



Early years curriculum materials

A day in the life of a Prep–Year 1 multi-age class



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Partnership and innovation

Building on children’s personal experiences to inform longer- term curriculum and daily planning

This case study focuses on how a child’s experiences have been included into the short – and long-term planning of a Prep /Year 1 multi-age class. It shows a timetable that identifies the daily learning routines, curriculum links, learning experiences, and ideas and comments about monitoring learning.

The case study shows how the real-life experiences of one child, and later from other children who become interested, shape the educational program. It is important to note how the teacher has planned for children to contribute to the planning of the learning experiences as part of the daily routine.

A number of resources for children are included that allow them to plan for and reflect on their own learning, as well as to record their overall responses to the learning experiences currently negotiated into the curriculum program.

The reflective planning framework that teachers have used also includes how the key components, as identified in the *Early Years Curriculum Guidelines*, are addressed. This includes linking them to learning and teaching focuses, learning and teaching strategies, as well as to learning experiences and contexts for learning.

Social context

Jemma has come back to school excited about her recent camping trip with her grandparents through the “outback”. Jemma showed various souvenirs, photographs and a map of her journey. She and other children are keen to share their ideas about the outback and their camping experiences. In collaboration with the children, it is decided that an outdoor campsite will be created. This curriculum focus has continued on from the children’s initial interest the week before.

Time	Links to —Early learning areas and key learning areas (KLAs)	Learning experiences	Monitoring learning
<p>Prior to 9.00 am</p>		<p>Set up outdoor area with assistance from other school staff to lift boards, ladders, etc.</p>	<p>Observing, recording and gathering evidence of learning within the five contexts for learning to inform follow-up actions and planning.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • observation • focused analysis • conversations • self/peer assessment.
<p>9.00 am</p> <p>Focused learning and teaching session to plan outdoor experiences</p> <p>Small groups Mon, Wed, Fri</p> <p>Whole group: Tues, Thurs</p> <p>(Teacher aide starts 9.00 am)</p>	<p>Language learning and communication: early literacy, oral language</p> <p>English</p>	<p>Planning/goal setting</p> <p>Whole group; recording mind-map plan with children on white/ chalkboard about “Creating our outdoor campsite”:</p> <ul style="list-style-type: none"> • What does a campsite look like? • What will we use the campsite for? • Who will use the campsite? • What items do we need? • Who will set up the campsite? • Who could help us? • How will we set it up? • What do we need to do? <p>Model writing conventions when creating a mind map (features e.g. headings, dot points, grouping of ideas, arrows to show connections between ideas).</p> <p>Model sounding out chunks of letters when writing words, and use of word banks to find unfamiliar words.</p>	<p>Jemma requested knot-making activity in an outdoor/indoor activities’ session. She talked about the need for this skill when erecting a “good” tent at your campsite. (See Jemma’s Grand dad to find out if/when he is available to assist with this activity.)</p>

		Level 1 English: <i>Work in pairs to record their own ideas for the above questions. (consider a retrieval chart or list).</i>	
<p>9.20 am</p> <p>Outdoor experiences:</p> <ul style="list-style-type: none"> • set up obstacle course to incorporate path through fort • sandpit play • wooden blocks • cubby house • gardening tools to care for garden plot • *drawing/writing table • camping rug and books • *campsite props. 	<p>Language learning and communication:</p> <p>Active Learning Processes – I</p> <p>Imagining and responding:</p> <p>Thinking</p> <p>Social and personal learning: Personal Learning</p> <p>English</p> <p>Health and Physical Education</p> <p>The Arts</p> <p>Technology</p>	<p>*Outdoor drawing/writing table to encourage map-making, planning of our campsite. Provide a variety of maps, mind-map from last session, pencils/ crayons, paper, card (teacher).</p> <p>*Obstacle course to encourage movement through various heights: along ground, across planks above ground, up ladder to fort, along rope ladder, down to ground mat (teacher aide).</p> <p>*Provide campsite “props” for children and adults (parent helper/s, groundskeeper) to set up, e.g. tarpaulins, ground sheets, spades, shovels, rope, tent pegs, buckets, picnic set, billycan.</p> <p>Level 1 Technology: <i>Take digital photographs of props and make a poster which describes how particular campsite props may be used, or were used in the past. They begin to think about inventions that support camping and leisure pursuits – possibly experimenting with adaptations to well-known items using junk materials.</i></p>	<p>William/Skye/Lloyd/Aki – worked collaboratively to set up the “campsite” – Aki wandered from activity to activity asking others if they would like to join them.</p> <p>Jean-Paul – attached his mind map to the wall of the cubby “so that everyone can read it during outdoor time” (annotated work sample for folio).</p> <p>Kari/Lena – used sticks in the sandpit to draw maps of their recent holiday journeys (digital image for folios).</p> <p>Luke – abruptly left the fort when Annie and Toula would not listen to his idea about the way to “take turns” when moving across the “hanging rope”.</p>
<p>10.10 am</p> <p>Transition</p>	<p>Active learning processes – Imagining and responding</p> <p>The Arts</p>	<p>Toilet visit and prepare for outdoor morning tea by the “campsite”.</p> <p>Children move to the beat of the drum as they go off to the bathroom.</p>	<p>Lawson – moved in a pattern of two steps forward, three steps sideways to the bathroom.</p>
<p>10.30 am</p> <p>Morning tea Transition: Negotiated quiet activities</p>	<p>Language Learning and Communication – Oral Language</p> <p>English Technology HPE</p>	<p>Toilet visit and Morning Tea</p> <p>Discuss types of food prepared outdoors when camping.</p> <p>Negotiated quiet activities:</p> <ul style="list-style-type: none"> • reading in book corner • listening to storytelling at 	<p>Gregory – suggested that we cook damper for tomorrow’s morning tea, just like in the big book, <i>The Runaway Damper</i>.</p> <p>We talked about the ingredients that we will need, and how and when to cook the damper.</p>

		<p>the “listening post”</p> <ul style="list-style-type: none"> • puzzles • writing/drawing reflections about outdoor experiences. 	<p>The children talked excitedly about this event, and Leilani suggested that we need a recipe so that we know how to make the damper. <i>Organise this activity during pm. literacy/ numeracy focused learning/teaching session.</i></p>
<p>10:50 am</p> <p>*Focused learning and teaching session to plan indoor experiences</p> <p>Small groups: Tues, Thurs</p> <p>Whole group: Mon, Wed, Fri</p>	<p>Language learning and communication:</p> <p>Early literacy</p> <p>Oral language</p> <p>Active learning processes:</p> <p>Thinking</p> <p>English</p> <p>Mathematics</p>	<p>Planning/goal setting</p> <p>Whole-group discussion, then children record their plans for indoor experiences in their scrapbooks (“scaffolding sheets”).</p> <p>Level 1 Mathematics: <i>Children record the sequence of their plan for indoor learning. What will they do first, second and so on.</i></p>	<p>Kari – drew a map of the classroom and used arrows to show the direction she would take when working at selected activities (photocopied work sample with added annotations for folio).</p> <p>Tran – wrote a list of activities that he wanted to participate in. He added boxes at the end of each item so that he could tick off completed tasks (photocopied Tran’s list with added annotations for folio).</p> <p>Jo/Luke – shared ideas about what activities they would do together in indoor session.</p>
<p>11.10 am</p> <p>Indoor experiences</p> <ul style="list-style-type: none"> • computers (peer mentors) • book corner/“listening post” • bark painting (easels on verandah) • sand pictures (water trough on verandah) • writing/drawing table • dramatic play • puzzles/manipulatives • creating off-road vehicles out of boxes (in construction area) 	<p>Language learning and communication:</p> <p>Early literacy</p> <p>Oral language</p> <p>Health and Physical Learning:</p> <p>Fine motor</p> <p>English</p> <p>Health and Physical Education</p> <p>SOSE</p>	<p>Writing/drawing table – write invitations to their parents about their campsite and damper morning tea to be held tomorrow. (Model invitation-writing conventions — transactional genre) (teacher)</p> <p>Research (using Internet, print texts) and record information about camping, the outback and travelling (parent helper/s)</p> <p>Level 1 SOSE English: <i>Investigate lifestyles in the outback. Model and discuss ways children could make contact with a person who lives in the outback to find out more. (Letters, email, elephone...) They choose a method of communication and draft initial contact email, letter, telephone script.</i></p> <p>Provide camping gear and accessories – brimmed hats,</p>	<p>Peita – used the “mouse” with increasing control at the computer and asked parent if there were any other “trickier” games on the computer.</p> <p>Jinni/Huon – argued about who would be taking home the off-road vehicle they had created together. Huon suggested that they take turns. Teacher aide helped them to draw up a roster for taking the vehicle “home” for next week. Both were satisfied with this solution!</p> <p>Leif/Scott/Hanna/Tran – role-played characters from an old “Western” movie, dressing up and making horses out of long paper cylinders, wool, rope (digital image with annotation for folio).</p>

		belts, jeans, boots, vests, scarves. Provide a variety of boxes, masking tape, textas, scissors, string, rope to create off road vehicle/s (teacher aide).	
12.00 pm Music and movement experiences/ Specialist music lesson once a week/non-contact time Teacher aide leaves at 12:00 pm	Active learning processes: Imagining and responding The Arts	Play CD of outback songs from various artists, e.g. Sara Storer, Tania Kernaghan, John Williamson, Slim Dusty. Children move/respond to music. Discuss various musical instruments used, e.g. guitar, drums, fiddle, banjo, harmonica. Discuss “genre” of country music – ballads that tell stories of hardship, sad times, long time “on the road”.	Georgie – asked if his older brother could come along to play his didgeridoo for us soon. <i>Discuss this with Georgie’s brother tomorrow at lunch or after school. Need to approach Georgie’s parents or school Indigenous liaison officer/Aboriginal Elders in the community for information about the didgeridoo, and its importance in the cultural heritage of Aboriginal peoples. Invite Elders to visit, and share this information with our class.</i>
12.30 pm Transition	Active Learning Processes: Investigating environments Technology SOSE	Toilet visit and prepare for lunch. Ask each child to identify an item (its name/use) stored in the campsite trunk as they move off to wash hands, go to the toilet, e.g. rug, billycan, candle/candle holder, tin plate, shovel.	Jemma – offered to take an item out of the trunk for each person to name, and prompted others’ responses if needed.
12.40 pm Lunch/outdoor play Preparatory teacher is relieved for lunch break by early childhood teacher from the school (30 minutes).		Lunch Discuss healthy food choices when travelling. Places where you can eat when travelling “on the road”.	Marie – talked about watching her uncle on his property “out west” round up cattle ready to sell to the local abattoir for meat. Children talk about what they think happens to the meat after delivery at the abattoir. Discussed processing of meat, packaging and delivery by rail, road to supermarkets.

<p>1.10 pm</p> <p>*Literacy/numeracy focused learning and teaching (*whole class or Year 1 group or “mixed” half group) and/or</p> <p>Rest/quiet activities’ time (*whole class or preparatory group or “mixed” half group)</p>	<p>Language learning and communication: Early literacy</p> <p>Early mathematical understandings – Early numeracy</p> <p>Health and Physical Learning – Fine-motor</p> <p>Social and personal learning – Social learning</p> <p>English</p> <p>Mathematics</p> <p>Health and Physical Education</p> <p>SOSE</p>	<p>Prepare and cook damper with each group (half Prep/Year 1 children with teacher).</p> <p>Negotiate roles & responsibilities with each group member, e.g. count, measure, pour, stir, knead, cook, cut up damper.</p> <p>Discuss how recipes are recorded (procedural genre), e.g. list of ingredients and sequence of actions (method) to prepare the food. Collaboratively read recipe and then refer to it to follow instructions.</p> <p>Other “half group” work on quiet, negotiated activities or rest time (parent helper). This group may choose to cook damper tomorrow during outdoor session.</p> <p><i>Level 1 Mathematics: Reflect on cooking experience. They use digital photographs taken of the cooking experience and sequence them as part of reflection.</i></p>	<p>Rory/Rhett/Georgie – observed only, did not want to take on one of the cooking roles.</p> <p>Annie – “role-played” reading the words in the recipe. Said “my Mum reads recipes to me at home” when we cook together.</p> <p>Sara – said to Annie that she will show her words that she was able to read, and pointed to, and read - you, will, mix, stir, roll, tray, oven.</p> <p>Kari/Toula – slept soundly during this session and shared reading/storytelling. Both woke up for negotiated project work.</p>
<p>1.40 pm</p> <p>Shared reading / storytelling (e.g. big book, retelling stories using a variety of media)</p>	<p>Language learning and communication:</p> <p>Oral Language</p> <p>Reading and Viewing</p> <p>English</p> <p>Science</p>	<p>Share and discuss Marley’s newspaper article he brought in today about the drought in outback Qld.</p> <p>Point out features of the newspaper article, e.g. headline, word, paragraph, picture, section, caption.</p> <p>Model use of ‘magic finger’ to glide along chunks of letters to sound out unfamiliar words. Ask children whereabouts in our classroom could any of these newspaper words be found, e.g. wordbanks, books, dictionaries, charts, lists.</p> <p>Display newspaper article on our news board for children to independently read, discuss.</p>	<p>Marley – was shy to share his newspaper article with the class. He needed prompting to talk about why he chose this news, and what he knew already about droughts. I read it to the children and we discussed how drought affects life in rural and city areas. We talked about rainfall and how to find out this information in the weather forecast section of the newspaper. The discussion moved onto the topic of water conservation – its importance and ways we can conserve water.</p>

<p>1.55 pm</p> <p>Negotiated projects (individual, pairs, small groups)</p>	<p>Early learning areas and key learning areas (KLAs)</p>	<p>Negotiate outdoor and/or indoor project activities with children, with additional support from parent helpers.</p> <p>Teacher moves from project to project, talking with children about, and scaffolding their learning.</p> <p>Parent helpers work with children on continuing and new projects.</p> <p>Parents with specific skills, talents and interests work with “like” projects where this expertise may be used.</p> <p>Level 1 Science: <i>Children may choose to experiment with water saving crystals or research drought tolerant plants/ features of drought tolerant plants for the garden.</i></p> <p><i>Each child could begin a catalogue list of drought tolerant plants.</i></p> <p>Level 1 English <i>Children may also discuss ways of drafting a proposal for the principal about planting some/more drought tolerant plants in the school grounds. This could include explicit modelling of a letter of request.</i></p>	<p>Leilani/Tran – worked together to write own damper recipe. Referred to the recipe chart used earlier to write unfamiliar words. Cut and pasted “food” words from magazines also to attach to their recipe chart, e.g. flour, sultanas. Asked if they could hang up their damper recipe in a bakery they are planning to set up in front of the kitchen (digital image of recipe for folios).</p> <p>Jon/Huon – continued to work on their construction of a scarecrow for our class garden.</p> <p>Cory/Marley – looked in newspapers with a parent helper for weather forecasts (rain) in light of discussions about the drought.</p> <p>Jemma – used the internet to find out more information about Mt Isa and the Gulf country, north of where she recently travelled. Aki joined her in this project also.</p> <p>Jemma – asked if she could invite her sister, Lisa in Year 4 to work with her on her project tomorrow, and wrote an invitation to Lisa, with Aki’s help (annotate photocopied invitation for folio).</p> <p>Scott/Pearl/Rhett/Gregory – worked with parent helpers to finish constructing the campsite that began in outdoor session.</p>
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<p>2.30 pm Reflection activities</p>	<p>Language learning and communication: Early literacy Oral language English</p>	<p>Record with children the day's activities and events on a class noticeboard.</p> <p>Model writing conventions e.g. top to bottom, left to right progression when writing and making a list (procedural genre), i.e. heading, use of dot points.</p> <p>Model sounding out chunks of letters when writing words, and use of word banks to write unfamiliar words.</p>	<ul style="list-style-type: none"> • creating our campsite • types of project work happening • using the Internet, newspapers to find out about the outback • making damper for tomorrow's morning tea • inviting parents to tomorrow's "campsite" morning tea. <p>Tran – asked if we could write our reflections in a list format, like he did for his indoor activity plan. He ticked off each activity as it was written on the noticeboard.</p>
<p>2.45 pm Transition</p>	<p>Language learning and communication: Oral language English</p>	<p>Prepare for going home.</p> <p>Play some outback music while waiting for parents to pick up children.</p>	<p>Gregory reminded us about tomorrow's campsite morning tea and the need to remember hats for sun safety when outdoors.</p>
<p>3.00 pm</p>	<p>Informal discussions with families as children leave. Refer to the Reflections noticeboard to aid discussions about day's activities/events.</p>		
<p>Partnerships information</p>	<p>Record information about interactions, meetings with various partners, e.g. newsletters, staff meetings or meetings with specialist personnel.</p> <ul style="list-style-type: none"> • • • • • • 		
<p>Teacher reflections:</p>			

<p>Key components of an effective curriculum</p> <ul style="list-style-type: none"> • Understandings about children • Building partnerships • Establishing flexible learning environments • Creating contexts for learning and development • Exploring what children learn <p>Early learning areas</p> <ul style="list-style-type: none"> • Social and personal learning • Health and physical learning • Language learning and communication • Early mathematical understandings • Active learning processes <p>Links to key learning areas</p> <ul style="list-style-type: none"> • English • Health and Physical Education • Mathematics • Science • Studies of Society and Environment Technology • The Arts 	<p>Key areas for success in later learning:</p> <ul style="list-style-type: none"> • Social and emotional competence • Health and physical wellbeing • Language development and communication • Early mathematical understandings • Active learning processes <p>Cross-curricular priorities</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Lifeskills • Futures perspective 	<p>Daily reflections /observations to guide futureplanning:</p> <p>Short term (by the end of the week):</p> <ul style="list-style-type: none"> • provide other more challenging computer games for Peita's use/talk with Peita about becoming a buddy/mentor for friends when working cooperatively with others at the computer • plan knot-making activity with Jemma's Grandad and visit by Georgie's brother to play the didgeridoo • organise a copy of the big book The Runaway Damper from the school library to read in tomorrow's shared reading session • review KWL and record with children what they now know about the outback and camping. <p>Longer term (next week/future planning)</p> <ul style="list-style-type: none"> • view and discuss with children a video about contemporary life in the Australian outback, highlighting lives of both non-Indigenous and Indigenous peoples. Compare to stereotyped American Western movie. • investigate further collaborating with a school in central/western Qld. about being a buddy class to send/receive emails/letters/souvenirs that show similarities and differences between life and school in each location • investigate contemporary life of Indigenous Australians in outback and urban communities, e.g. identify school/community Indigenous liaison officer and find out about any professional development opportunities re. culturally-responsive curriculum programs • create other word recognition games, e.g. encourage children to use body movement (tapping, clapping, stomping) to count out number of syllables in specific words (large font words in a range of headlines in a newspaper), snap/fish/concentration card games of word/picture combinations • introduce use of a thermometer to measure temperature, and rain gauge to measure rainfall to assist children to keep weather records over the next few weeks. Compare weather in our location to that of places in central/western Qld using newspaper reports. • explore mathematical understandings related to spatial awareness and measurement • brainstorm ideas with children about how they may help families in drought-stricken areas in central/western Qld, e.g. making and selling damper for lunch at school tuckshop and giving profits to drought relief funds, donating no-longer-used clothing or toys for outback children and families.
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Planning and reflection records.

The following types of records/ scaffolding sheets can be used for children to represent and share ideas prior, during and after activity sessions. These formats cater for children's diverse capabilities. In pairs, children may mentor each other in the use of these planning and reflection records. Other formats may be collaboratively designed with children. It may be necessary to model for children how to fold behind unused days or sections of a plan to assist them to independently record their plans and reflections.

Name: _____

Date: _____

Draw or write your plan

How did you go? Who did you work with? What did you find out?

Name: _____

Date: _____

In this outdoor / indoor activity time, I will work on:

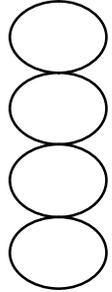
(circle which place)

1. _____

2. _____

3. _____

4. _____



I talked to _____ about my plan.

After activity time, draw a face next to each activity that shows how you felt.

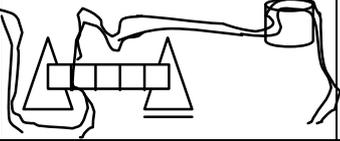
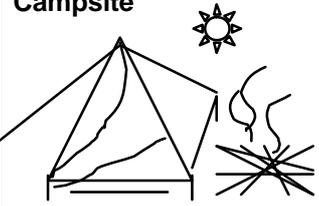
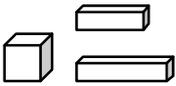
☺ I liked these activities

☹ I didn't like these activities

I talked to _____ about my reflections.

Name:

Mark or colour the activities you do each day. Reflect on how you felt at the end of each day. Why did you feel like this? Draw or write about what you learned in the daily reflection box.

Outdoor activities	Monday	Tuesday	Wednesday	Thursday	Friday
Obstacle course 					
Campsite 					
Blocks 					
Cubby house 					
Gardening 					
Books on rugs 					
Drawing/ Writing 					
My daily reflection 					

A Day in the Life of a Prep-One Class

This weekly plan provides a 'snapshot' of a teacher's decision-making about an early years curriculum program for a Preparatory/Year One multi-age class. Each daily program (such as the sample daily plan described at the start of this document) is developed from such a longer-term plan. Specific children's interests, capabilities and needs are included as a focus for planning in each key component. It is a dynamic, flexible working document that is regularly reflected on, and may be added to or modified throughout the week.

Refer to other early years curriculum materials for information about integrating aspects of curriculum decision-making when program planning in the Preparatory Year.

Weekly plan using the key components of an effective early year's curriculum

Week of _____

Understanding children (prior experiences, early understandings, learning and development)

Learning/teaching focuses	Learning/teaching strategies	Activity settings/contexts for learning
<ul style="list-style-type: none"> • building on Jemma’s outback, camping experiences • building on children’s understandings about life in different Australian communities, e.g. outback • enhancing cooperative skills of children • building on children’s interest in maps and creating maps • generic structure of ways of communicating 	<ul style="list-style-type: none"> • focus on cooperative learning strategies to help build the campsite, e.g. mentoring, “think— pair— share”, social skills of turn-taking, listening • explore with children a range of maps and mapmaking by visits to school/community libraries • continue to use meta-cognitive approaches with children when reflecting on learning e.g. goal-setting, planning and talking about how what I have learned will be useful for later learning (refer children to their recorded plans and reflections or scaffolding sheets) 	<p><i>whole group planning/reflecting -</i></p> <ul style="list-style-type: none"> • *observe/encourage active participation by Jinni, Georgie, Marley <p><i>small group –</i></p> <ul style="list-style-type: none"> • *map-making (teacher): • build on interest of Kari, Lena – talk about aerial view, symbols used in map-making • *damper-making (teacher): • encourage, assist Frank to “finger” point as he reads the recipe (use “magic finger” to glide over chunks of letters as he sounds out each word) <p><i>individual –</i></p> <ul style="list-style-type: none"> • *write plans (teacher, t/aide): • observe use of tripod pencil grip by writers, encourage use of word banks, environmental print, familiar texts to find, check spelling of words
<p>Reflections/future planning:</p> <ul style="list-style-type: none"> • • • 		

Building partnerships (children, parents/carers, family/community members, colleagues)

Learning/teaching focuses	Learning/teaching strategies	Activity settings/contexts for learning
<ul style="list-style-type: none"> • involving parents in daily activities • link with school events/activities, e.g. upcoming Under 8's Week (collaborating with children to invite visitors to our campsite to eat damper, tell campsite stories) • meeting with visiting speech pathologist to investigate fun oral language activities to aid children's speech development 	<ul style="list-style-type: none"> • continue collaboratively writing with children information for parents/carers on our noticeboard about our daily activities, investigations, projects etc • set up further communication with speech pathologist to monitor identified needs of children • meet with early primary teachers/deputy principal re. Under 8's Week focus/activities 	<p><i>whole group planning/reflecting–</i></p> <ul style="list-style-type: none"> • *encourage all children to contribute drawing, writing to displays, collections for class noticeboard to inform visitors of class events/activities/investigations <p><i>small group–</i></p> <ul style="list-style-type: none"> • *set up with children new parent roster for assistance in pm activities, e.g. rest/quiet activities, negotiated projects (teacher) <p><i>individual–</i></p> <ul style="list-style-type: none"> • *meet with Speech Pathologist re meeting with individual parents/carers and children re. specific speech needs, capabilities of children • *meet with Jemma's Grandfather and sister, Lisa (re participation in outdoor/indoor activities) and Georgie's older brother (re playing his didgeridoo)
<p>Reflections/future planning:</p> <ul style="list-style-type: none"> • • • 		

Establishing flexible learning environments (physical, social, temporal)

Learning/teaching focuses	Learning/teaching strategies	Activity settings/contexts for learning
<ul style="list-style-type: none"> • setting up the campsite play space outdoors with children • cooking experiences • setting up dramatic play in outdoor cubby/indoor home corner play space with camping gear, clothing and accessories, e.g. jeans, belts, wide-brimmed hats, boots, vests, scarves, gloves, creating horses, other farm animals out of recycled materials, objects (broom handles, wool, rope) • recycled and other resources to make campsite props for dramatic play • negotiating project activities with children. 	<ul style="list-style-type: none"> • discuss safety aspects when building and using the campsite e.g. when using tools, building and extinguishing a fire (in real-life situations) • discuss health aspects when cooking, e.g. washing hands before preparing/eating food, food group requirements to foster a healthy diet daily • discuss and list with children their choices in various activity sessions (revisit the use of a planning and reflection worksheet) • relocate cooking experiences from the kitchen bench to activity table closest to kitchen to enable more children access to this activity • scaffold children’s learning when working on projects to assist sustained interest in topics and task completion. 	<p><i>whole group –</i></p> <ul style="list-style-type: none"> • *brainstorm, discuss, list safety aspects when setting up and using the class outdoor campsite. Encourage children to think of ways to remind us about this safety information, e.g. creating posters, signs. • *encourage children to report on progress of their project activities as part of reflecting on their learning. <p><i>small group –</i></p> <ul style="list-style-type: none"> • *invite children to bring along props, camping gear, clothing, accessories for dramatic play. • *model writing of a letter to parents/carers requesting help with gathering these items and invitation to campsite and damper morning tea (teacher). <p><i>individual –</i></p> <ul style="list-style-type: none"> • *encourage and invite children to contribute to outback display, props for dramatic play and campsite • *contact parents/carers/family members about visiting class to talk about outback and camping experiences (Jemma’s grandfather to show children how to make a range of knots and their use when camping).

Creating contexts for learning and development (play, real-life situations, investigations, routines/transitions, focused learning/teaching)

Learning/teaching focuses	Learning/teaching strategies	Activity settings/contexts for learning
<ul style="list-style-type: none"> • record observations of children’s understandings about life in outback Australia, including camping during dramatic play • build and extend on these understandings through conversations, reading and discussing a range of literature, e.g. information texts, videos, Internet websites about schooling in outback Australia, e.g. Schools of Distance Education, use of technology and compare to our schooling 	<ul style="list-style-type: none"> • scaffold children’s learning about life in outback Australia, and camping through techniques of questioning, prompting, describing, provoking, suggesting, comparing, explaining, modelling, demonstrating, mentoring within the five contexts for learning • use inquiry-based learning to find out more about outback life in Australia ,e.g. identify current understandings, pose questions, brainstorm ways to investigate outback life (e.g. communicate via letters/emails to schools in outback Australia, survey school/community members about outback experiences), develop a plan, act on plan, evaluate plan, reflect on findings/learning about life in outback Australia. 	<p><i>whole group—</i></p> <ul style="list-style-type: none"> • *listen to, participate in Jemma’s discussion about her outback camping adventure (focused learning/teaching) • *discuss healthy food choices, what to eat when travelling “on the road”, leisure activities when travelling long distances by road (playing cards, keeping a journal, drawing, counting objects in surrounding environment) (teacher) (routines/ transitions) <p><i>small group—</i></p> <ul style="list-style-type: none"> • *investigate life in outback Australia by exploring Internet websites of outback schools & writing emails to schools asking for feedback to some of our questions that compare life here and there (parent helpers) (real-life situations, investigations, focused learning and teaching) • *dramatic play – outdoors in cubby, campsite, indoor – dress up in home corner (play) <p><i>individual –</i></p> <ul style="list-style-type: none"> • *continue to encourage Luke to participate in dramatic play contexts, playing and interacting with others in a paired situation, rather than small group.
<p>Reflections/Future Planning:</p> <ul style="list-style-type: none"> • Investigate with children the origins of Western movies and compare to life in outback, remote and rural Australia • 		

Exploring what children learn (Early learning areas)

Learning/teaching focuses	Learning/teaching strategies	Activity settings/contexts for learning
<p>Language learning and communication</p> <ul style="list-style-type: none"> speaking and listening: conventions as an audience, speaker, listener reading, viewing informational texts, e.g. recipes, letters, signs writing and shaping about coming events, e.g. invitations to a campsite and damper morning tea, letters to classes/schools in outback Australia, letters to parents/carers <p>Active learning processes: Imagining and responding</p> <ul style="list-style-type: none"> four wheel drive vehicles, campsite and props, signs <p>Active learning processes: Investigating environments:</p> <ul style="list-style-type: none"> features of outback, rural Australia and comparing to our community's geographical location <p>Social and personal learning: Personal learning:</p> <ul style="list-style-type: none"> building on my sense of self as a capable learner, organising myself, becoming independent, making choices <p>Social and personal learning: Social learning:</p> <ul style="list-style-type: none"> roles, rights and responsibilities when interacting with others in a range of settings/situations engaging with diversity: our talents, strengths, needs, capabilities and living in different communities. 	<ul style="list-style-type: none"> model conventions of speaking for different purposes, e.g. having a conversation, talking in front of a group, greeting/farewelling visitors model four roles of the literacy learner – code breaker, text participant, text user, text analyst model, co-construct text types relevant to activities and display these around classroom to encourage children's interest in, and independence to write for a range of purposes (letter, recipe, invitation, email, list, note, sign) encourage children to gather a variety of materials for creating and designing vehicles and campsite props, dress ups, etc. reflect with children on their learning and successes at end of sessions and day to reinforce their sense of self as capable learners include discussions about capabilities of outback "identities" with disabilities and the diversity of ways to accomplish tasks (Marie's uncle, who lost his arm in a tractor accident, is still able to muster cattle on his outback property.) identify features of environments in different communities, e.g. natural, built, social, virtual (compare our community to an outback, isolated community setting) investigate and compare diverse cultures and heritages. 	<p><i>whole group:</i></p> <ul style="list-style-type: none"> *model use of reading strategies, e.g. sounding out chunks of letters to decode words, skills of prediction, inference, e.g. reading on (then returning back to decode unknown word), picture cues *demonstrate use of a variety of tools, equipment and materials to make vehicles, e.g. masking tape dispenser, painter roller, split pins *identify with children their mentoring capabilities to foster independence and problem solving (ensure each child has a talent/capability that is acknowledged), e.g. create a chart ... "If you need help to tie shoelaces, please see...." *discuss diversity (disability/capability) when comparing our roles, rights, responsibilities in different groups and compare features of diverse communities <p><i>small group –</i></p> <ul style="list-style-type: none"> *model use of reading strategies *co-construct with children outdoor/ indoor activities that reflect life in the outback (teacher, teacher aide) *model explicitly writing and speaking for a range of purposes (teacher) <p><i>individual –</i></p> <ul style="list-style-type: none"> *identify and work with children on their speech needs/capabilities (see

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		individual plans created in collaboration with speech pathologist).
<p>Reflections/Future Planning:</p> <ul style="list-style-type: none">• Investigate with children, contemporary life of Aboriginal peoples, including well-known identities, to find out their contributions to our community.••		