Will, ‘Look how far they went!’ ‘I bet I can make them go further,’ Will said. He started to gather gumnuts to fill the tray, then he flicked them as Olivia had done. ‘See?’ he said, laughing. ‘No way, mine went further than that!’ Olivia said.

Question and analyse

Olivia and Will are applying force to one object to make other objects move. They also show knowledge of measurement, using the vocabulary of comparison: ‘far’ and ‘further’.

VEYLDF Communication Evidence Marker

- Engage in enjoyable reciprocal interactions using verbal and non-verbal language.
- Demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers.

Victorian Curriculum F–10 – Design and Technologies

- Explore how technologies use forces to create movement in designed solutions (VCDSTC014).

Victorian Curriculum F–10 – Maths

- Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (VCMMG095).

Plan

Aims

For the learner to:

- experiment with using simple machines to exert force on other objects
- measure and compare distances travelled by object.

VEYLDF Communication Evidence Marker

- Demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers.

Victorian Curriculum F–10 – Design and Technologies

- Explore how technologies use forces to create movement in designed solutions (VCDSTC014).

Victorian Curriculum F–10 – Maths

- Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (VCMMG095).

Identify a safe area in which this learning experience can take place. Discuss safety considerations with the learners, specifically that only soft objects will be used with the catapults.

Create a few simple catapults using sturdy cardboard tubes and flexible rulers. Use something light and soft to catapult, like small pompoms.

Have learners work in pairs. Each pair has one catapult, one pompom, and a roll of string or coloured ribbon. (Comparison of distances travelled is easier if each pair has different coloured ribbon).

Act and do

Each learner takes a turn to catapult a pompom as far as they can.

After each turn, learners measure the distance the pompom travelled using the string or ribbon, cutting a length of ribbon to represent their throw. You may choose to introduce formal measurement using tape measures or rulers as well.

After each learner has taken a turn, line the lengths of ribbon up. Compare the lengths of the distances travelled by the pompoms.

Paste the lengths of ribbon on a sheet of paper, ranked from shortest to longest. Display this on the wall and use it as an opportunity to have conversations about the learning experience.

Ask open-ended questions like, 'Why did some pompoms travel further than others?' and, 'What could you do to make your pompom travel further?'

Vocabulary

near, far, long, longer, longest, short, shorter, shortest, propel, force, catapult

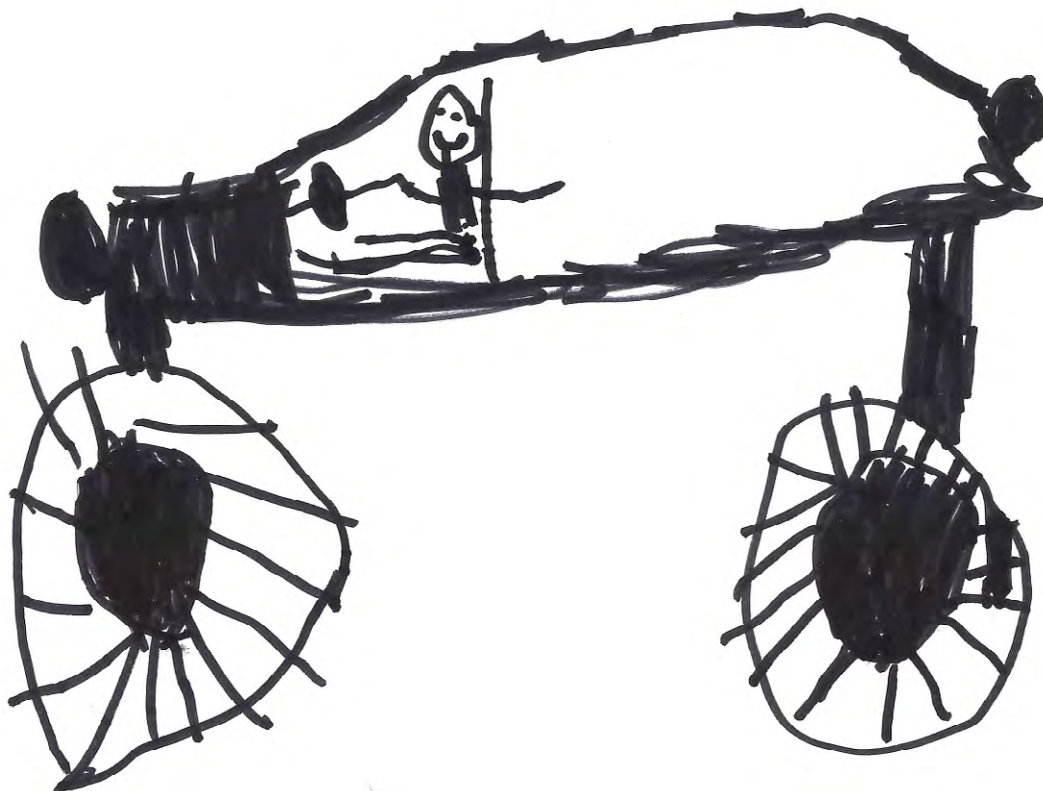
Reflect and review

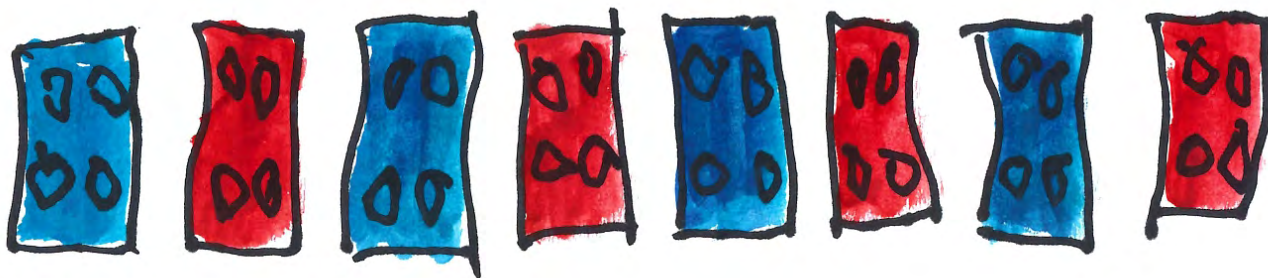
Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners achieve the aims you set for this learning experience?
- Did you observe differences in the measurement strategies demonstrated by the learners who played at the same time? How will this impact on how you group learners to play this game together in future?
- What measurement 'rules' do you need to consolidate? For example, length is a fixed distance between two points.
- Did you observe differences in the understanding of the concept of force demonstrated by the learners who played at the same time? How will this impact on how you group learners to play this game together in future?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins





Lego patterns

Collect information

The Year 1 class was using Lego bricks for a maths task. Lamia put together a green, a red and a blue brick. ‘Look, I made a pattern!’ she said to her friend.

Question and analyse

To make a repeating pattern, there needs to be at least two repeating sequences, for example: red, blue, then red, blue. However, Lamia appears to think that a pattern is something like a row of items in a number of different colours. In order to support her learning, it is important to develop her understanding of what a pattern is, as well as what it is not. Although her understanding of patterns is still developing, Lamia communicates her mathematical knowledge voluntarily and with confidence to her friend.

VEYLDF Communication Evidence Marker

- Interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings.

Plan

Aims

For the learner to:

- make patterns of repeated sequences of colours
- identify when a sequence of colours can be called a pattern.

VEYLDF Communication Evidence Marker

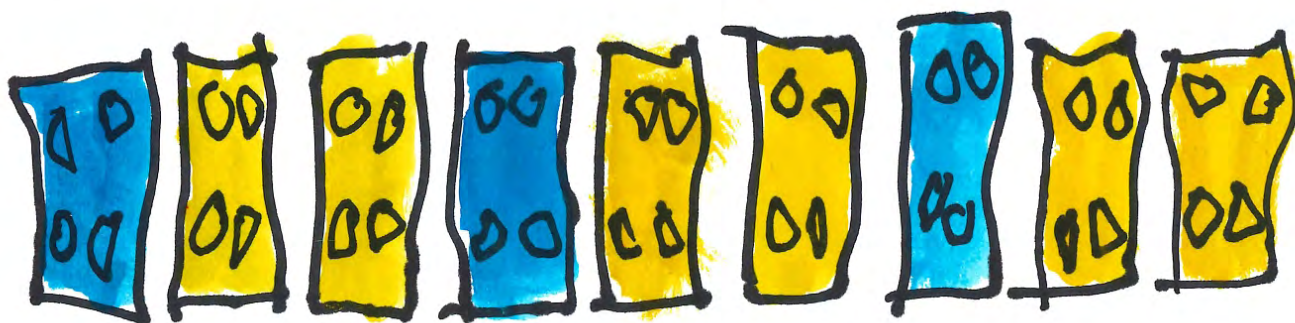
- Begin to recognise patterns and relationships and the connections between them.
- Begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds.

Victorian Curriculum F–10 – Science

- Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050).

Victorian Curriculum F–10 – Maths

- Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093).



Start off by asking the whole class what they think a pattern is. Write down key words and concepts as well as any pattern examples they suggest.

Then, invite four learners up to the front of the class. Each learner chooses one Lego block from two possible colours. Ask the children to face the class and, by holding their Lego blocks in front of them, to make a pattern. Ask the group whether the two learners holding the red pieces are making a pattern. Ask the learners how we could make a pattern using the two red pieces and two blue pieces. Highlight that in order to be a pattern, the sequence needs to be repeated at least twice (e.g. red, blue, red, blue). A repeating pattern is more than alternating colours – it is the repetition in the structure that enable us to predict what comes next. Make this obvious by asking the learners holding a red Lego piece and a blue Lego piece to stand together, with a small gap between the next two learners holding a red Lego and a blue Lego.

Next, invite all the learners to collect 6-10 pieces of Lego each in two colours. (You could extend some learners by asking them to use more colours.) Each learner then creates a Lego tower pattern using their bricks. Ask students to find a partner to check they have made a pattern and suggest they explain their pattern to the other person.

Provide an opportunity for some learners to share their patterns with the class, highlighting the structure of the pattern and the number of colours in each sequence. Ask the learners to identify how many repetitions make up the pattern. Verbalise these sequences examples (red, blue, green), (red, blue, green) – this is the red, blue, green sequence repeated twice.

Learners can record their patterns by drawing/colouring in squares to represent the pattern they created.

Act and do

Make sure that Lamia has an opportunity to answer questions throughout the discussion. Observe whether Lamia is creating patterns using Lego bricks after the initial class discussion. Look for evidence of her growing understanding of the elements of a pattern in the tower she builds and in the pattern that she draws.

If Lamia is finding the patterning work challenging, additional demonstration and examples may need to be provided individually or in a small group.

Encourage learners to look for patterns in the environment in made objects and the natural world.

Vocabulary

sequence, repetition, repeat

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were learners able to identify the point at which the sequence becomes a pattern? Do any of the learners need more practice?
- Were some of the learners able to use three and four colours in their pattern? How could you include other ways of making patterns like music and body movements?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Water

Collect information

During a lesson using ice cubes, George said to his friend, 'Ice is just frozen water.' 'I know,' said Tom. 'You just put it in the freezer and it goes hard. Why does it even do that?'

Question and analyse

Tom and George both appear to understand that water can exist in different states: solid, liquid or gas and that they can change from one to another. Tom appears to be eager to find out why/how water changes states.

VEYLDF Communication Evidence Marker

- Show increasing knowledge, understanding and skill in conveying meaning.
- Contribute their ideas and experiences in play and small and large group discussion.

Plan

Aims

For the learner to:

- investigate three states of water: solid, liquid and gas, and what makes water change states
- role play being water molecules in the three different states.

VEYLDF Communication Evidence Marker

- Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and story-telling, to express ideas and make meaning.

Victorian Curriculum F–10 – Science

- Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (VCSSU045).

Use a big space for this lesson – a basketball court is perfect.

Revise what the class knows about the states of water. Do they know that water can be a liquid, solid or gas? Do they know the names of these three states (water, ice and vapour)? What do they know about how water gets to these states? Lead the conversation to temperature, boiling and freezing. Explain that water is made up of lots and lots of tiny parts called molecules.

Act and do

Invite the learners to stand up and become water molecules.

First, they will be water vapour. Explain that it is boiling hot and get the learners to move as far apart from each other as they can, arms outstretched, within the boundaries of the basketball court. Then have them walk fast or run in straight lines. When they come to the edge of the basketball court, they have to turn around and go in a different direction.

Next, explain that they are feeling cooler. They change state and become liquid: water. Use a small section of the court as the new boundary. All of the learners stay in one half of the section, about one arms-length apart, and move slowly past each other.

Finally, explain that it is freezing cold. The learners should stand as close to each other as they can, packed in lines in a very small space.

They can move a little bit on the spot, but should stay reasonably still.

After you've rehearsed the three states, play a game in which music with three different tempos (fast, medium, slow) represent the different states of water. As you switch between fast, medium and slow music, the learners switch between the states as they have just practised.

Afterwards, learners draw representations of water molecules in the three different states using dots inside squares. They also write a short sentence describing what the molecules do (or look like) in each state.

Ask open-ended questions such as, 'When we were water vapour molecules did we need more space?'

Vocabulary

state, liquid, solid, gas, vapour, change, molecule, temperature, freeze, boil, fast, slow, close together, far apart

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were learners able to represent the water molecules on paper independently, or did they need support for this?
- What other science concepts could be role played by the class?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Learning

Children are confident and involved learners



Clay play: Visual Arts

Collect information

Akiko was playing in the outdoor kitchen area. She is two years and five months old. She put a small mound of wet sand in the sink, took a spoon and banged on the sand mound. When she saw the flat shape of the wet sand, she laughed and made it into a mound again with her hands. Then, she took the spoon and flattened it again. Akiko repeated these actions several times.

Question and analyse

Akiko was exploring the principle of causation through her play by discovering that her actions can impact her environment: by banging a mound of wet sand, she could flatten the mound. By holding and manipulating natural materials like clay, Akiko will discover how her hand movements can change an object's form.

VEYLDF Learning Evidence Marker

- Initiate and contribute to play experiences emerging from their own ideas.

Plan

Aims

For the learner to:

- experiment with cause and effect as they manipulate the clay and change its form
- use the large muscles of their arm and the small muscles of their hand.

VEYLDF Learning Evidence Marker

- Manipulate objects and experiment with cause and effect, trial and error, and motion.

Provide learners with individual pieces of softened modelling clay, a clay board and clay tools to make markings and indentations. Have water available to act like glue (or make a clay slip beforehand) if learners want to join clay pieces together. Encourage free exploration. Emphasise that arts materials are never to be put in the mouth.



Act and do

Join in the play. Model ways to poke and pat the clay. Let the learners see, smell and touch it. Then, encourage the learner to interact with the clay and describe what they are making. Engage in pretend play with the learners. For example, say, 'I wonder what we could make with the clay?' Express your satisfaction with and enthusiasm for any exploration initiated by the learner.

Talk about the tactile qualities of the clay by using words such as 'sticky' and 'squishy'. Follow up with provocations such as 'I wonder what will happen when you poke the clay?', 'Squeeze the clay?', 'Add a little water?' and 'Press your whole hand into the clay?'

Provide longer pauses between questions to allow the learners to engage more independently with the materials. Once the learner has finished, place their sculpture aside to dry.

When the learner's work is dry, compare it with a fresh piece of natural clay and talk about the differences between the fresh clay and the dried clay.

Vocabulary

soft, hard, squishy, pat, poke, push, pull, sticky, press, squash, flat, roll

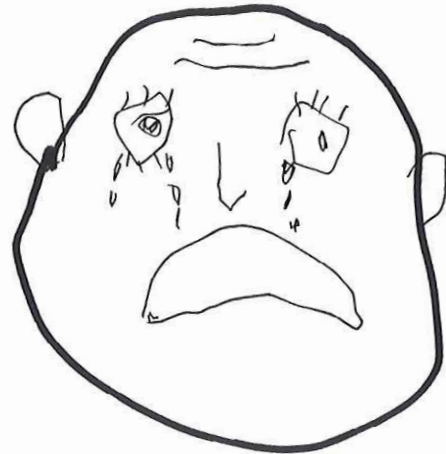
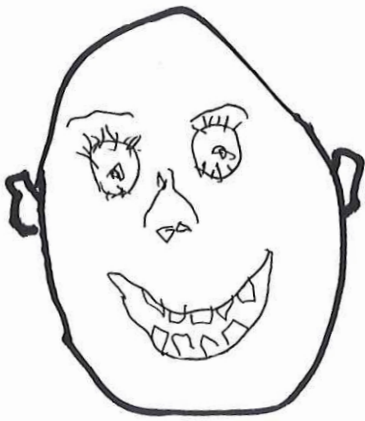
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learner use the clay?
- Did the learner change the form of the clay by using her hands?
- Did the learner repeat and use the descriptive terms modelled by the educator?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Making faces: Drama

Collect information

Twenty-four-month-old Diego was doing a six-piece inset puzzle. He placed four puzzle pieces in the correct spaces. Then he took one piece and tried to push it in, but it did not fit. After a few attempts, he pushed away the puzzle and left the table. An educator approached him and said, 'Let's try it together, Diego.' He came back, sat next to the educator and, with her assistance, completed the puzzle.

Question and analyse

- Diego demonstrated perseverance by responding positively to his educator's encouragement to return to the table and complete the activity he had started.
- Acknowledging different emotions can help develop a young learner's ability to regulate their emotions.
- Adults often encourage infants and very young children to inhibit negative emotions by imitating their expressions of happiness and interest, but rarely imitating their expressions of anger and sadness.

VEYLDF Learning Evidence Marker

- Persevere and experience the satisfaction of achievement.

Plan

Aims

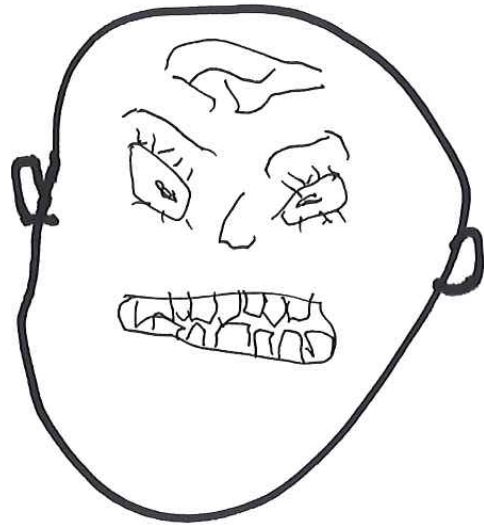
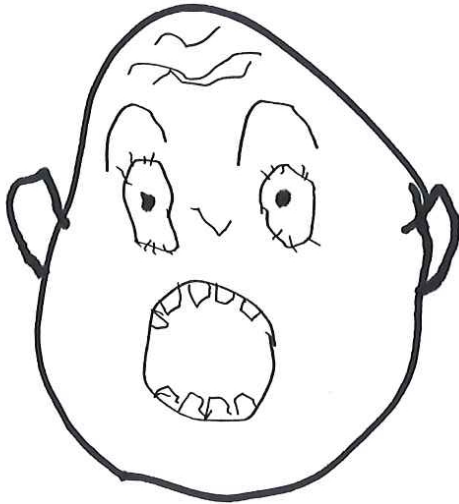
For the learner to:

- recognise emotional expressions
- learn how emotional expressions are described
- match facial expressions with an emotion.

VEYLDF Learning Evidence Marker

- Engage in learning relationships.

Plan to support Diego's emerging emotional understanding by identifying the types and names of emotions and the reasons behind them.



Act and do

Sit facing the learner. Have a large mirror beside you. Make different facial expressions and explain to the learner what each facial expression shows you are feeling. Talk about how you may act when feeling that way. Encourage the learner to make different faces.

Hold the mirror up so that the learner can look in it with you. Look at and comment on the expressions on your faces. Say, 'Here is my happy/sad/angry/surprised face. Can you make a happy/sad/angry/surprised face? Look at my mouth/eyes/eyebrows. Are your mouth/eyes/eyebrows doing the same thing? How do you think I look?'

Talk about the features of each emotion on your faces. For example, say, 'Wow, that's my happy face. What a big smile with shiny eyes!'

Make an angry face. Say, 'Look at my angry face. My eyes are so small, and my eyebrows are squeezed together.' Talk about what you would do to feel better when you feel that way. For example, say, 'When I am feeling angry, I close my eyes. I take a deep breath in, and then slowly breathe out. Can you do it with me?'

To extend this learning, look at photographs of people and try to guess how they are feeling.

Vocabulary

happy, sad, angry, surprised

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Was the learner able to imitate your expressions?
- Could the learner match the expression to the emotion?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Block bridge

Collect information

Twenty-month-old Zaharah often plays with wooden blocks, stacking them on top of each other. The blocks are all different shapes. There are cylinders, semi-circular blocks, triangular blocks, pyramids and cones, as well as cubes and rectangular blocks.

Zaharah stacked blocks into towers up to six blocks high before they fell or she knocked them down. She used a cylinder in many of her towers, always rotating the cylinders to stand on a flat side before adding them to the towers. When she sometimes put a triangle or conical block on her tower, she would later remove it before placing a different block on the tower.

Question and analyse

Zaharah understands that blocks need to be placed with a flat side plane on a flat side for the greatest stability. She is very good at rotating the blocks to do this. She removes the triangular blocks without first trying to balance a block on their tips.

She repeatedly builds vertical towers. Has she worked out other ways to build with blocks?

VEYLDF Learning Outcome Evidence Marker

- Manipulate objects and experiment with cause and effect, trial and error, and motion.

Plan

Aims

For the learner to:

- balance a block across two others to build a simple bridge
- experiment with different bridge designs.

VEYLDF Learning Outcome Evidence Marker

- Use the processes of play, reflection and investigation to problem-solve.
- Develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

Set up some fabric to represent a river in the block corner. Join Zaharah in her play. Create a simple bridge across the river using two towers with a long rectangular block balanced across them. Make up a story about why you need to get from one side of the river to the other.

Ask Zaharah if she can make a bridge like yours. If necessary, scaffold this by using simple language to narrate your actions as you demonstrate how you built the bridge. Zaharah may need assistance to 'line up' the blocks on both sides, or to hold them steady as she places the long block across the towers. Encourage Zaharah to build more bridges so that she can consolidate her skill.

Demonstrate the process of estimating the distance between the two supporting towers. Build them too far apart to begin with, and then right next to each other, showing and describing the difference to Zaharah.

Experiment with using towers of different heights as bridge supports, and talk about what happens when you try to put the long block on top.

Act and do

Ask open-ended questions such as, 'What do you think what will happen now?' as you try to place long blocks on supports that are different heights, or on supporting blocks that are spaced either too far apart or too close together.

Vocabulary

same, different, long, short, tall, height, straight, far apart, close together, next to, along, across, over, under, balance

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did Zaharah try and arrange the blocks in bridge formations?
- Does Zaharah experiment by making other interesting shapes over the following days?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Sinking and floating

Collect information

Twenty-month-old Thomas was playing outside. It had rained overnight and there was a large muddy puddle in the playground. Thomas picked up a stone and dropped it into the puddle. It disappeared from view in the muddy water. ‘Gone,’ said Thomas, turning his hands up and shaking his head. He dropped a leaf in the water and it floated on top of the water. Thomas said nothing. He picked up another stone and dropped it into the puddle. ‘Gone’ he said again as it went under the water.

Question and analyse

Thomas has discovered that rocks and leaves behave differently when dropped into water. He communicates this by using the word ‘gone’ for the stones and no word at all for the leaf. He experiments to test that he gets the same result with another stone.

VEYLDF Learning Outcome Evidence Marker

- Explore their environment.
- Explore ideas and theories using imagination, creativity and play.

Plan

Aims

For the learner to:

- experiment with objects that either float or sink
- develop their vocabulary related to sinking and floating

VEYLDF Learning Outcome Evidence Marker

- Use reflective thinking to consider why things happen and what can be learnt from these experiences.
- Engage with and co-construct learning.

Set up a water play tub and gather a number of objects that sink or float.

Play with Thomas and a small group of learners at the tub. Model dropping objects into the water one at a time. Before you drop each object into the water, tell the learners whether you think it will sink or float. After you drop it in, say whether you were right or not.

Encourage the learners to choose an object to drop into the tub. Each time, ask them to guess whether their object will sink or float before they drop it in. Use this opportunity to introduce new language as you describe what happens to their object after they’ve dropped it in. It’s okay if your questions are not answered – providing learners with opportunities to hear new words many times over is the best way to extend their vocabulary. With time, they will make a prediction.

Try to make an object that usually sinks, balance on an object that floats (like a rock on top of a leaf). Talk to the learners about what you are doing. Describe what happens as you experiment.

Try to push floating objects under the water and then describe what has occurred.

Act and do

Ask open-ended questions such as, ‘I wonder what will happen when ...?’ to encourage the learners’ thinking and to encourage them to express their understanding of mathematical and scientific concepts.

Vocabulary

sink, float, top, bottom, underneath, below, light, heavy, absorb, hollow

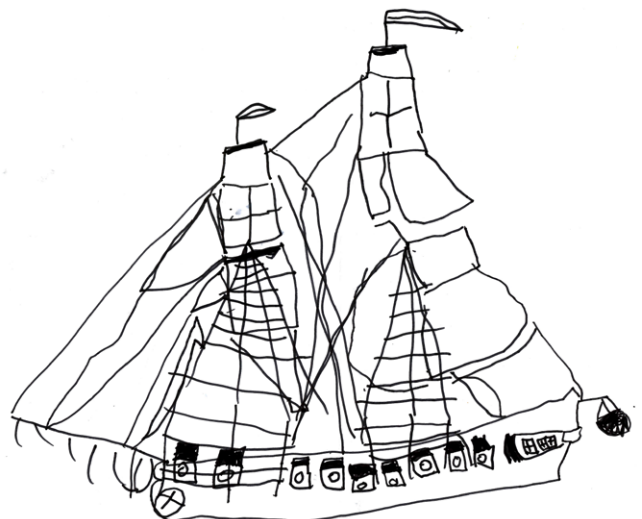
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners experiment with objects that float and objects that sink?
- Learners at this age understand a lot more than they can express with words. Did you provide plenty of vocabulary and modelled language?
- Did you allow enough time for learners to speak as well? This can be a tricky balance, especially with learners aged younger than three years. Try ‘pulling back’ and allowing longer pauses between questions to see if the learners speak if they are given more thinking time.

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Oobleck colour mixing

Collect information

Twenty-four-month-old Pawan was at the finger-painting table with a friend, Sascha. Pawan was using blue fingerpaint and his friend was using yellow paint. Pawan reached across with a hand covered in blue paint and wiped it over his friend's yellow paint. He rubbed it back and forth many times, watching closely as the yellow paint turned green. Sascha stopped his own painting and watched Pawan closely and then joined in, rubbing blue paint into the yellow to make green.

Question and analyse

Pawan demonstrates observation skills, watching closely as the two colours become a third colour when mixed together. Although he doesn't use verbal cues, his sustained engagement and body language communicates this learning. Pawan models colour mixing to Sascha. The two boys co-operate to mix the colours together, creating the new paint colour.

VEYLDF Learning Outcome Evidence Marker

- Use play to investigate, imagine and explore ideas.

Plan

Aims

For the learner to:

- transfer new knowledge about colour mixing to a different sensory medium
- learn new colour and texture vocabulary.

VEYLDF Learning Outcome Evidence Marker

- Make connections between experiences, concepts and processes.
- Experience the benefits and pleasures of shared learning exploration.

Make a large tub of oobleck using cornflour and water. Oobleck is a 'non-Newtonian' fluid that sometimes behaves like a liquid and sometimes like a solid, depending on what you do with it.

The learners can help you to mix the oobleck. Discuss the steps as you make it. Make connections to processes familiar to the learners like mixing a cake, mixing paint or mixing sand and water.

Once the oobleck is ready, add a few drops of red, blue and yellow food colouring in different parts of the tub. Mix them in a little with a spoon to avoid colouring hands too much! Then encourage the learners to mix the coloured oobleck together, and narrate what you see happening. Ask questions about what colours they see, as well as what shapes and textures they experience.

Act and do

Oobleck is a great medium to try for colour mixing because it is quite difficult to mix the colours quickly, and they swirl together in a very appealing way. You should have a colourful marbled pattern for some time before it becomes one uniform colour. Discuss the marbling with the learners as it occurs.

Make comparisons with other familiar experiences as you play with the oobleck. For example, it runs through your fingers like water, but when we slap a hand into it, it doesn't splash. What could be the reason for this?

Ask open-ended questions such as, 'Why do you think the colour is dark here but lighter here?' and 'What do you think will happen when these two colours mix together? Why do you think that?'

Vocabulary

colour names, mix, swirl, blend, liquid, solid, marbled, lines, squiggly, blob

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were the learners able to transfer new knowledge about colour mixing paint to colour mixing oobleck?
- Have the learners gained new colour and texture vocabulary? (Which words have they learnt?)
- Watch how the learners interact with the unique texture of oobleck. Do they appear to like it?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

What other interesting textures could you introduce?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

Note: When you plan for other experiences involving mixing powders and liquids, like mixing powder paint or cooking, connect the learners' understandings by reminding them of this activity.

A new cycle begins

Lunchtime percussion

Collect information

Six learners in the toddler room were sitting around the meal table waiting for lunch to be served. Harry started to bang his cup loudly on the table, grinning. His friend Levi copied him, and soon all the other learners started banging their cups on the table.

Question and analyse

Harry is initiating his own activity as he waits. His enthusiasm draws other learners in. Together they experiment with sound making. Harry has discovered that he can make a loud noise by banging the cup against the table. What else does he know about making percussive noises?

VEYLDF Learning Outcome Evidence Marker

- Use their senses to explore natural and built environments.

Plan

Aims

For the learner to:

- copy the rhythm of an adult or another group member
- experiment with tempo, volume and patterning.

VEYLDF Learning Outcome Evidence Marker

- Initiate and contribute to play experiences emerging from their own ideas.
- Develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

Start by tapping a medium volume, steady beat on the edge of the table with your hands. Invite the learners to join in with you. See if they can follow your beat.

Next, tell the group of learners that you're going to switch to a *loud* beat, and raise your voice to reinforce this. Beat on the table a little harder, but keep the tempo the same.

Now, switch to just two fingers and tap very softly, with the same tempo. Change your voice to a whisper to further signal this change.

Now speed up your beats. Say 'Let's go as fast as we can!'

Then slow your beats right down, and slow your voice down as well.

You can also tap out a simple rhythm, like, one-two-three-wait, one-two-three-wait.

Once the learners are able to copy you, invite a learner to be the leader and choose a rhythm. Everyone follows the new leader. Encourage learners to take a turn being the leader.

Describing the rhythm or volume helps to expand the learners' vocabularies and introduces them to concepts like loud, soft, fast and slow. It also introduces opposites. Counting out the rhythm helps the learners to identify the pattern.

Act and do

As the tapping patterns change, encourage the learners to listen carefully to the patterns before joining in.

Ask open-ended questions such as, 'I wonder what the next tapping pattern will be?' Use your voice to provide hints. For example, speak quietly (to indicate quiet tapping) or quickly (for a fast tempo tapping pattern).

Vocabulary

fast, slow, loud, quiet, tap, beat, rhythm, pattern, volume, tempo, speed

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners copy the rhythm of an adult or a peer?
- Did the learners experiment with tempo, volume and patterning?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

Watch how the learners' ability to copy your rhythm improves with practice. In the beginning, it may be challenging but if you continue to scaffold their understanding of tempo, volume and rhythm, they will develop this ability over time.

Note: Routines can require young learners to spend time waiting, but this needn't be 'empty time' – routines can easily become learning time.

A new cycle begins

Springtime

Collect information

Thirty-month-old Amelia had been walking around the garden with an adult. As they walked, the adult pointed to new buds on the bushes and trees, and to bulbs that were beginning to grow out of the earth. ‘Look, Amelia!’ the adult said each time as she pointed to a bud or bulb. She explained, ‘It’s springtime. Look at the plants beginning to grow again.’ A short time later, Amelia was playing in a different part of the garden when she called the adult over. ‘Look!’ she said, smiling and pointing to a bulb emerging from the earth.

Question and analyse

Amelia is repeating the actions of the adult. She understands that the adult is drawing attention to a certain kind of new growth, and has applied this knowledge in a new setting. She demonstrates enthusiasm in observing changes in her environment, and takes pleasure in sharing these observations with an adult.

VEYLDF Learning Outcome Evidence Marker

- Develop an ability to mirror, repeat and practise the actions of others, either immediately or later.
- Express wonder and interest in their environments.
- Experience the benefits and pleasures of shared learning exploration.



Plan

Aims

For the learner to:

- learn about the life cycle of a plant
- role-play the life cycle of a daffodil.

VEYLDF Learning Outcome Evidence Marker

- Make connections between experiences, concepts and processes.
- Follow and extend their own interests with enthusiasm, energy and concentration.

Find some pictures of a bulb, a bulb with a stem, a stem with some leaves, a stem with leaves and a flower, and finally a wilting plant with dead leaves. Display these in the sequence that shows the life cycle of a plant. Talk about the pictures with the learners.

Invite the learners to join you in copying the picture sequence:

- Curled up into a tiny ball, sleeping under the ground like a bulb.
- Like an emerging shoot growing to a stem, slowly pushing one hand into the air, then gradually standing up and stretching as high as they to be the stem.
- Becoming a flower by cupping their hands above their head while they keep their roots (feet) firmly in the ground; swaying from side to side as in the breeze.
- After swaying gently in the breeze, slowly wilting and crumpling to the ground then curling into a ball again to become the bulb waiting for the next spring.

You could add music with a slow tempo to this role play. Repeat the life cycle sequence a few times.

After repeating the sequence a few times, observe whether the learners are able to make the shapes associated with each picture out of sequence. For example, if you point to the flower picture, do the learners reach up with their hands cupped?



Act and do

Ask open-ended questions such as, 'I wonder how the shoot knows which way to grow?' or 'I wonder what is inside the bulb?' (Find the answers to your questions beforehand).

Vocabulary

bulb, shoot, stem, leaf, flower, root, wind, breeze, spring, summer, autumn, winter, season, up, down, under, stretch, high, sun, sky

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- How much did the learners learn about the life cycle of a plant? How do you know this?
- Did the learners role-play the life cycle of a daffodil? Did this support their learning?
- Can the learners connect each picture with a particular body movement or shape?
- If you used music, how did this affect the learners' movement?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins





Shells and bumps

Collect information

Hazel and Sebastian are interested in shells. Yesterday, you planned a learning experience that extended their interest in the patterns on the shells (stripes and spots) and planned a treasure hunt for natural materials. The learners grouped their treasure according to a particular attribute of the objects they collected (size, shapes, patterns on the natural materials). One of the objects they found on their treasure hunt was a leaf with some raised bumps on it. This leaf was placed in the ‘spots’ category. The learners wondered what the bumps were, and responded enthusiastically when you suggested they try to find out more.

Question and analyse

The experience demonstrated that the learners have a good understanding of classification according to visual features including colour, shape and pattern. They also expressed interest and enthusiasm in finding out what the bumps on the leaves were. How could the learners be supported to find out more?

VEYLDF Learning Evidence Marker

- Express wonder and interest in their environments.
- Explore their environment.

Aims

For the learner to:

- hypothesise about the bumps on the leaf they have found
- resource their own learning, using known and new tools for research.

VEYLDF Learning Evidence Marker

- Participate in a variety of rich and meaningful inquiry-based experiences.
- Make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify, and communicate these using mathematical language and symbols.
- Use the processes of play, reflect and investigation to problem-solve.

First, invite the learners to imagine and guess what the bumps might be. Encourage them to think about the environment where the leaf was found – what else might be found there? Look closely at the bumps, perhaps with a magnifying glass. Are there any clues? The size? The shape? The colour? If the learners think they know the answer, ask them how they know, or why they think that.

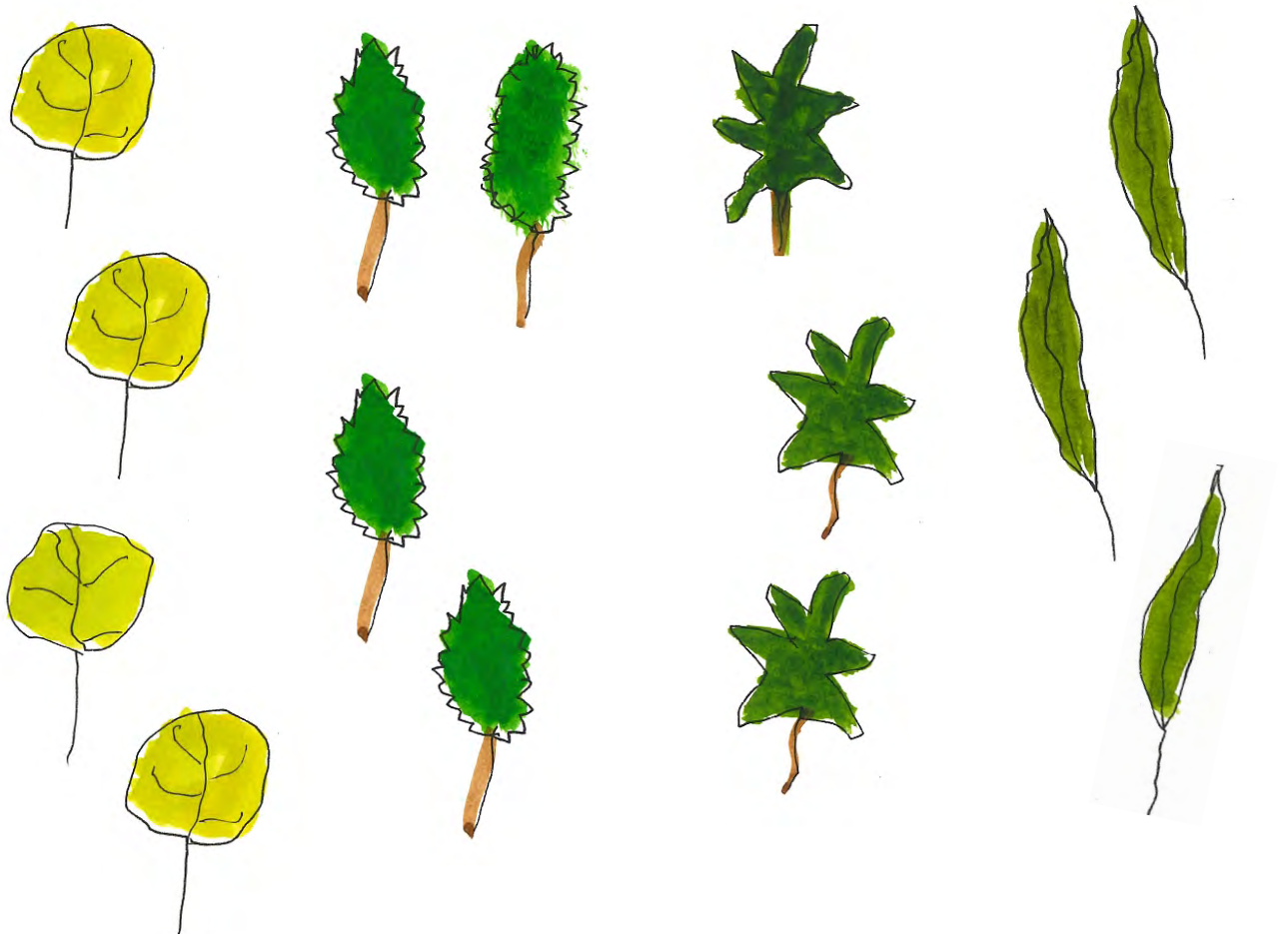
Ask the learners how they could find out more about the bumps, or find the answers to any other questions that came up during your discussion.

Learners may suggest:

- asking an adult
- looking at a book
- using ICT.

Follow the learners’ suggestions to find the answers to their questions. If their suggestions lead to a dead end, encourage them to think of another way to find the answers.

This activity gives the learners autonomy over their learning. Hypothesising and researching answers are important skills that will continue to develop with rehearsal. They also support learning dispositions, perseverance and a sense of achievement when the answers to questions are found.



Act and do

Each research method you use with the learners gives you an opportunity to develop the learners' knowledge.

- If the learners decide to ask someone, brainstorm together who this person could be and write a list of the people they suggest. Then discuss who is most likely to know the answer and why. Discuss how they could approach the person. Learners may suggest the person be contacted by letter, telephone call, email or a video from the group.
- If the decision is to use a book, use the opportunity to model how we use an index or a table of contents to organise information and to help make answers easy to find.
- If the decision is to use ICT, agree on a search term. Then, show the group of learners how to use a search engine.

Don't be afraid to tell the learners if you don't know the answers to their questions. This makes you a co-learner.

Vocabulary

This will vary, depending on the suggestions learners make and the research questions they have. You could make a list of the new words and plan ways to include them in your program to consolidate the learning.

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- How much knowledge about plants was demonstrated by the learners' hypotheses about the bumps on the leaves?
- Were the learners familiar with different ways of looking for answers to their questions? If not, this could itself be a focus for future planning.
- How challenging was it to find answers to their questions? How much support did the learners need? Adjust future planning accordingly.
- Were the learners' hypotheses about the bumps based in reality or fantasy? If their answers were fantasy-based, include the bumps in stories and drama activities, or create a fairy, pixie or elf garden together so that the learners have an opportunity to further explore imaginative play.

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Pipe and ball

Collect information

Noah was holding a length of PVC pipe at an angle. He put a ball into the top of the pipe, and watched it roll down and out of the pipe, and a little way across the paved area. Noah stacked some nearby blocks into a tower. Then he picked up the pipe again and put the end on the ground right next to the tower. He sent the ball down the pipe again, and the ball knocked over the tower. Noah laughed and began building the tower again.

Question and analyse

Noah is using the simple machine of an inclined plane (the PVC pipe) to direct an object's force at his tower, knocking it over. Noah tested the ball and pipe first and then he built the tower to knock over. This reflects that his actions were deliberate. It suggests that he developed and then tested a hypothesis about what would happen when the ball hit the tower.

VEYLDF Learning Evidence Marker

- Initiate and contribute to play experiences emerging from their own ideas.

Plan

Aims

For the learner to:

- experiment with force and inclined planes
- understand that various factors may influence the amount of force exerted by an object.

VEYLDF Learning Evidence Marker

- Manipulate objects and experiment with cause and effect, trial and error, and motion.
- Use reflective thinking to consider why things happen and what can be learnt from these experiences.

Invite Noah to help you position the pipe at a table angle. You could tape it to the edge of a table or chair, or rest it on a soft surface (like a cushion) to prevent it from rolling around.

Gather an assortment of objects of different shapes and sizes. Make sure they will all fit into the pipe.

Build the tower of blocks with Noah a distance away from the lower end of the pipe.

Act and do

Encourage Noah to try to knock the tower down by sending each of the objects down the pipe.

Try building a taller tower and a shorter tower to see if this makes a difference to the results.

Try building the tower closer to the pipe and further away from the pipe.

Try increasing the angle of the pipe to make it a steeper slide. Try reducing the angle of the pipe.

Ask open-ended questions such as, 'Why do you think that happened?' Or, 'What made (that object) knock the tower down?'

Vocabulary

angle, slant, ramp, heavy, light, big, small, tall, short, strong, weak, roll, slide, up, down, high, low

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learning experience support Noah's experimentation with force and inclined planes?
- What evidence did you observe that Noah learnt that various factors influence the amount of force exerted by an object?
- Would Noah be interested in extending this play by using a plank instead of a pipe?
- Did Noah consider strengthening the structure to make it harder to knock over?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Floating and sinking

Collect information

Three-year-old Jake visited his brother Thomas in the Toddler Room while the toddlers were investigating floating and sinking. (See Early Years Planning Cycle Resource Learning Outcome Birth–2 Years: Sinking and Floating.) Thomas' teacher told Jake's teacher that he had enthusiastically hypothesised about whether his objects would sink or float before putting them in the water. Although his hypotheses were not always correct, he was able to describe the objects correctly as sinking or floating after putting them in the water. 'Is there any way we could make this foam square sink?' Thomas's teacher asked Jake. Jake pushed it under the water and let go. It bobbed to the surface again. 'Nope,' he said.

Question and analyse

Jake participates enthusiastically in the learning experience, and he has a solid understanding of the concepts of sinking and floating. However, as his hypotheses are not always correct, he may not yet be thinking about what factors affect whether objects sink or float in water. Further evidence is that he did not suggest ways to make an object that floats become an object that sinks in the water. He does test one hypothesis – pushing the foam square under the water – but he stops testing here and gives a definite negative answer. A possibility for extension would be to encourage further testing.

VEYLDF Learning Evidence Marker

- Are curious and enthusiastic participants in their learning.
- Manipulate objects and experiment with cause and effect, trial and error, and motion.

Plan

Aims

For the learner to:

- suggest how an object that floats can become an object that sinks, and test his hypothesis.

VEYLDF Learning Evidence Marker

- Use reflective thinking to consider why things happen and what can be learnt from these experiences.
- Participate in a variety of rich and meaningful inquiry-based experiences.

Read the book *Who Sank the Boat?*, by Pamela Allen (see Resources p. 120). Before you read, look at the cover and ask the learners to predict which animal might be the one to sink the boat.

Ask them to explain their reasons.

At the beginning of the book reading, ask Jake if the boat is floating or sinking. How do we know?

As each animal gets into the boat, what happens?

At the end of the story, ask the learners if the boat is floating or sinking? Why? How did the boat sink? What made it sink? Encourage Jake to explain.

Prepare the water play tub and provide objects to represent the animals in the book and the foam square to represent the boat. Try out your learning experience ahead of time – you may need to change some of the animals you have chosen to use.

Act and do

Return to the water play tub. Ask Jake if he thinks we could make the foam block sink.

Ask Jake if he can remember which animal got in first. Then choose an object to represent that animal. Put the object on the 'boat'. What happens?

Which animal was next in the story? Choose another object to add to the boat.

Continue to add objects to the foam square and observe changes until the foam square sinks.

Ask open-ended questions such as, 'Why do you think that happened?'

Vocabulary

sink, float, top, bottom, underneath, below, light, heavy, absorb, hollow, many, few, more, low, high, heavy, light

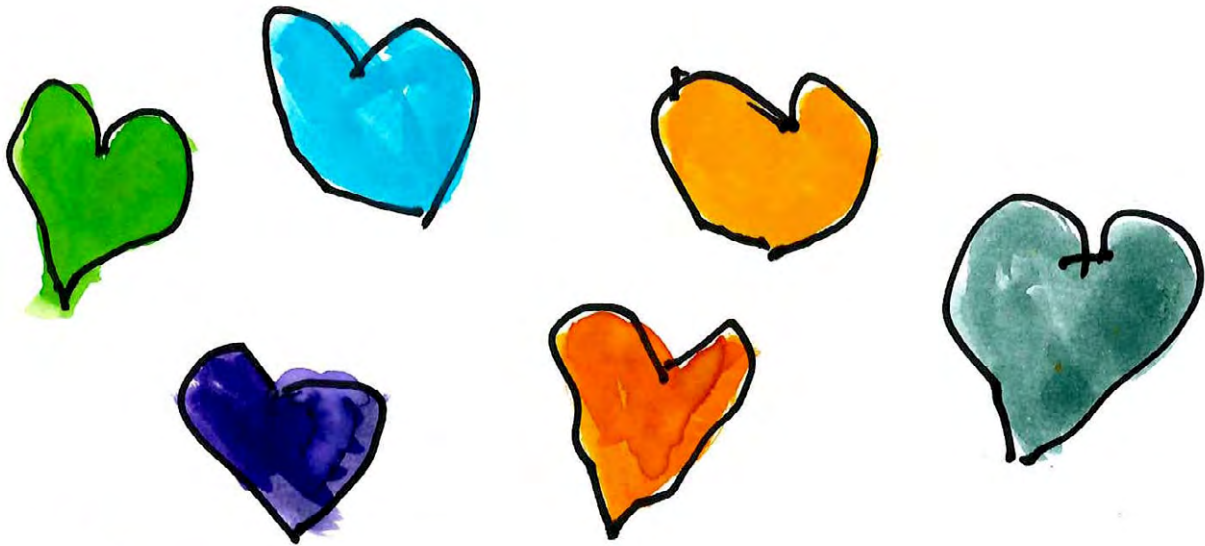
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did Jake make suggestions about how to make an object that floats (the foam square), sink?
- Did Jake try adding 'animals' until the 'boat' sank? What conclusions did he come to?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Hearts

Collect information

Four-year-old Evie was painting hearts all over a large piece of paper on an easel. 'I've got so many hearts on mine – maybe 50!' she said to her six-year-old sister, Zara. 'One, two, three, four, five, six, seven, eight, 11, 12, 27, 22, 65, 50!' she said, very quickly, as she pointed with her paintbrush at the hearts on her paper. She said the number words one to eight as she pointed to the first eight hearts, and then waved her finger quickly over the other hearts as she continued saying number words. Zara shook her head. 'That's not how you count,' she said, and proceeded to count the hearts, pointing to each heart in turn and tagging it with one number word. She counted correctly and identified that Evie had painted 23 hearts. 'There's only 23, not 50,' she said.

Question and analyse

- See Early Years Planning Cycle Resource Communication Outcome for 3–5 years: Hearts for another planning direction for Evie.
- See Early Years Planning Cycle Resource Communication Outcome for 6–8 years: Hearts for analysis and planning for Zara.

Evie appears to be using her painting to record and/or practice making heart shapes. She understands that she has done 'so many' hearts, and that this description is connected to a final (cardinal) number count and that this number should be a large number. Evie counts accurately to eight, skips nine and ten, but says 11 and 12 in the correct sequence. Consolidating an accurate count to 12 would be an appropriate plan for Evie.

VEYLDF Learning Evidence Marker

- Create and use representation to organise, record and communicate mathematical ideas and concepts.

Plan

Aims

For the learner to:

- use marks on a page to represent and record a real-world reference
- create and use representation to organise, record and communicate mathematical ideas and concepts.

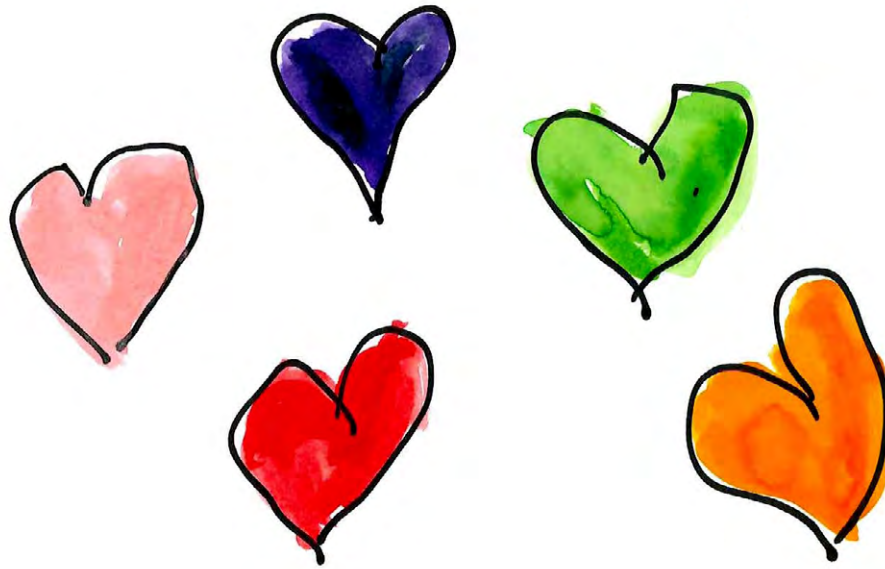
VEYLDF Learning Evidence Marker

- Create and use representation to organise, record and communicate mathematical ideas and concepts.

Assemble a collection of objects that are the same apart from one feature, be it colour, pattern, size. This example uses animal counters that are identical apart from being different colours (red, blue, green and yellow).

Put all the animal counters in a bag. Aim to have enough counters so that each person gets 12 counters. Give each participating learner a tally sheet, divided into four columns, and have pencils, textas or crayons available.

Show the learners the animal counters, and explain that the idea is to see how many of each colour each person gets. Show the learners how to label the columns at the tops of their tally sheets by drawing an animal in each colour.



Act and do

Pass the bag around the circle. Each person closes their eyes and takes a turn to remove one (or two) animal counter(s), placing the counters in front of them until the bag is empty.

Then, everyone opens their eyes and looks at their animal counters. Demonstrate how to count all of the counters you took from the bag, tagging each animal with one number word. Emphasise the last number word that you say and explain that it is special because it tells us how many you have. Invite each learner to count their animals, supporting an accurate count if necessary.

Then, count how many (red/blue/green/yellow) animals you have, starting with one colour. Record this on the tally sheets. Depending on the learners' number knowledge, you could make tally marks (lines or circles) in the appropriate column, draw the correct number of counters in the appropriate column, or write the numeral. Then count the next colour.

Each learner records their animals on their sheet. Place the sheets next to each other to compare their data. Be aware that learners may draw similar objects, different sizes – discuss this, and emphasise that it is the number that is important, not the size of the drawing.

Ask questions such as, 'Who got the most red animals? Who got the least blue?' Follow these questions with open-ended questions such as, 'How do you know?' and 'Show me how you worked that out?'

Vocabulary

number words, more than, less than, same as, different, same, most, least

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners use marks to represent and record a real-world reference?
- Did the learning experience support their counting skills?
- Were the learners able to compare quantities and explain their thinking?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Water volume

Collect information

Three-year-old Liam was playing with two containers in the water play trough. He filled the larger container with water using the smaller cylinder as a scoop.

A teacher asked Liam how many small cups of water could fit in the larger one. Liam responded, 'Three'. The teacher asked Liam how he could be sure of his answer. Liam immediately emptied both containers and began to fill the small container and pour the water into the large container, counting, 'One, two, three, four, five.' Each number accompanied one pour, but the smaller container was not filled to the top each time. He stopped and held up the large container, which was less than half full, and said, 'Five'.

Question and analyse

Liam appears to have grasped the counting principle of one-to-one correspondence, as he tags each pour with one number word. He also understands the principle of cardinality – that the final number in the counting words that he uses in this activity answers the teacher's question.

Liam's grasp of volume measurement may benefit from some support. Because the smaller cup is not filled to the brim each time, his units of measurement are not the same. He doesn't seem to understand why the small container should be full each time.

VEYLDF Learning Evidence Marker

- Use play to investigate, imagine and explore ideas.

Plan

Aims

For the learner to:

- understand that equal units must be used for measurement to be accurate
- consolidate his understanding of 'full' and 'empty'.

VEYLDF Learning Evidence Marker

- Manipulate objects and experiment with cause and effect, trial and error, and motion.
- Create and use representation to organise, record and communicate mathematical ideas and concepts.

Use two containers at a large water trough: one small container and one about three or four times the capacity of the smaller container. It is helpful if the containers are transparent. Adding a couple of drops of food colouring to the water makes the water level easier to see.

Act and do

First, ask Liam, 'What does full mean?' Establish that full means that the water goes all the way to the top of a container. You may fill one container and leave the other empty, asking which is full and which is empty.

Ask Liam to fill the small container and then to pour the water into the larger container. Ask 'Is the large container full? How can we make it full?'

Continue to fill the small container and pour the water into the large container until the large container is full. Count aloud together to keep track of how many small containers it takes to fill the large container, then pour the water out again.

Next, ask Liam to put some water in the small container, but not to fill it up. Point out to him that the small container is not full.

Next, see how many part-filled containers it takes to fill the large container. Count aloud together.

Did you get the same result as the first time?

Encourage experimenting several times to check results.

This learning experience could be delivered to a small group of learners with different size containers that they use to fill larger containers of the same size.

Ask open-ended questions such as, 'Why do you think that happened?' or, 'Why did Liam's big container hold three but Max's held six?'

Vocabulary

full, empty, top, bottom, more, less, lots, a little, large, small, many, few

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Do the learners understand that units of measurement need to be the same size to measure volume accurately?
- Did the learners use the words 'full' and 'empty' appropriately?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Ballerina elephant: Dance

Collect information

While constructing the tower in the block area (see Early Years Planning Cycle Resource for 3–5 years – Communication: The Eiffel Tower design), Blake said, ‘The Eiffel Tower has four legs. Two legs in the front and two other legs at the back.’ Then he put two unit blocks next to each other on the rug, added another six unit blocks on top of each, and a long rectangle unit in the middle. Then he said, ‘These are its front legs.’ Then he did the same for the back legs.

Question and analyse

Blake built a symmetrical, 3D structure. He demonstrated awareness of mathematical symmetry by making his construction with identical parts facing each other. Young children often use symmetry when playing with unit blocks. Blake’s understanding of symmetry could be extended by playing simple symmetry games to explore the concept and rehearse new words.

VEYLDF Learning Evidence Marker

- Follow and extend their own interests with enthusiasm, energy and concentration.

Plan

Aims

For the learners to:

- explore symmetry through a mirror dance
- match and extend their actions with a peer’s body movements.

VEYLDF Learning Evidence Marker

- Develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

Act and do

Using masking tape, make a line measuring about 60 centimetres on the floor. Invite Blake and another learner to stand on either side of the line, facing each other. Tell them a story about an elephant who always wished to be a ballerina. One day, she finds a mirror. The elephant would love to see herself dancing like a ballerina so she watches her dancing reflection in the mirror.

Tell the learners that the line on the floor is called the line of symmetry. Encourage them to imagine it is the mirror that the elephant has just found. Ask the learners who would like to be the ballerina elephant first and who would like to be the elephant in the mirror.

Explain how the game works. The ballerina elephant is the leader. They can move any part of their body. The person standing in front of them is the reflection (the follower), who will mirror what the ballerina elephant does. Remind the learners that the line of symmetry in the middle is the mirror and they cannot cross it.

They must remain facing each other.

Play *The Elephant* by Camille Saint-Saens.

Allow the learners some time to explore each other’s movement and patterns. Later, point out to the learners that they have created actions that are symmetrical. Explain that they are *symmetrical* because they are moving corresponding body parts as if there is a mirror between them. For example, say, ‘Wow, Blake! You are exactly mirroring Rocco’s actions!’ or ‘Blake, as long as you are doing the same thing as Sara, you will be symmetrical.’

Encourage the learners to dance at low, medium and high levels while using their upper and lower bodies. Ask them to imagine how an elephant would dance or how the elephant would react when seeing herself in a mirror for the first time.

Vocabulary

symmetry, symmetrical, line of symmetry, similar, same

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Could each learner mirror the actions of their peer?
- Did the learners explore the dance element of ‘level’ by moving at low, medium and high levels?
- What other learning experiences could facilitate learners’ understanding of symmetry?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Musical shapes: Music/Media Arts

Collect information

During group time with the five-year-old learners, the educator sang from the book *I am the Music Man*, by Debra Potter (see Resources p. 120). The educator mentioned different instrument names, such as violin, piano and saxophone, and imitated the actions of playing them. As soon as the educator said, 'I can play a big bass drum,' Vincent said, 'It's a circle,' and replaced the word 'drum' with 'circle' and sang, 'I can play a circle, a circle, a circle; I can play a circle, a circle, a cir cir cir cle,' while drawing a circle in the air. The educator asked, 'How do you know it's a circle?' Vincent replied, 'Because it's a circle.'

Question and analyse

Vincent linked an object to a known shape. At around the age of five years, learners may identify and distinguish shapes visually by recognising shapes as wholes. For example, they might call a shape a rectangle because 'it looks like a door'.

Supporting young learners to recognise the attributes or properties of shapes can enhance their understanding about shapes.

VEYLDF Learning Evidence Marker

- Engage with and co-construct learning.

Plan

Aims

For the learners to:

- identify the properties of a shape
- follow shape patterns through playing the related instruments
- create and play their own shape pattern.

VEYLDF Learning Evidence Marker

- Create and use representations to organise, record and communicate mathematical ideas and concepts.
- Explore the purpose and function of a range of tools, media, sounds and graphics.

Using shapes to represent the different musical instruments that are available in your room, create a series of picture cards. You could use a circle shape to represent a tambourine, a triangle shape to represent a triangle, an oval shape to represent an egg shaker and a rectangle to represent a glockenspiel.

Suggestions:



Tambourine

Triangle

Shaker

Glockenspiel

Create multiple copies of cards with sequences of the shapes used on the picture cards (see suggestions below). These will be the 'musical scores' that the learners will follow. This will ensure each learner has their own score to follow.

Suggestion 1:



Suggestion 2:





Act and do

Show each shape to Vincent and two other learners. Ask them to name the shape and then tell them why it is, for example, a circle. Emphasise the properties of each shape. For instance, while showing the image of a triangle, slide your finger around its perimeter, describe and exaggerate your actions by saying, 'Straiiiight side ... turn, straiiiight side ... turn, straiiiight side, back to the beginning and stop.'

Encourage the learners to link the drawn shapes to the instruments. Let them choose which instrument they would like to play with first. They will have a turn playing the other instruments.

Demonstrate how to perform each pattern and help them to follow the order of the shapes. For example, if Vincent is playing with a tambourine, he plays it when he sees the circle in the order, which comes after triangle in the pattern of 'triangle, circle, triangle, circle' (Suggestion 1 on the previous page).

Act as a conductor by guiding the learners to take their turn to play. Include some musical elements, such as duration and dynamics. For instance, encourage the learners to play loudly by raising your arms over your head, and to play quickly by saying, 'Let's play as fast as we can!' Then, to turn down the sound, bring your hands down close to the ground or change your voice to a whisper.

After some practice, support the learners to create their own patterns by drawing the shapes on a card. While drawing the shapes, again emphasise the properties of the shapes.

Then, let the learners explore each other's compositions by playing the instruments. Invite the learners to conduct their own composition by directing the music-making of their peers.

Extension

Using the audio-recording app on your centre's mobile phone or computer tablet*, record each learners' shape pattern composition while it is performed. Play the recording back to the learners and encourage them to discuss the musical elements. Invite the learners to record it again after making any changes to their composition.

Vocabulary

circle, oval, triangle, rectangle, side, round, volume, dynamic, high, low, fast, slow

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners recognise the properties of the shapes?
- Did the learners link the shapes to the musical instruments?
- Did the learners experiment with tempo, volume and patterning?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

*Do not use your personal digital device to record learners.

Counting on, counting back

Collect information

A Foundation Year teacher was working with a small group of learners. Freya was counting blocks, which she'd arranged in a line, separate from the rest of the blocks that were piled on the table. 'One, two, three, four, five,' she counted, touching each block in turn. The teacher added one block to her line and asked, 'How many blocks are there now?' Freya started at the beginning of the line and counted, 'One, two, three, four, five, six. Six!' The teacher took away the last block. 'How many are there now?' she asked. 'One, two three, four, FIVE,' said Freya.

Question and analyse

Freya can count confidently and correctly to at least 6, using one-to-one correspondence. She understands cardinality, that the final number in the sequence represents the total number of objects. She also arranges her blocks systematically to make counting easier. She is not yet using the strategy of counting on or counting back from the previous known number – she goes back to the beginning to count the whole set each time the teacher asks.

VEYLDF Learning Evidence Marker

- Create and use representation to organise, record and communicate mathematical ideas and concepts.

Victorian Curriculum F–10

- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070).

Plan

Aims

For the learner to:

- introduce and practice the strategies of counting on and counting back
- consolidate counting fluency.

VEYLDF Learning Evidence Marker

- Apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.

Victorian Curriculum F–10

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (VCMNA069).

Make laminated number ladders (see example in the Appendix) for use with erasable markers. Number ladders can be used horizontally or vertically. They can start and end at any number because the numbers can be erased.

For this lesson, write the numerals 1 to 6 on the ladder.

Give pairs of learners a ladder, a die and some coloured counters in two different colours.

Children take turns rolling the die and then finding the corresponding numeral on the ladder that matches the number they rolled. The learners place one of their coloured counters on the ladder in the corresponding square.

Students continue taking turns until all the numbers are covered with at least two dots (one placed by each learner).

Extend the lesson in the following ways:

- Students find the number that is either one more or one less than the number they rolled.
- Students use two dice and a longer ladder of numbers.
- Students find numbers that are two more or two less than the total number rolled.

Act and do

Support learners to find the number they rolled. If necessary, count with the learners, emphasising the cardinal number.

If a learner says how many they have rolled, ask them to explain how they know. This will add to your understanding of the number and counting strategies being used by the learner.

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Observe Freya during the lesson – does she count on and count back? Does her number knowledge become more fluent?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Musical skip counting

Collect information

The Year 2 class had been playing the skip-counting game 'sam-yuk-gu' with clapping to practise skip counting by threes. The teacher then asked them to place counters on the relevant numbers of a number square to represent counting by threes. Some learners identified the visual pattern that the counters made on the number square and completed the task very quickly. Others confidently counted by threes, but did not appear to notice or use the visual patterning clues. Others seemed to struggle just with counting by threes, counting on 'one, two, three' from each counter in order to place the next counter.

Question and analyse

The class demonstrates different ability levels in this task. Many of the learners are not yet using the shortcut of visual clues to help them complete the skip counting task, even if they are able to confidently count by threes. Some learners are not yet confident counting by threes at all. Linking the skip counting game with the visual pattern of skip counting with the whole class provides an opportunity for peer scaffolding of this connection. This benefits some learners by consolidating their knowledge and benefits others by providing opportunities for rehearsal.

VEYLDF Learning Evidence Marker

- Create and use representation to organise, record and communicate mathematical ideas and concepts.

Victorian Curriculum F–10

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and 10 from any starting point, then moving to other sequences (VCMNA103).

Plan

Aims

For the learner to:

- participate in an experience of skip counting that requires physical movement to support the count.

VEYLDF Learning Evidence Marker

- Create and use representation to organise, record and communicate mathematical ideas and concepts.

Victorian Curriculum F–10

- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and 10s from any starting point, then moving to other sequences (VCMNA103).

Learners are seated in a circle, each with a musical instrument placed on the floor behind them so as to avoid temptation to play while you explain the game.

First, skip count by twos. Ask the learners to strike their instrument only on the odd numbers, and to say the even numbers aloud. For example: bang, two, bang, four etc.

Once the learners have understood the concept, try moving round the circle counting by twos again, with individual learners either striking their instrument or saying the number on their turn.

Skip count by threes and fives in the same way.

To make it more challenging, switch the instruments and the counting so that learners play their instrument unless they are one of the targeted numbers. For example, if counting by threes: bang, bang, 'three,' bang, bang, 'six,' bang, bang, 'nine' ... This requires a lot of concentration, especially as the targeted numbers become further apart.

Act and do

Highlight the pattern the learners are making with the skip counting.

Extension

Have the learners seated on the floor in a 'tight' circle. Give each learner a small bean bag or a small block that is easy to pick up with one hand. Ask the learners to put the object on the floor in front of them.

Tell the learners that on each multiple of (two, three, five, 10 ...), they should pick up the object in front of them and place it in front of their neighbour. Make sure you agree whether to pass to the left or to the right.

Count aloud 'one, two, three, four ...', passing occurring on the even numbers. No learner should ever have more than one object in front of them!

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the incorporation of physical movement support the learners' accurate skip counting?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins

Making yoghurt

Collect information

During morning snack time, many of the learners were eating yoghurt. ‘Yoghurt is good for you, because it’s made out of milk,’ said Grace, a Year 1 learner. ‘That’s true,’ said the teacher. ‘Do you know how yoghurt is made?’ He addressed the question to the group. They all shook their heads. ‘You don’t make yoghurt, you buy it,’ said Grace.

Question and analyse

Grace demonstrates knowledge of the different nutritional value of different foods, and provides sound scientific reasoning and evidence to back up her claim: ‘Yoghurt is good for you because it’s made of milk’.

Grace does not seem to know how yoghurt is made. Exploring where different foods come from can be a rich line of inquiry to follow.

VEYLDF Learning Evidence Marker

- Show an increasing awareness of healthy lifestyles and good nutrition.

Victorian Curriculum F–10

- Objects are made of materials that have observable properties (VCSSU044).
- Compare observations and predictions with those of others (VCSIS054).

Plan

Aims

For the learner to:

- assist as you follow a sequence of instructions to make yoghurt
- develop hypotheses about the outcomes of two temperature variables in an experiment and test the hypotheses.

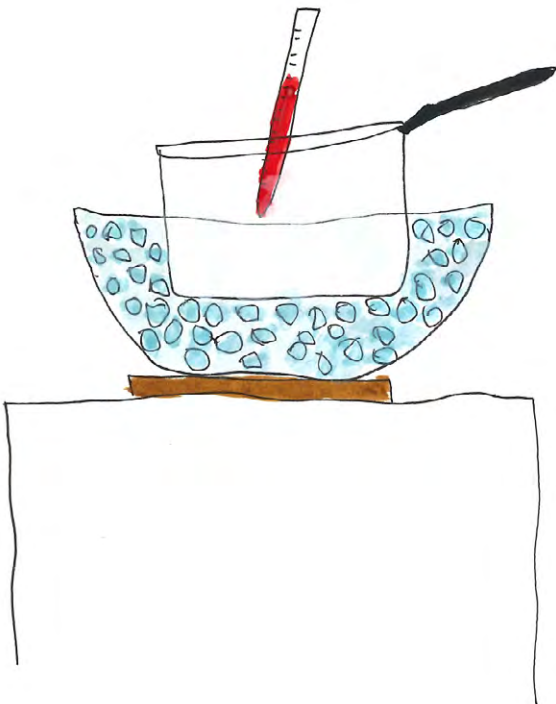
VEYLDF Learning Evidence Marker

- Use reflective thinking to consider why things happen and what can be learnt from these experiences.
- Participate in a variety of rich and meaningful inquiry-based experiences.

Victorian Curriculum F–10

- Participate in guided investigations, including making observations using the senses, to explore and answer questions (VCSIS051).
- Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050).
- Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (VCSSU045).
- Represent and communicate observations and ideas about changes in objects and events in a variety of ways (VCSIS055).

Present this lesson at the start of the day as the yoghurt needs at least five hours to set. Encourage the learners to assist you as much as possible.



Act and do

Ingredients

500 ml whole milk

2–3 tablespoons plain yoghurt with live cultures ('pot set' varieties are good for this).

Equipment

- Measuring jug and saucepan
- Portable cooktop (or see instructions for alternative process)
- Spoons
- Food thermometer
- Bowl
- Two medium glass jars
- Towel
- Esky
- Hot water bottle or several more jars for hot water.

1. Sterilise the jug, spoons, bowl, thermometer and both jars by washing them thoroughly and then pouring boiling water over them. Keep the sterilised equipment on a clean tray covered with a clean tea towel until it is used.
2. Measure the milk and heat until just boiling. Cool the milk to between 43 and 46°C. (You can use an ice bath to speed up the cooling. Alternatively, boil the milk before class in the staffroom. It should cool to the required temperature by the time you're ready to use it).
3. Remove any skin that has formed on the milk with a sterile spoon. Mix about half a cup of the warm milk with the yoghurt in a small bowl, then pour the yoghurt mixture into the rest of the milk.
4. Separate the mixture into the two jars and put lids on the jars.
5. Explain that the class is going to test two temperature variables:
 - putting the mixture in the fridge to cool
 - leaving it in a warm (but not hot) place.

Put one jar in the fridge. Wrap the other in the towel and put it into the Esky with a hot water bottle or several jars of hot water. Ask the learners to suggest reasons for wrapping the jar in a towel, and what effect the Esky will have. (See Early Years Planning Cycle Resource for 6–8 years – Learning: Insulation Experiment for a possible extension of this aspect of this lesson.)

Ask open-ended questions such as, 'What may happen to the mixture in each jar? Why do you think this?' and 'Which environment (cool or warm) is better for making yoghurt? Why?'

Encourage learners to think about possible reasons and express them using appropriate language. For example, 'I think the fridge will make better yoghurt because you keep yoghurt in the fridge.' Later, check the results. Then ask more questions such as 'Which environment was better for yoghurt making? Did this match your predictions?' and 'Why was the warmer environment better than the cooler environment?' Discuss other items in lunch boxes that have undergone some production process that the learners may never have considered.

Talk about the ingredients of some of these familiar items.

Discuss where the ingredients come from, and what processes took place before ending up in lunchboxes.

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners attend to the sequence of instructions to make yoghurt? Did the lesson involve a lot of waiting and watching rather than hands-on participation? How could you improve this in future?
- How did the learners benefit from developing and testing hypotheses about the outcomes of two temperature variables?
- How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?
- This lesson could be extended into an inquiry-based project into food growing and manufacturing processes, as well as the supply chain, linking with a broad range of subjects in the curriculum.
- This lesson could form the basis for an inquiry-based project into bacteria and other tiny organisms.

A new cycle begins

Insulation experiment

Collect information

In the Early Years Planning Cycle Resource for 6–8 years – Learning: Making Yoghurt, the teacher asked why the warm yoghurt mixture needed to be wrapped in a towel. ‘Because the towel is like a blanket that will help heat up the yoghurt, and we want to make this jar warm,’ said William.

Question and analyse

William appears to have a misconception about the way that blankets/insulators work. Rather than understanding that the heat is already present in the jar and is being trapped by the towel, his answer shows that he thinks the towel is the source of the heat. This is a common misconception in young learners.

However, William shows good reasoning skills, and understands the experimental variable (temperature) that is being used for the yoghurt making experiment. He communicates his thinking clearly using appropriate language (heat, warmth).

VEYLDF Learning Evidence Marker

- Use reflective thinking to consider why things happen and what can be learnt from these experiences.

Victorian Curriculum F–10

- Respond to and pose questions, and make predictions about familiar objects and events (VCSIS050).

Plan

Aims

For the learner to:

- observe that some materials slow down temperature cooling and warming; others speed it up
- develop hypotheses and test the insulation properties of several materials.

VEYLDF Learning Evidence Marker

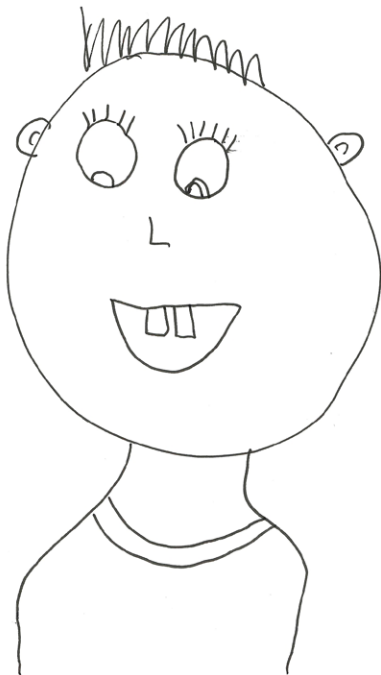
- Manipulate objects and experiment with cause and effect, trial and error, and motion.

Victorian Curriculum F–10

- Objects are made of materials that have observable properties (VCSSU044).
- Represent and communicate observations and ideas about changes in objects and events in a variety of ways (VCSIS055).

Explore the characteristics and properties of materials and components that are used to create designed solutions (VCDSTC017).

Learners often have misconceptions about heat as it is a complex concept. Presenting hands-on experiments about heat and energy transfer that the learners will remember are more appropriate than telling learners about it. Once they observed for themselves that different materials change the rate of heating and cooling in this experiment, they will be able to draw on this experience when thinking about how and why this happens.





Act and do

Materials

- 4 small plastic cups
- 4 larger plastic cups
- Cotton wool
- Aluminium foil
- Paper
- Hot tap water in a jug

Pour hot water into a plastic cup, and ask the learners:

- What would happen to the temperature if you left the cup on the table for 10 minutes.
- What would happen if you put the cup in the fridge? Why?
- What would happen if you wrapped the cup in a towel. What about wrapping with cotton wool? Foil? Paper?
- Ask the learners to explain their thinking in each case.

With the learners' assistance, set up the experiment by putting the smaller cups inside the larger cups, and filling the space between the two cups with the different materials. Scrunch the foil and paper into small balls to fill the space. Have one cup that is inside a larger cup but without any insulation. When the cups are ready, pour hot water into each small cup and put a thermometer in each. Measure and record the temperatures of the water in the cups. (These temperatures should be similar.)

Ask for predictions about which cup will cool down fastest and slowest. Or, will they all cool at the same rate? Have each learner write down a prediction and a reason for their prediction.

Every five minutes, record the temperature of each cup. (With advance planning, you could have the learners plot the temperatures of a graph for each cup.) Discuss the results once all the cups reach roughly the same temperature. How long did it take each cup of water to reach the same temperature? What may be the reason for this?

Ask the learners to imagine they are going to make a hot-water bottle to keep them warm. Explain that the best hot-water bottle is the one that will keep them warm for the longest period of time. Thinking about what they learned in the experiment, which material do they think would be the best to use? Ask the learners to explain their thinking.

Draw attention to the fact that the temperature of the water lowered in each cup. Ask the learners what this tells us. (Lead learners to the conclusion that the materials helped to keep the heat in, but didn't produce any extra heat).

Extension

Try conducting the same experiment using ice instead of hot water, using the same insulators. Ask the learners to predict the results. Are the results as the learners expected them to be?

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Did the learners observe how different insulators influence cooling (and heating, if applicable)?
- What did the learners gain from developing and testing their hypotheses?
- How effectively were the learners able to express their understanding?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Developing a sequence of instructions

Collect information

Year 2 learners, Sam and Harnoor, were seated side by side playing a physics-based problem-solving game on the class computers. Sam tried several times to solve a puzzle. 'I can't do it!' he said, frustrated. Harnoor looked over at his friend's screen. 'Oooh, that one's really hard, I did it yesterday,' he said. 'You have to put this bit there, and then you put the block on it. That means the ball bounces high enough to go over.' He pointed to Sam's screen as he spoke. Sam followed Harnoor's instruction, and completed the puzzle successfully.

Question and analyse

Sam and Harnoor are both experimenting to find solutions to solve problems. Sam persisted for some time; however, he required assistance from Harnoor to solve the problem.

Harnoor provided a sequence of instructions to explain the solution, demonstrating that he had retained the memory of the steps involved. He was also able to explain the steps clearly and concisely to his peer.

VEYLDF Learning Evidence Marker

- Persist even when they find a task difficult.
- Persevere and experience the satisfaction of achievement.
- Engage with and co-construct learning.

Victorian Curriculum

- Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017).

Plan

Aims

For the learner to:

- identify a sequence of steps to follow to complete a task
- create a set of instructions detailing one of these sequences.

VEYLDF Learning Evidence Marker

- Use information and communications technologies (ICT) to investigate and problem-solve.

Victorian Curriculum F–10

- Sequence steps for making designed solutions (VCDSCD022).
- Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017).

Ask the learners to think of times when they need to follow instructions, step by step. Brainstorm answers to questions like, 'What do instructions have in common? What makes instructions easy to follow? What makes them hard to follow?'

Ask each learner to write a sequence of instructions for a task. These could be building a Lego construction, baking a cake, doing a dance move, or planting a seed. The sequence should have at least five steps.

Working in pairs, learners swap sets of instructions and follow each other's instructions. Do the instructions make sense to the other person? Are there any steps missing?

Make a final draft of the instructions on the computer, using a slideshow program such as PowerPoint. Children may choose to illustrate their presentations with drawings, photographs or images from safe search engines.

Have each child present their instructions to the class.

Act and do

Encourage learners to think about using linking and sequencing language, such as 'First ..., then ...'

Encourage learners to other conventions, such as numbering the steps.

Encourage the learners to include reasons for each step where appropriate, such as 'Grease the pan, so that the cake doesn't stick to it.'

Extension

Using a barrier to prevent learners seeing what they are doing, have the learners play a block construction game in which one learner tells the other where to place blocks. At the end of the game, learners on each side of the barrier should end up with the same finished product.

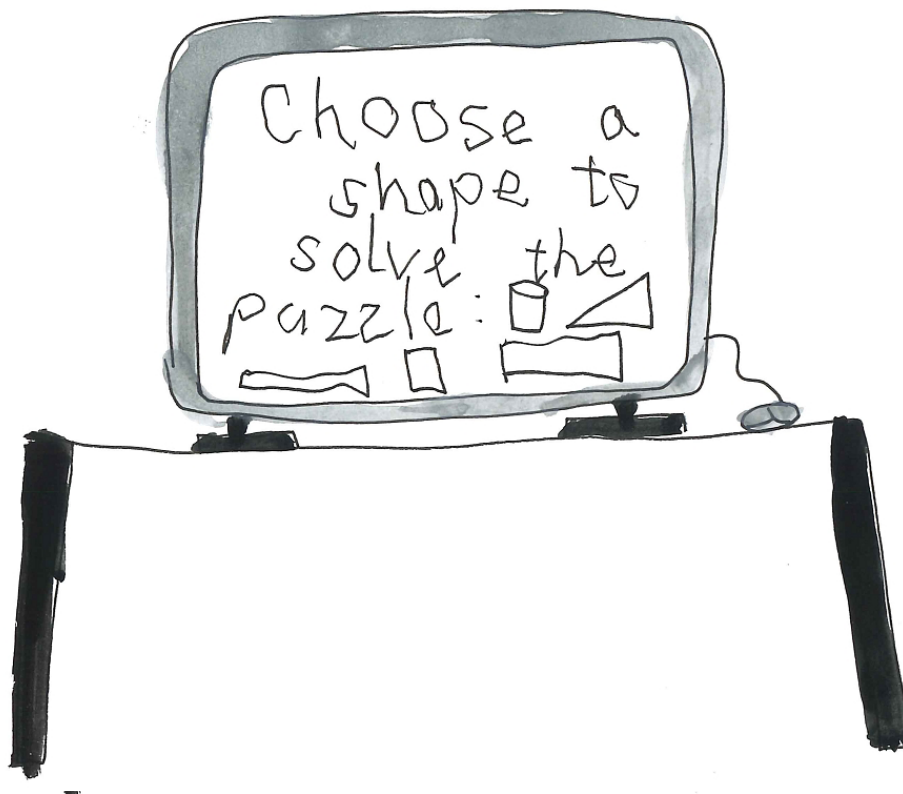
Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- These activities required learners to record and follow a sequenced set of instructions. Some learners may have been challenged by developing the steps, others may have been challenged by following the steps.
- Analyse what made the tasks challenging for those learners: was it the need to rely on language? Was it deconstructing a process into steps? Did the challenge relate to the learner's spatial thinking?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins





Water cycle: Dance

Collect information

The learners were investigating how much water was wasted when a tap was left dripping. After collecting data, they gathered on the mat to share their information. The educator asked, 'What might happen if a tap is not turned off properly for a long time?' Mousa replied, 'If we don't turn the tap off properly, ocean water will be finished.' The educator asked, 'Is that where the water comes from?' Mousa said, 'Yes, there is so much water in the ocean.'

Question and analyse

Mousa seems to understand that the ocean is a water source. However, it is unclear whether Mousa is aware of the water cycle.

VEYLDF Learning Evidence Marker

- Explore their environment.

Plan

Aims

For the learner to:

- represent the main stages in the water cycle using body movements.

VEYLDF Learning Evidence Marker

- Make connections between experiences, concepts and processes.
- Transfer knowledge from one setting to another.

Victorian Curriculum F–10

- Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (VCADAE021).
- Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (VCADAP023).

As the water cycle describes the continuous movement of water on, above and below the surface of the Earth, it can be linked to the learners' sensory cognition. Their thinking and learning about the processes of evaporation, condensation and precipitation can occur in and through their bodily gestures.

In addition, creative movement activities provide learners with an opportunity to use problem-solving skills while matching their movements with the physical challenges asked of them. For instance, if learners are asked to move as if they were a cloud, they are first required to think about what a cloud is and how it moves and then to decide how they aim to imitate that movement using their bodies.

Materials

- A water cycle poster
- 'The Water Cycle' song by Mr Davies (see Resources p. 120)



Act and do

Show the water cycle poster to the learners. Point to each process in the cycle and, using open-ended questions, encourage the learners to talk about what they think is happening to the water shown on the poster. Then, ask the learners how they could represent each process in the water cycle through their body movements and gestures. Play 'The Water Cycle' song by Mr Davies.

Accompanied by the music, demonstrate movements and gesture. For example, act out the evaporation process by starting from a low level and rising slowly, while waving your hands. For condensation, ask the learners to show you how they make a big, heavy cloud with their bodies, and then to show you how it would move. This is also a great opportunity to introduce the learners to different types of clouds. For example, you could say, 'I am going to be a big cloud that looks like a cauliflower. Do you know its name? It's cumulus.' Assist the learners to create their own movements and use the relevant vocabulary.

After some practice, refer to the poster and encourage the learners to draw what they know about the water cycle. Explore their ideas while the learners create a visual artefact to represent the water cycle.

Vocabulary

water cycle, evaporation, condensation, precipitation, collection, vapour, gas

Reflect and review

Look back at the aims of this learning experience to guide your reflection and review.

- Were the learners able to match their body movements to each stage of the water cycle?
- Could the learners demonstrate their understanding of the water cycle by using the new words while creating relevant movements?
- How did using music and creating body movements and gestures affect the learners' understanding and learning about the water cycle?

How can you use the evidence you have collected to design a further plan to consolidate or extend this learning?

A new cycle begins



Victorian Early Years Learning and Development Framework (VEYLDF)

Sample Evidence Markers

Identity: Children have a strong sense of identity

Community: Children are connected with and contribute to their world

Wellbeing: Children have a strong sense of wellbeing

Communication: Children are effective communicators

Learning: Children are confident and involved learners



Identity

Related to experiences in the Arts

VEYLDF <----->

> Victorian Curriculum: F-10

Children feel safe, secure and supported

This is evident, for example, when children:

Openly express their feelings and ideas in their interactions with others

This develops, for example, when students:

Drama: Explore and Express Ideas

Explore ideas for characters and situations through dramatic play (F) (VCADRE017)

Drama: Explore and Express Ideas

Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (L1-L2) (VCADRE021)

Children develop their emerging autonomy, interdependence, resilience and sense of agency

Are open to new challenges and make new discoveries

Visual Arts: Present and Perform

Create and display artworks (F) (VCAVAP019)

Practices

Experiment with different materials and techniques to make artworks (F) (VCAVAV018)

Visual Arts: Present and Perform

Create and display artworks to express ideas to an audience (L1-L2) (VCAVAP023)

Practices

Experiment with different materials, techniques and processes to make artworks in a range of art form (L1-L2) (VCAVAV022)

Increasingly cooperate and work collaboratively with others

Music: Present and Perform

Rehearse and perform songs and short instrumental pieces which they have learnt and composed (F) (VCAMUP019)

Music: Present and Perform

Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (L1-L2) (VCAMUP023)

Children develop knowledgeable and confident self-identities

Explore different identities and points of view in dramatic play

Drama: Present and Perform

Present drama that communicates ideas and stories (F) (VCADRP019)

Drama: Present and Perform

Present drama that communicates ideas, including stories from their community, to an audience (L1-L2) (VCADRP023)

Use their home language to construct meaning	<p>Music: Practices Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community (F) (VCAMUM018)</p>	<p>Music: Practices Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community (L1–L2) (VCAMUM022)</p>
Children learn to interact in relation to others with care, empathy and respect		
Show interest in other children and being part of a group	<p>Dance: Explore and Express Ideas Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (F) (VCADAE017)</p>	<p>Dance: Explore and Express Ideas Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (L1–L2) (VCADAE021)</p>
Express a wide range of emotions, thoughts and views constructively	<p>Visual Arts: Explore and Express Ideas Explore ideas, experiences, observations and imagination to create visual artworks (F) (VCAVAE017)</p>	<p>Visual Arts: Explore and Express Ideas Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create (L1–L2) (VCAVAE021)</p>
Empathise with and express concern for others	<p>Drama: Practices Use voice, facial expression, movement and space to imagine and improvise characters and situations (F) (VCADRD018)</p> <p>Present and Perform Present drama that communicates ideas and stories (F) (VCADRP019)</p>	<p>Drama: Practices Use voice, facial expression, movement and space to imagine and establish role and situation (L1–L2) (VCADRD022)</p> <p>Present and Perform Present drama that communicates ideas, including stories from their community, to an audience (L1–L2) (VCADRP023)</p>

Identity

Related to experiences in Communication and Literacy

VEYLDF <----->

Victorian Curriculum: Level F-2

Children feel safe, secure and supported

This is evident, for example, when children:	This develops, for example, when students:		
<p>Communicate their needs for comfort and assistance</p>	<p>English Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VELA166)</p> <p>Personal and Social Capability Identify their likes and dislikes, needs and wants, abilities and strengths (F) (VPCSE002)</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (F) (VPCSE001)</p>	<p>English Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VELA201)</p> <p>Understand that language is used in combination with other means of communication (L1) (VELA199)</p> <p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1-L2) (VPCSE008)</p>	<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VELA235)</p> <p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1-L2) (VPCSE008)</p>

Openly express their feelings and ideas in their interactions with others

English

Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VELA166)

Personal and Social Capability

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (F) (VCPSCSE001)

Critical and creative thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (F) (VCCCTM007)

English

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VELA201)

Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (L1) (VELY210)

Personal and Social Capability

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)

Critical and creative thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (L1–L2) (VCCCTM007)

English

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (L2) (VELA237)

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (L2) (VELY244)

Personal and Social Capability

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)

Critical and creative thinking

Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (L1–L2) (VCCCTM007)



Respond to ideas and suggestions from others

English

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (F) (VCELY174)

Personal and Social Capability

Name and practise basic skills required to work collaboratively with peers (F) (VCPSCSO006)

Initiate interactions and conversations with trusted educators

English

Explore how language is used differently at home and school depending on the relationships between people (F) (VCELA165)

Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VCELA166)

Personal and Social Capability

Practise the skills required to include others and make friends with peers, teachers and other adults (F) (VCPSCSO005)

English

Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (L1) (VCELY210)

Personal and Social Capability

Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)

English

Understand that language is used in combination with other means of communication (L1) (VCELA199)

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VCELA201)

Personal and Social Capability

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)

English

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (L2) (VCELY244)

Personal and Social Capability

Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)

English

Understand that language is used in combination with other means of communication (L1) (VCELA199)

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VCELA201)

Personal and Social Capability

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

<p>Increasingly cooperate and work collaboratively with others</p>	<p>Personal and Social Capability Practise the skills required to include others and make friends with peers, teachers and other adults (F) (VCPSCSO005)</p> <p>Name and practise basic skills required to work collaboratively with peers (F) (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (F) (VCPSCSO007)</p>	<p>English Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (L1) (VEELY210)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VCPSCSO014)</p>	<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VEELA235)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (L2) (VEELY244)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VCPSCSO014)</p>
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Children develop knowledgeable and confident self-identities

<p>Use their home language to construct meaning</p>	<p>English Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (F) (VEELA164)</p>	<p>English Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (L1) (VEELA198)</p>	<p>English Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (L2) (VEELA234)</p>
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<p>Reach out and communicate for comfort, assistance and companionship</p>	<p>English Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VCELA166)</p> <p>Personal and Social Capability Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (F) (VCPSCSE001)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults (F) (VCPSCSO005)</p>	<p>English Understand that language is used in combination with other means of communication (L1) (VCELA199)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VCELA201)</p> <p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)</p>	<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VCELA235)</p> <p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (L1–L2) (VCPSCSO013)</p>
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Children learn to interact in relation to others with care, empathy and respect

<p>Express a wide range of emotions, thoughts and views constructively</p>	<p>English Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VCELA166)</p> <p>Personal and Social Capability Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (F) (VCPSCSE001)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (F) (VCPSCSO007)</p>	<p>English Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VCELA201)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (L1) (VCELY210)</p> <p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)</p>	<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VCELA235)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (L2) (VCELY244)</p>
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Engage in and contribute to shared play experiences	<p>English Explore how language is used differently at home and school depending on the relationships between people (F) (VEELA165)</p> <p>Personal and Social Capability Name and practise basic skills required to work collaboratively with peers (F) (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (F) (VCPSCSO007)</p>		<p>English Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (L1) (VEELA202)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VCPSCSO014)</p>	<p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)</p>
			<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VEELA235)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VCPSCSO014)</p>	

Identity

Experiences for Science and Maths

VEYLDF <-----> Victorian Curriculum: Level F-2

Children feel safe, secure and supported

This is evident, for example, when children:

Use effective routines to help make predicted transitions smoothly

This develops, for example, when students:

Science

Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (F-2) (VCSSU046)

Mathematics

Compare and order the duration of events using the everyday language of time (F) (VCMMG079)

Connect days of the week to familiar events and actions (F) (VCMMG080)

Mathematics

Tell time to the half-hour (L1) (VCMMG096)

Describe duration using months, weeks, days and hours (L1) (VCMMG097)

Mathematics

Tell the time to the quarter-hour, using the language of 'past' and 'to' (L2) (VCMMG117)

Name and order months and seasons (L2) (VCMMG118)

Use a calendar to identify the date and determine the number of days in each month (L2) (VCMMG119)

Openly express their feelings and ideas in their interactions with others

Science

Respond to and pose questions, and make predictions about familiar objects and events (F-2) (VCSIS050)

Participate in guided investigations, including making observations using the senses, to explore and answer questions (F-2) (VCSIS051)

Compare observations and predictions with those of others (F-2) (VCSIS054)

Represent and communicate observations and ideas about changes in objects and events in a variety of ways (F-2) (VCSIS055)

Respond to ideas and suggestions from others

Science

Respond to and pose questions, and make predictions about familiar objects and events (F-2) (VCSIS050)

Initiate interactions and conversations with trusted educators

Science

Represent and communicate observations and ideas about changes in objects and events in a variety of ways (F-2) (VCSIS055)

Confidently explore and engage with social and physical environments through relationships and play

Science

Participate in guided investigations, including making observations using the senses, to explore and answer questions (F-2) (VCSIS052)

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Are open to new challenges and make new discoveries	<p>Science People use science in their everyday lives (F-2) (VCSSU041)</p>
Increasingly cooperate and work collaboratively with others	<p>Science Compare observations and predictions with those of others (F-2) (VCSIS054)</p>
Children develop knowledge and confident self-identities	
Not addressed in the sample learning plans	
Children learn to interact in relation to others with care, empathy and respect	
Not addressed in the sample learning plans	

Community

Experiences related to the Arts

VEYLDF <-----> Victorian Curriculum: Level F-2

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation

This is evident, for example, when children:	This develops, for example, when students:	
Broaden their understanding of the world in which they live	<p>Visual Arts: Explore and Express Ideas Explore ideas, experiences, observations and imagination to create visual artworks (F) (VCAVAE017)</p> <p>Drama: Present and Perform Present drama that communicates ideas and stories (F) (VCADRP019)</p>	<p>Visual Arts: Explore and Express Ideas Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create (L1-L2) (VCAVAE021)</p> <p>Drama: Present and Perform Present drama that communicates ideas, including stories from their community, to an audience (L1-L2) (VCADRP023)</p>
Participate in reciprocal relationships	<p>Visual Arts: Explore and Express Ideas Explore ideas characters and settings in images, sounds and multi-modal texts (F) (VCAMAE017)</p>	<p>Media Arts: Explore and Represent Ideas Experiment with ideas and develop characters and settings through stories using images, sounds and text (L1-L2) (VCAMAE021)</p>
Understand different ways of contributing through play and projects	<p>Visual Arts: Explore and Express Ideas Explore ideas characters and settings in images, sounds and multi-modal texts (F) (VCAMAE017)</p>	<p>Media Arts: Explore and Represent Ideas Experiment with ideas and develop characters and settings through stories using images, sounds and text (L1-L2) (VCAMAE021)</p>
Begin to show concern for others	<p>Visual Arts: Explore and Express Ideas Explore ideas characters and settings in images, sounds and multi-modal texts (F) (VCAMAE017)</p>	<p>Media Arts: Explore and Represent Ideas Experiment with ideas and develop characters and settings through stories using images, sounds and text (L1-L2) (VCAMAE021)</p>
Begin to show concern for others	<p>Visual Arts: Explore and Express Ideas Explore ideas characters and settings in images, sounds and multi-modal texts (F) (VCAMAE017)</p>	<p>Media Arts: Explore and Represent Ideas Experiment with ideas and develop characters and settings through stories using images, sounds and text (L1-L2) (VCAMAE021)</p>
Explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings	<p>Visual Arts: Explore and Express Ideas Explore ideas characters and settings in images, sounds and multi-modal texts (F) (VCAMAE017)</p>	<p>Media Arts: Explore and Represent Ideas Experiment with ideas and develop characters and settings through stories using images, sounds and text (L1-L2) (VCAMAE021)</p>
Begin to show concern for others	<p>Visual Arts: Explore and Express Ideas Explore ideas characters and settings in images, sounds and multi-modal texts (F) (VCAMAE017)</p>	<p>Media Arts: Explore and Represent Ideas Experiment with ideas and develop characters and settings through stories using images, sounds and text (L1-L2) (VCAMAE021)</p>

	<p>Respond and Interpret Respond to music, expressing what they enjoy and why (F) (VCAMUIR020)</p>	<p>Respond and Interpret Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples (L1–L2) (VCAMUIR024)</p>
<p>Notice and react in positive ways to similarities and differences among people</p>	<p>Visual Arts: Respond and Interpret Respond to visual artworks and consider where and why people make visual artworks (F) (VCAVAR020)</p>	<p>Visual Arts: Respond and Interpret Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas (L1–L2) (VCAVAR024)</p>
<p>Children become aware of fairness</p>		
<p>Begin to think critically about fair and unfair behaviour</p>	<p>Drama: Respond and Interpret Respond to drama, expressing what they enjoy and why (F) (VCADRR020)</p>	<p>Drama: Respond and Interpret Respond to drama, expressing what they enjoy and why, and why people make and perform drama, including drama of local Aboriginal and Torres Strait Islander peoples (L1–L2) (VCADRR024)</p>
<p>Children become socially responsible and show respect for the environment</p>		
<p>Demonstrate an increasing knowledge of and respect for natural and constructed environment</p>	<p>Visual Arts: Explore and Express Ideas Explore ideas, experiences, observations and imagination to create visual artworks (F) (VCAVAE017)</p>	<p>Visual Arts: Explore and Express Ideas Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create (L1–L2) (VCAVAE021)</p>
<p>Explore relationships with other living and non-living things and observe, notice and respond to change</p>	<p>Dance: Present and Perform Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (F) (VCADAP019)</p>	<p>Dance: Present and Perform Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (L1–L2) (VCADAP023)</p>

Community

Experiences related to Communication and Literacy

VEYLDF <-----> Victorian Curriculum: Level F-2

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation

This is evident, for example, when children:	This develops, for example, when students:		
<p>Cooperate with others and negotiate roles and relationships in play episodes and group experiences</p>	<p>English Explore how language is used differently at home and school depending on the relationships between people (F) (VELA165)</p> <p>Personal and Social Capability Name and practise basic skills required to work collaboratively with peers (F) (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (F) (VCPSCSO007)</p>	<p>English Understand that there are different ways of asking for information, making offers and giving commands (L1) (VELA200)</p> <p>Personal and Social Capability Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (L1–L2) (VCPSCSO015)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VCPSCSO014)</p>	<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VELA235)</p> <p>Personal and Social Capability Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (L1–L2) (VCPSCSO015)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VCPSCSO014)</p>
<p>Express an opinion in matters that affect them</p>	<p>English Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VELA166)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (F) (VELA167)</p>	<p>English Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (L1) (VELA202)</p>	<p>English Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VELA237)</p>

	<p>Personal and Social Capability Identify their likes and dislikes, needs and wants, abilities and strengths (F) (VCPSCSE002)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (F–2) (VCCCTM007)</p>	<p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (F–2) (VCCCTM007)</p>	<p>Personal and Social Capability Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (F–2) (VCCCTM007)</p>
<p>Participate in reciprocal relationships</p>	<p>English Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (F) (VCELY174)</p> <p>Personal and Social Capability Practise the skills required to include others and make friends with peers, teachers and other adults (F) (VCPSCSO005)</p> <p>Critical and Creative Thinking Compare and contrast information and ideas in own and others' reasoning (F–2) (VCCCTR005)</p>	<p>English Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (L1) (VCELY210)</p> <p>Understand that there are different ways of asking for information, making offers and giving commands (L1) (VCELA200)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)</p> <p>Critical and Creative Thinking Compare and contrast information and ideas in own and others' reasoning (F–2) (VCCCTR005)</p>	<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VCELA235)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (L2) (VCELY244)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VCPSCSO012)</p> <p>Critical and Creative Thinking Compare and contrast information and ideas in own and others' reasoning (F–2) (VCCCTR005)</p>

Gradually learn to 'read' the behaviours of others and respond appropriately

English

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (F) (VEELY174)

Explore how language is used differently at home and school depending on the relationships between people (F) (VELA165)

Personal and Social Capability

Practise the skills required to include others and make friends with peers, teachers and other adults (F) (VPCSCSO005)

English

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VELA201)

Understand that language is used in combination with other means of communication (L1) (VELA199)

Personal and Social Capability

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (L1–L2) (VPCSCSO013)

English

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (L2) (VELA234)

Personal and Social Capability

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour (L1–L2) (VPCSCSO013)

Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VPCSCSO012)

Children respond to diversity with respect

Become aware of connections, similarities and differences between people

English

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (F) (VELA164)

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (F) (VELT148)

Personal and Social Capability

Identify a range of groups to which they, their family and members of their class belong (F) (VPCSCSO004)

English

Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (L1) (VELA198)

Respond to texts drawn from a range of cultures and experiences (L1) (VEELY185)

Personal and Social Capability

Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VPCSCSO012)

English

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (L2) (VELA234)

Personal and Social Capability

Listen to others' ideas, and recognise that others may see things differently (L1–L2) (VPCSCSO012)

Identify how families can have a range of relationships (L1–L2) (VPCSCSO011)

<p>Listen to others' ideas and respect different ways of being and doing</p>	<p>English Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (F) (VEELY174)</p> <p>Personal and Social Capability Name and practise basic skills required to work collaboratively with peers (F) (VCPSCSO006)</p> <p>Critical and Creative Thinking Compare and contrast information and ideas in own and others' reasoning (F-2) (VCCCTR005)</p>	<p>English Engage in conversations and discussions, using active listening, showing interest, and contributing ideas; information and questions, taking turns and recognising the contributions of others (L1) (VEELY210)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1-L2) (VCPSCSO012)</p> <p>Critical and Creative Thinking Compare and contrast information and ideas in own and others' reasoning (F-2) (VCCCTR005)</p>	<p>English Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (L2) (VEELY244)</p> <p>Personal and Social Capability Listen to others' ideas, and recognise that others may see things differently (L1-L2) (VCPSCSO012)</p> <p>Critical and Creative Thinking Compare and contrast information and ideas in own and others' reasoning (F-2) (VCCCTR005)</p>
<p>Children become aware of fairness</p>			
<p>Begin to understand and evaluate ways in which texts construct identities and create stereotypes</p>	<p>English Share feelings and thoughts about the events and characters in texts (F) (VEELT171)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (F) (VEELY153)</p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (F) (VEELT148)</p>	<p>English Discuss how authors create characters using language and images (L1) (VEELT205)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (L1) (VEELT207)</p> <p>Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts (L1) (VEELT208)</p>	<p>English Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (L2) (VEELT219)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (L2) (VEELY222)</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (L2) (VEELT240)</p>

Children become socially responsible and show respect for the environment

<p>Participate with others to solve problems and contribute to group outcomes</p>	<p>English Explore how language is used differently at home and school depending on the relationships between people (F) (VELA165)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (F–2) (VCCCTM007)</p> <p>Personal and Social capability Name and practise basic skills required to work collaboratively with peers (F) (VPCSCSO006)</p>	<p>English Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (L1) (VELA202)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (L1) (VELY210)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (F–2) (VCCCTM007)</p> <p>Personal and Social capability Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VPCSCSO014)</p>	<p>English Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VELA235)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (L2) (VELY244)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (F–2) (VCCCTM007)</p> <p>Personal and Social capability Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1–L2) (VPCSCSO014)</p>
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Community

Experiences related to Science and Maths

VEYLDF <-----> Victorian Curriculum: Level F-2

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation

<p>This is evident, for example, when children:</p>	<p>This develops, for example, when students:</p>						
<p>Broaden their understanding of the world in which they live</p>	<p>Science Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (F-2) (VCSSU046)</p>						
<p>Children respond to diversity with respect</p>							
<p>Not addressed in the sample learning plans</p>							
<p>Children become aware of fairness</p>							
<p>Are empowered to make choices and problem-solve to meet their needs in particular contexts</p>	<table border="1"> <tr> <td data-bbox="810 1626 911 2125"></td> <td data-bbox="810 1128 911 1626"> <p>Mathematics Represent practical situations to model sharing (F) (VCMNA074)</p> </td> </tr> <tr> <td data-bbox="911 1626 1134 2125"> <p>Are empowered to make choices and problem-solve to meet their needs in particular contexts</p> </td> <td data-bbox="911 1128 1134 1626"> <p>Mathematics Recognise the importance of repetition of the process in solving problems (L1) (VCMNA094) Represent practical situations that model sharing (L1) (VCMNA090) Recognise and describe one-half as one of two equal parts of a whole (L1) (VCMNA091)</p> </td> </tr> <tr> <td data-bbox="810 1128 911 1626"></td> <td data-bbox="810 120 911 1128"> <p>Mathematics Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (L2) (VCMNA110)</p> </td> </tr> </table>		<p>Mathematics Represent practical situations to model sharing (F) (VCMNA074)</p>	<p>Are empowered to make choices and problem-solve to meet their needs in particular contexts</p>	<p>Mathematics Recognise the importance of repetition of the process in solving problems (L1) (VCMNA094) Represent practical situations that model sharing (L1) (VCMNA090) Recognise and describe one-half as one of two equal parts of a whole (L1) (VCMNA091)</p>		<p>Mathematics Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (L2) (VCMNA110)</p>
	<p>Mathematics Represent practical situations to model sharing (F) (VCMNA074)</p>						
<p>Are empowered to make choices and problem-solve to meet their needs in particular contexts</p>	<p>Mathematics Recognise the importance of repetition of the process in solving problems (L1) (VCMNA094) Represent practical situations that model sharing (L1) (VCMNA090) Recognise and describe one-half as one of two equal parts of a whole (L1) (VCMNA091)</p>						
	<p>Mathematics Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (L2) (VCMNA110)</p>						

Children become socially responsible and show respect for the environment

<p>Use play to investigate, project and explore new ideas</p> <p>Participate with others to solve problems and contribute to group outcomes</p> <p>Demonstrates an increasing knowledge of and respect for natural and constructed environments</p> <p>Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals</p>	<p>Science Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (F–2) (VCSSU045) The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape (F–2) (VCSSU048)</p> <p>Science Participate in guided investigations, including making observations using the senses, to explore and answer questions (F–2) (VCIS051)</p> <p>Science Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (F–2) (VCSSU042) Living things grow, change and have offspring similar to themselves (F–2) (VCSSU043) Objects are made of materials that have observable properties (F–2) (VCSSU044)</p> <p>Science Respond to and pose questions, and make predictions about familiar objects and events (F–2) (VCIS050) Compare observations and predictions with those of others (F–2) (VCIS054)</p>
<p>Show growing appreciation and care for natural and constructed environments</p>	<p>Mathematics Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings (F) (VCMNA076)</p> <p>Mathematics Recognise the importance of repetition of a process in solving problems (L1) (VCMNA094)</p> <p>Mathematics Describe patterns with numbers and identify missing elements (L2) (VCMNA112)</p>
<p>Show growing appreciation and care for natural and constructed environments</p>	<p>Science Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (F–2) (VCSSU042) Living things grow, change and have offspring similar to themselves (F–2) (VCSSU043) Objects are made of materials that have observable properties (F–2) (VCSSU044)</p>

Explore relationships with other living and non-living things and observe, notice and respond to change

Science

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (F-2) (VCSSU042)

Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (F-2) (VCSSU046)

Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (F-2) (VCSSU045)
Compare observations and predictions with those of others (F-2) (VCSSIS054)

Develop an awareness of the impact of human activity on environments and the interdependence of living things

Science

People use science in their daily lives (F-2) (VCSSU041)

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (F-2) (VCSSU042)

Earth's resources are used in a variety of ways (F-2) (VCSSU047)

Mathematics

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen', or 'might happen' (L1) (VCMSPI00)

Mathematics

Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (L2) (VCMSPI25)

Wellbeing

Experiences related to the Arts

VEYLDF <-----> Victorian Curriculum: Level F-2

Children become strong in their social, emotional and spiritual wellbeing

This is evident, for example, when children:

Recognise their individual achievements

Recognise the contributions they make to shared projects and experiences

This develops, for example, when students:

Visual Arts: Present and Perform

Create and display artworks (F) (VCAVAP019)

Drama: Present and Perform

Present drama that communicates ideas and stories (F) (VCADRP019)

Visual Arts: Present and Perform

Create and display artworks to express ideas to an audience (L1-L2) (VCAVAP023)

Drama: Present and Perform

Present drama that communicates ideas, including stories from their community, to an audience (L1-L2) (VCADRP023)

Children take increasing responsibility for their own health and physical wellbeing

Are happy, healthy, safe and are connected to others

Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama

Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely

Manipulate equipment and manage tools with increasing competence and skill

Music: Respond and Interpret

Respond to music, expressing what they enjoy and why (F) (VCAMUR020)

Dance: Practices

Use choreographic devices to organise movement ideas and create dance sequences (F) (VCADAD018)

Dance: Explore and Express Ideas

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (F) (VCADAE017)

Music: Respond and Interpret

Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples (L1-L2) (VCAMUR024)

Dance: Practices

Use choreographic devices to select and organise movement ideas and create and practise dance sequences (L1-L2) (VCADAD022)

Dance: Explore and Express Ideas

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (L1-L2) (VCADAE021)

Visual Arts: Practices

Experiment with different materials and techniques to make artworks (F) (VCAVAV018)

Visual Arts: Practices

Experiment with different materials, techniques and processes to make artworks in a range of art forms (L1-L2) (VCAVAV022)

Children become strong in their social, emotional and spiritual wellbeing

This is evident, for example, when children:

Increasingly cooperate and work collaboratively with others

This develops, for example, when students:

English

Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (F) (VEELY161)

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (F) (VEELY174)

Personal and social capability

Name and practise basic skills required to work collaboratively with peers (F) (VCPSCSO006)

English

Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (L1) (VEELY210)

Personal and social capability

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1-L2) (VCPSCSO014)

Listen to others' ideas, and recognise that others may see things differently (L1-L2) (VCPSCSO012)

English

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VCELA235)

Personal and social capability

Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (L1-L2) (VCPSCSO014)

Listen to others' ideas, and recognise that others may see things differently (L1-L2) (VCPSCSO012)

Experience and share personal successes in learning and initiate opportunities for new learning in their home languages or Standard Australian English

English

Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VCELA166)
Explore how language is used differently at home and school depending on the relationships between people (F) (VCELA165)

Personal and Social Capability

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (F) (VCPSCSE001)

English

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VCELA201)

Understand that language is used in combination with other means of communication (L1) (VCELA199)

Personal and Social Capability

Identify personal strengths and describe how these strengths are useful in school or family life (L1–L2) (VCPSCSE009)

English

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (L2) (VCELA234)

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VCELA235)

Personal and Social Capability

Identify personal strengths and describe how these strengths are useful in school or family life (L1–L2) (VCPSCSE009)

Children take increasing responsibility for their own health and physical wellbeing

Recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity)

English

Understand that language can be used to explore ways of expressing needs, likes and dislikes (F) (VCELA166)

Personal and Social Capability

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (F) (VCPSCSE001)

English

Understand that there are different ways of asking for information, making offers and giving commands (L1) (VCELA200)

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (L1) (VCELA201)

Personal and Social Capability

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)

English

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (L2) (VCELA237)

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (L2) (VCELA235)

Personal and Social Capability

Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (L1–L2) (VCPSCSE008)

Children become strong in their social, emotional and spiritual wellbeing

<p>This is evident, for example, when children:</p> <p>Seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others</p>	<p>This develops, for example, when students:</p> <p>Science Respond to and pose questions, and make predictions about familiar objects and events (F-2) (VCSIS050) Participate in guided investigations, including making observations using the senses, to explore and answer questions (F-2) (VCSIS051) People use science in their daily lives (F-2) (VCSSU041)</p>			
<p>Children take increasing responsibility for their own health and physical wellbeing</p>				
<p>Recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity)</p>	<p>Science Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (F-2) (VCSSU042) Living things grow, change and have offspring similar to themselves (F-2) (VCSSU043)</p>			
<p>Use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world</p>	<p>Science Participate in guided investigations, including making observations using the senses to explore and answer questions (F-2) (VCSIS051) Light and sound are produced by a range of sources and can be sensed (F-2) (VCSSU049)</p>			
<p>Demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely</p>	<table border="1"> <tr> <td data-bbox="1077 1120 1220 1489"> <p>Mathematics Describe position and movement (F) (VCMMSG082)</p> </td> <td data-bbox="1077 627 1220 1120"> <p>Mathematics Give and follow directions to familiar locations (L1) (VCMMSG099)</p> </td> <td data-bbox="1077 109 1220 627"> <p>Mathematics Interpret simple maps of familiar locations and identify the relative positions of key features (L2) (VCMMSG122)</p> </td> </tr> </table>	<p>Mathematics Describe position and movement (F) (VCMMSG082)</p>	<p>Mathematics Give and follow directions to familiar locations (L1) (VCMMSG099)</p>	<p>Mathematics Interpret simple maps of familiar locations and identify the relative positions of key features (L2) (VCMMSG122)</p>
<p>Mathematics Describe position and movement (F) (VCMMSG082)</p>	<p>Mathematics Give and follow directions to familiar locations (L1) (VCMMSG099)</p>	<p>Mathematics Interpret simple maps of familiar locations and identify the relative positions of key features (L2) (VCMMSG122)</p>		
<p>Show an increasing awareness of healthy lifestyles and good nutrition</p>	<p>Science Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (F-2) (VCSSU042)</p>			

Communication

Experiences related to the Arts

VEYLDF <-----> Victorian Curriculum: Level F-2

Children interact verbally and non-verbally with others for a range of purposes

This is evident, for example, when children:

Contribute their ideas and experiences in play and small and large group discussion

Express ideas and feelings and understand and respect the perspectives of others

This develops, for example, when students:

Drama: Explore and Express Ideas

Explore ideas for characters and situations through dramatic play (F) (VCADRE017)

Visual Arts: Explore and Express Ideas

Explore ideas, experiences, observations and imagination to create visual artworks (F) (VCAMUP019)

Drama: Explore and Express Ideas

Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (L1-L2) (VCADRE021)

Visual Arts: Explore and Express Ideas

Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (L1-L2) (VCAMUP023)

Children engage with a range of texts and get meaning from these texts

Sing chant rhymes, jingles and songs

Music: Explore and Express Ideas

Explore sound and silence and ways of using their voices, movement and instruments to express ideas (F) (VCAMUE017)

Music: Explore and Express Ideas

Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (L1-L2) (VCAMUE021)

Children express ideas and make meaning using a range of media

Use language and engage in symbolic play to imagine and create roles, scripts and ideas

Drama: Present and Perform

Present drama that communicates ideas and stories (F) (VCADRP019)

Drama: Present and Perform

Present drama that communicates ideas, including stories from their community, to an audience (L1-L2) (VCADRP023)

Use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and story-telling, to express ideas and make meaning

Dance: Explore and Express Ideas

Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (F) (VCADAE017)

Dance: Explore and Express Ideas

Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (L1-L2) (VCADAE021)

<p>Begin to use images and approximations of letters and words to convey meaning</p>	<p>Media Arts: Present and Perform Present media artworks that communicate ideas (F) (VCAMAP019)</p>	<p>Media Arts: Present and Perform Create and present media artworks that communicate ideas and stories to an audience (L1–L2) (VCAMAP023)</p>
<p>Children begin to understand how symbols and pattern systems work</p>		
<p>Develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be presented through them</p>	<p>Music: Present and Perform Rehearse and perform songs and short instrumental pieces which they have learnt and composed (F) (VCAMUP019)</p>	<p>Music: Present and Perform Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (L1–L2) (VCAMUP023)</p>
<p>Children use information and communication technologies to access information, investigate ideas and represent their thinking</p>		
<p>Engage with technology for fun and to make meaning</p>	<p>Media Arts: Practices Use media technologies to capture and edit images, sounds and text (F) (VCAMAM018)</p>	<p>Media Arts: Practices Use media technologies to capture and edit images and sounds and text to tell stories (L1–L2) (VCAMAM022)</p>

Communication

Experiences related to Science and Maths

VEYLDF <-----> Victorian Curriculum: Level F-2

Children interact verbally and non-verbally with others for a range of purposes

<p>This is evident, for example, when children:</p> <p>Demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers</p>	<p>This develops, for example, when students:</p>	
<p>Mathematics Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (F) (VCMMSG078)</p>	<p>Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (L1) (VCMMSG095)</p>	<p>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (L2) (VCMMSG115)</p>
<p>Science Use informal measurements in the collection and recording of observations (F-L2) (VCSIS052)</p>	<p>Science Use informal measurements in the collection and recording of observations (F-L2) (VCSIS052)</p>	
<p>Use language to communicate thinking about quantities to describe attributes of objects and collections, and to explain mathematical ideas</p>	<p>Mathematics Compare, order and make correspondences between collections, initially to 20, and explain reasoning (F) (VCMNA072)</p>	<p>Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (L2) (VCMNA105)</p>
<p>Design and Technologies Explore the characteristics and properties of materials and components that are used to create designed solutions (F-L2) (VCDSTC017)</p>		
<p>Children express ideas and make meaning using a range of media</p>		
<p>Begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured</p>	<p>Mathematics Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (F) (VCMNA069)</p>	<p>Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (L1) (VCMNA087)</p> <p>Recognise, model, represent and order numbers to at least 1000 (L2) (VCMNA104)</p>

Experiment with ways of expressing ideas and meaning using a range of media

Mathematics

Organise answers to yes/no questions into simple data displays using objects and drawings (F) (VCMSP084)

Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (L1) (VCMSP102)

Create displays of data using lists, table and picture graphs and interpret them (L2) (VCMSP128)

Science

Use a range of methods, including drawings and provided tables, to sort information (F-L2) (VCSIS053)

Digital Technologies

Collect, explore and sort data, and use digital systems to present the data creatively (F-L2) (VCDTDI015)

Learning

Experiences related to the Arts

VEYLDF <-----> Victorian Curriculum: Level F-2

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

<p>This is evident, for example, when children:</p> <p>Are curious and enthusiastic participants in their learning</p>	<p>This develops, for example, when students:</p> <p>Music: Explore and Express Ideas Explore sound and silence and ways of using their voices, movement and instruments to express ideas (F) (VCAMUE017)</p>	<p>Music: Explore and Express Ideas Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion (L1-L2) (VCAMUE021)</p>
<p>Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p>		
<p>Create and use representations to organise, record and communicate mathematical ideas and concepts</p>	<p>Music: Present and Perform Rehearse and perform songs and short instrumental pieces which they have learnt and composed (F) (VCAMUP019)</p>	<p>Music: Present and Perform Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience (L1-L2) (VCAMUP023)</p>
<p>Explore their environment</p>	<p>Dance: Explore and Express Ideas Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas (F) (VCADAE017)</p>	<p>Dance: Explore and Express Ideas Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance (L1-L2) (VCADAE021)</p>
<p>Manipulate objects and experiment with cause and effect, trial and error, and motion</p>	<p>Visual Arts: Practices Experiment with different materials and techniques to make artworks (F) (VCAAV018)</p>	<p>Visual Arts: Practices Experiment with different materials, techniques and processes to make artworks in a range of art forms (L1-L2) (VCAAV022)</p>

Children transfer and adapt what they have learnt from one context to another

Develop an ability to mirror, repeat and practice the actions of others, either immediately or later	<p>Dance: Practices Use choreographic devices to organise movement ideas and create dance sequences (F) (VCADAD018)</p>	<p>Dance: Practices Use choreographic devices to select and organise movement ideas and create and practise dance sequences (L1–L2) (VCADAD022)</p>
Transfer knowledge from one setting to another	<p>Dance: Present and Perform Use simple technical and expressive skills when presenting dance that communicates ideas to an audience (F) (VCADAP019)</p>	<p>Dance: Present and Perform Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience (L1–L2) (VCADAP023)</p>

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Engage in learning relationships	<p>Drama: Practices Use voice, facial expression, movement and space to imagine and improvise characters and situations (F) (VCADRD018)</p>	<p>Drama: Practices Use voice, facial expression, movement and space to imagine and establish role and situation (L1–L2) (VCADRD022)</p>
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Learning

Experiences related to Science and Maths

VEYLDF <-----> Victorian Curriculum: Level F-2

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

<p>This is evident, for example, when children:</p> <p>Express wonder and interest in their environments</p> <p>Participate in a variety of rich and meaningful inquiry-based experiences</p>	<p>This develops, for example, when students:</p>
	<p>Science Respond to and pose questions, and make predictions about familiar objects and events (F-2) (VCSIS050)</p>
	<p>Science Participate in guided investigations, including making observations using the senses, to explore and answer questions (F-2) (VCSIS051)</p> <p>Design and Technologies Explore how plants and animals are grown for food, clothing and shelter (F-2) (VCDSTC015) Explore the characteristics and properties of materials and components that are used to create designed solutions (F-2) (VCDSTC017) Explore how technologies use forces to create movement in designed solutions (F-2) (VCDSTC014)</p> <p>Digital Technologies Explore how people safely use common information systems to meet information, communication and recreation needs (F-2) (VCDTCD018)</p>
<p>Apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations</p>	<p>Mathematics Represent practical situations to model addition and subtraction (F) (VCMNA073)</p>
	<p>Represent and solve simple addition and subtraction problems using a range of efficient mental strategies including counting on, partitioning and rearranging parts (L1) (VCMNA089)</p> <p>Solve simple addition and subtraction problems using a range of efficient mental and written strategies (L2) (VCMNA107)</p>

Explore their environment	<p>Mathematics Describe position and movement (F) (VCMMG082)</p>	Give and follow directions to familiar locations (L1) (VCMMG099)	Interpret simple maps of familiar locations and identify the relative positions of key features (L2) (VCMMG122)
	<p>Design and Technologies Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs (F–2) (VCDSTS013)</p> <p>Digital Technologies Identify and explore digital systems (hardware and software components) for a purpose (F–2) (VCDTDS013)</p>		
Manipulate objects and experiment with cause and effect, trial and error, and motion	<p>Science Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (F–2) (VCSSU045)</p> <p>The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape (F–2) (VCSSU048)</p> <p>Design and Technologies Explore how technologies use forces to create movement in designed solutions (F–2) (VCDSTC014)</p> <p>Digital Technologies Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (F–2) (VCDTCD017)</p>		
Make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify, and communicate these using mathematical language and symbols	Connect days of the week to familiar events and actions (F) (VCMMG080)	Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (L1) (VCMSP100)	Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (L2) (VCMSP125)

Children transfer and adapt what they have learnt from one context to another

<p>Make connections between experiences, concepts and processes</p>	<p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (F) (VCMNA070)</p> <p>Represent practical situations to model addition and subtraction (F) (VCMNA073)</p>	<p>Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (L1) (VCMNA087)</p> <p>Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (L1) (VCMNA089)</p>	<p>Recognise, model, represent and order numbers to at least 1000 (L2) (VCMNA104)</p> <p>Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction (L2) (VCMNA114)</p>
<p>Use the processes of play, reflection and investigation to problem-solve</p>	<p>Science Respond to and pose questions, and make predictions about familiar objects and events (F–2) (VCSIS050)</p> <p>Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (F) (VCMMG078)</p>	<p>Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units (L1) (VCMMG095)</p>	<p>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (L2) (VCMMG115)</p> <p>AND</p> <p>Compare masses of objects using balance scales (L2) (VCMMG116)</p>
<p></p>	<p>Design and Technologies Explore how technologies use forces to create movement in designed solutions (F–2) (VCDSTC014)</p> <p>Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (F–2) (VCDSCD018)</p> <p>Digital Technologies Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (F–2) (VCDTCD017)</p>	<p></p>	<p></p>

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Experience the benefits and pleasures of shared learning exploration

Science

Compare observations and predictions with those of others (F–2) (VCSIS054)

Digital Technologies

Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments (F–2) (VCDTDI016)

Use their senses to explore natural and built environments

Science

Participate in guided investigations, including making observations using the senses, to explore and answer questions (F–2) (VCSIS051)

Design and Technologies

Explore the characteristics and properties of materials and components that are used to create designed solutions (F–2) (VCDSTC017)

Digital Technologies

Collect, explore and sort data, and use digital systems to present the data creatively (F–2) (VCDTDI015)

Resources

1. Brière-Haquet, A (author) & Csil (illustrator) 2015, *Madame Eiffel: The Love Story of the Eiffel Tower*, Little Gestalten, New York.
2. Victorian Modern Cursive font is available as a free download from:
www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/handwriting.aspx
3. *Dance Like a Kangaroo* CD available through iTunes and at:
www.shenanigansmusic.com.au/product/dance-like-a-kangaroo-cd/
4. *Pukeko Stomp* is available from www.kidsmusic.co.nz
5. Hutchins, P 2009 *Rosie's Walk*, Penguin Random House, North Sydney.
6. Rosen, M (author) & Oxenbury, H (illustrator) 2019, *We're Going On a Bear Hunt*, Simon & Schuster, Cammeray, NSW.
7. Baker, J 1988, *Where the Forest Meets the Sea*, Greenwillow, New York.
8. Allen, P 2016, *Who Sank the Boat?*, Penguin Random House, North Sydney.
9. Potter, D 2016, *I am the Music Man*, *Child's Play International*, Swindon.
10. 'The Water Cycle' by Mr Davies is available on YouTube.

