Snapsots of Term 1 Week 2

“I am who we are”

EYLF OUTCOME 1: Children have a strong sense of identity
- Feel safe, secure and supported
- Learn to interact with others with care, empathy and respect

EYLF OUTCOME 2: Children are connected with and contribute to their world
- Develop a sense of belonging to groups and communities and an emerging understanding of reciprocal rights and responsibilities

It is without doubt many people are unaware of the deep learning and careful planning that takes place in an early childhood classroom. We, the educators, act with specific outcomes or goals in mind for our children’s development. Our Early Years Framework, mandated by the government, sets very clear guidelines for what is best practice for young children. The following examples are only a snapshot of the learning that takes place at kindy.

**Learning Intention~ For the children to manage and participate in setting routines and processes**

One of the important goals we would like for the children to achieve in these first weeks at kindy is to become familiar with and to show respect for our classroom and resources. This week I demonstrated for the children how to use the painting easel. We talked about preparing the easel with paper, putting on an art shirt and then I modelled for the children how to think about what your intention is before painting and how to use the brushes. “Will I paint a picture that I would like others to look at?” or “Will I experiment with the brushes and the colours?” There is no wrong answer. What we are encouraging in the children is to be thoughtful about what they’re doing and to use the language of learning and thinking. Of course, once your painting is finished it is important to tidy up the work space so that others can use it too. These routines not only take place at the painting easel but in every learning space in our room and so there are many opportunities for us to observe and document the children’s understanding.
Learning Intention: For the children to compare collections of objects and describe if there is more, less, the same or not the same.

Numeracy is embedded in almost every aspect of a child’s day. It involves far more than being able to count to ten and recognise numbers. It involves problem solving and creative thinking. There have been a variety of activities this week where the children have made predictions, counted and used the language of mathematics.

At the little blue table the children worked with a big basket of pom poms in a rainbow of colours and in a variety of sizes. They scooped up the pom poms predicting and counting how many they could fit onto their spoon. They quickly discovered if you hunted out the little pom poms you could fit more on your spoon, but it took much longer to fill your cup.

At another work station the children had fun rolling a dice and matching number cards. We worked on counting with one to one correspondence and comparing collections of items.

Learning Intention: For the children to form stable relationships within familiar environments.

One of my favourite statements from the educators from the world renowned approach to early childhood learning is “Io chi siamo” (“I am who we are”)

I firmly believe that God has brought us together to learn from one another, to support one another and work collaboratively, teachers, children and parents and our wider community.

The children and I have talked about what being a good friend and a hard worker would like at kindy by drawing the children’s attention to the times we witness it. We read the story, ‘The Little Red Hen’ and discussed what sort of jobs or ways we can make life better for each other at kindy.