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

EYLF OUTCOME 5: Children are effective communicators
- Express ideas and make meaning using a range of media

**Learning Intention**—to participate in positive experiences that allow them to feel significant in their peer group and social circles *(connects to the Health & Physical Education Curriculum)*

At kindy we incorporate faith development throughout our day. We call it “God Talk” and it is like a big umbrella over everything we do. One of the first things we would like to see develop in our children is the feeling of belonging, not only to our kindy family, but also a sense of belonging to God’s family.

I have a little wooden box sitting on our prayer table with a mirror inside. I tell the children that inside the box is someone who God loves the most in the whole world. The anticipation builds as we make predictions about what we could see. There were squeals of delight and giggles and a few puzzled expressions when the children discovered their own image inside the special box. The children were positive that the treasure box would surely hold some money or gold or at least something that sparkles.
"Look a Little, Draw a Little~

**Learning Intention~** to manage and participate in setting routines and processes
~ to build concentration and ability to focus on important aspects of learning experiences

After we’d made the pleasant discovery that God actually loves each one of us, we asked each child to draw a little line drawing of what was inside the treasure box. Some of the children competently drew a self portrait, while others needed some gentle guidance and encouragement. We helped the children, not by taking the pen from their hand, but by asking them to look closely in our tall mirror at their own image. Before drawing we talked with the children about the shape of our face and body and where our arms and legs were coming from. If we ask the children to slow down and stop every now and again as they draw, the end result is very pleasing for them, as they realise their marks on the page represent something real.

---

**Flower Inquiry**

What makes a flower beautiful? Why does it change?

**Learning Intention~** * to observe, reflect, ask questions and find answers about their environment *(connects to the Science Curriculum)*
* to investigate the basic needs of people, plants and animals, and places where they live *(connects to the Science Curriculum)*

After we planted some flowers into our garden I asked the children what makes flowers so beautiful. During our mat sessions I showed the children how to use a magnifying glass to look closely at some flowers. We talked about focussing on the small parts of the flowers to discover why flowers are so beautiful. As the children recorded their observations using the markers, we listened carefully and scribed the children’s conversations so we can learn more about their understanding and about their wonderings.