

PRESCHOOL PLAY BASED CURRICULUM



*The Harrison School Play Based Curriculum for Preschool:
highlighting the connection between the Early Years Learning Framework for Australia and
our teaching practice.*

Harrison Preschool

Play Based Learning



Play for young children is not recreation activity it is not leisure time activity nor escape activity. Play is thinking time for young children. It is language time. problem solving time. It is memory time, planning time, investigating time. It is organisation- of- ideas time, when the young child uses his mind and body and his social skills and all of his powers in response to the stimuli he has met.

James L. Hymes, Jr.

Preschool at Harrison School follows a play based philosophy implementing evidence based practice. Play is the way in which young children make sense of their world. The individual needs of children can be accommodated in a flexible, play-based environment. Activities are provided that reflect the interests, needs and abilities of the students. Children have opportunities to develop their self-confidence and to receive positive feedback for their achievements. In the Preschool we use many strategies to encourage learning through play. Strategies include modelling by teachers and peers. Pictures and visual supports are used to promote communication, play sequences and interactions between peers. Stories, investigations, group time (small and large), art, music & pretend play are used to implement the school's Curriculum in the play based context.

The Harrison School vision is to 'Inspire, Personalise and Learn'. In the Preschool this vision is shown through our curriculum which is based on the Early Years Learning Framework for Australia 'Belonging, Being and Becoming' and is underpinned by our Harrison School Values of Respect, Inclusion, Teamwork, Endeavour, Resilience and Integrity.

This document highlights the important learning that occurs through a play-based preschool program. It acknowledges the preschool child's developmental stage and associated learning abilities, while also providing a framework to support the preschool child's transition to kindergarten.

Some background information about how we at Harrison School relate to 'Belonging, Being and Becoming'.

Belonging

Knowing where and with whom you belong.

Personal and Community.

Principles: We work in partnerships with families and students to actively value their diversity, background knowledge and experience. We help students to understand how they learn through the inquiry process. Students are supported with goal setting and high expectations to build a sense of wellbeing through success and acknowledgement.

Being

Recognising that childhood is a time to be, to seek and make meaning of the world.

Analytical and Expressive.

Principles: We acknowledge that preschool is not about getting students ready for school. It is about the here and now. Curiosity and a love of learning are developed through engaging in the present moment. Students are given a huge range of opportunities to explore how things work, how they can work toward achieving something and how they can show others what they know.

Becoming

Reflecting on the process of rapidly learning to participate fully and actively in society.

Community and Global.

Principles: We understand that all our students are unique and they are beginning their journey in becoming who they want to be. We acknowledge, that as they develop and grow they will change their mind. Through actively providing opportunities to show what the world can offer them, we can build a connection to who they are and who they can be.

The Early Years Framework documentation can be found at <https://www.education.gov.au/early-years-learning-framework> where you have access to the framework, plus information pertinent to families, in multiple languages.

Strategy to implement the Early Years Learning Framework at Harrison School - Preschool		
Early Years Learning Framework Learning Outcomes	Achievement Evident when children: (Criteria)	Focus Outcome is promoted by activities such as: (Activity)
<ul style="list-style-type: none"> • Children have a strong sense of identity • Children are connected with and contribute to their world • Children have a strong sense of wellbeing • Children are confident and involved learners • Children are effective communicators 	Highlighted achievements have been adapted from the preschool developmental curriculum document 'The Early Years Learning Framework for Australia'.	Activities suggested have come from current Harrison Preschool teaching practice. All activities selected work toward essential achievements and some activities may be appropriate to include in a student's learning portfolio.
Connection to The Early Years Framework for Australia: 'Belonging' – <i>Knowing where and with who you belong</i>		
Early Years Learning Framework Learning Outcomes	Achievement Evident when children: (Criteria)	Focus Outcome is promoted by activities such as: (Activity)
<ul style="list-style-type: none"> • Children have a strong sense of wellbeing <ul style="list-style-type: none"> ○ Children take increasing responsibility for their own health and physical wellbeing 	-independently follow hygiene routines such as toileting, washing hands and setting up or clearing up when eating	-everyday opportunities to follow routines to manage self in regards to toileting, washing hands and eating
<ul style="list-style-type: none"> • Children have a strong sense of 	-know that they need to wait to hold an adult's hand when crossing the road and responsibly ensure that	-opportunities to play in the home corner and act out situations such as cooking, driving

<p>identity</p> <ul style="list-style-type: none"> ○ Children feel safe, secure and supported 	<p>they wear a seatbelt in the car -show increasing independence and competence in care and safety for themselves and others</p>	<p>safely in a car, crossing the road</p>
	<ul style="list-style-type: none"> -initiate interactions and conversations with trusted educators -build secure attachments with one and then more familiar educators -establish and maintain respectful, trusting relationships with other children and educators -explore different identities and points of view in dramatic play -share aspects of their culture with the other children and educators -develop strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities -initiate and joins in play that explores aspects of identity through role play -sense and respond to a feeling of belonging -understand different ways of contributing through play and projects -are playful and respond positively to others, reaching out for company and friendship 	<ul style="list-style-type: none"> -listening to and discussing stories that promote positive self concepts -providing opportunities to extend relationships and friendships through multi-age activities (buddy classes), specialist teachers (music, Japanese) -discussions about the school values and frequent chances to put them into practice -opportunities to explore cultural experiences and artefacts through books, visuals, visitors, families, toys (eg a Chinese cooking set in the home corner) and excursions - individual 'about me' poster made with their family to bring and share with their classmates and staff
<ul style="list-style-type: none"> • Children have a strong sense of identity <ul style="list-style-type: none"> ○ Children develop their emerging autonomy, inter-dependence, resilience and sense of agency 	<ul style="list-style-type: none"> -communicate their needs for comfort and assistance -talk about what their body does in regards to responding to healthy food, needing to go to the toilet, when they are feeling unwell. -show an increasing awareness of healthy lifestyles and good nutrition 	<ul style="list-style-type: none"> -gross motor activities and fundamental skills based activities including obstacle courses, circle games and balance games -dances: Dr Knickerbocker, Mexican hat Dance, Hokey Pokey, Heads Shoulders Knees and Toes and Mi Ceurpo -discussions and everyday reality
	<ul style="list-style-type: none"> -confidently explore and engage with social and physical environments through relationships and play -engage in increasingly complex sensory motor skills and movement patterns 	<ul style="list-style-type: none"> -fine motor activities including puzzles, threading, play dough, hole punching, squiggle drawing, manipulative toys, peg boards, tap tap and finger puppets

	-manipulate equipment and manage tools with increasing competence and skill	-activities to cross the midline such as crawling, climbing, 'lazy eights' - sensory exploration of seeds, oats and lavender, rice, lux flakes and water
	-seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others -persist even when they find a task difficult -understand different ways of contributing through play and projects -recognise their individual achievement -acknowledge and accept affirmation -assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others	-teaching peers a skill e.g. help a friend make a plane at construction table -news sessions -sharing understandings with peers and school community -opportunities to use and develop their strengths in group work -celebrating achievement through certificates at assembly or in the class
<ul style="list-style-type: none"> • Children are confident and involved learners <ul style="list-style-type: none"> ○ Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity ○ Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating 	-actively explore a variety of fine motor and gross motor tools in a safe way	-sensory play including finger painting, slime, shaving cream, play dough with texture/smell -cutting, painting, building, taping, pasting
	-use effective routines to help make predicted transitions smoothly -are able to participate and cooperate in a variety of groupings and settings. -use play to investigate, project and explore new ideas	-games with rules: Duck Duck Goose, What's the time Mr Wolf, musical chairs. -creating an environment that is safe and supportive for learning. -circle time activities, paired, small group play and large group play activities.
	-persevere in problem solving and creative activities. -openly express their feelings and ideas in their interactions with others -identify the uses of technologies in everyday life and use real or imaginary technologies as props in their play -draw on memory of a sequence to complete a task -engage in and contribute to shared play experiences -talk about what they have found out, what they	-opportunities to interact, maintain and extend ideas through play (e.g. home corner, role play, construction and design) -opportunities to learn from Elders, experts, peers, books and the internet -construct and demonstrate class conduct/rules and demonstrate them -opportunities to respond to learning something new through discussion, play

	changed and what they could try next time	stations, role play, drawing, art, interviewing others
	<ul style="list-style-type: none"> - make own decisions and engage with activities independently - reflect on their actions and consider consequences for others - plan play activities in regards to what equipment they need, who they will play with it and what the 'story' of the play will be - respond to ideas and suggestions from others - use a range of critical and creative thought processes in everyday situations - begin to see self as a learner and thinker whilst engaging in Preschool activities 	<ul style="list-style-type: none"> - group goal setting: e.g. what do we want to learn? Where will we find this information? - incidental goal setting as a way to promote positive learning attitude (e.g. "What would you like to be really good at? What do you need to do to achieve this?") - a chance to engage in a wide range of preschool activities - a chance to plan or design play, trial and error, extend and refine play activities - opportunities to visually represent the process about changing learning ideas through drawings, diagrams, art, box construction

Connection to The Early Years Framework for Australia: 'Being'

– recognising that childhood is a time to be, to seek and make meaning of the world.

Early Years Learning Framework Learning Outcomes	Achievement Evident when children: (Criteria)	Focus Outcome is promoted by activities such as: (Activity)
<ul style="list-style-type: none"> • Children are confident and involved learners <ul style="list-style-type: none"> ○ Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity 	<ul style="list-style-type: none"> - cooperate with others and negotiate roles and relationships in play episodes and group experiences - gradually learn to 'read' the behaviours of others and respond appropriately - show care and respect for the Preschool environment - make effective use of the Preschool environment to engage in varied learning activities 	<ul style="list-style-type: none"> -team games such as Parachute play and fruit salad - buddying system: obstacle course, Fundamental Movement activities - role playing the Olympics/on the fixed equipment - real interactions between staff and students at preschool - developing class code of conduct
<ul style="list-style-type: none"> • Children have a strong sense of wellbeing <ul style="list-style-type: none"> ○ Children take increasing 	<ul style="list-style-type: none"> - participate in reciprocal relationships - engage in physical activity to be healthy - show persistence in physical activity 	<ul style="list-style-type: none"> - mirroring activities - paired and group activities - dancing and movement activities

responsibility for their own health and physical wellbeing	-demonstrate spatial awareness and orient themselves, moving around confidently and safely	- negotiating large objects as a group around an obstacle course
<ul style="list-style-type: none"> • Children have a strong sense of wellbeing <ul style="list-style-type: none"> ○ Children become strong in their social and emotional wellbeing 	<ul style="list-style-type: none"> - take action to assist other children to participate in social groups - show care and concern for others. - share humour, happiness and satisfaction - enjoy moments of solitude and respect when others do 	<ul style="list-style-type: none"> - role playing in the home corner such as doctors, vets, waitress and community workers - felt stories and story boards - teachers and peers modelling caring attitudes to others
<ul style="list-style-type: none"> • Children are connected with and contribute to their world <ul style="list-style-type: none"> ○ Children become socially responsible and show respect for the environment 	<ul style="list-style-type: none"> - show growing appreciation and care for natural and constructed environments 	<ul style="list-style-type: none"> - nature walks - creating dramatic play areas that are environmentally aware e.g. garbage and recycling - Preschool garden and worm farm
<ul style="list-style-type: none"> • Children are connected with and contribute to their world <ul style="list-style-type: none"> ○ Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights necessary for active community participation 	<ul style="list-style-type: none"> - begin to recognise that they have a right to belong to many communities - express an opinion in matters that affect them - contribute to fair decision-making about matters that affect them - listen to others' ideas and respect different ways of being and doing 	<ul style="list-style-type: none"> - children involved with creating play situations developing stories of conflict and resolution - real opportunities for genuine interactions between staff and students - group discussions in small groups and larger groups
<ul style="list-style-type: none"> • Children are effective communicators <ul style="list-style-type: none"> ○ Children interact verbally and non-verbally with others for a range of purposes ○ Children engage with a range of texts and gain 	<ul style="list-style-type: none"> - acts out stories or repeats phrases from books - is able to express an opinion - create narrative in the form of story sequences in various types of play, (eg block play, role play) - draw pictures that tell a story - participate in conversations with others, both adults and children - speak in expanded sentences 	<ul style="list-style-type: none"> - songs involving rhymes, opportunities to increase muscle control relating to speech articulation, opportunities to “perform” and develop confidence - incidental situations where teachers listen to, respond and exchange ideas with students with respect for their ideas and opinions - news: sharing and responding to the news of

<p>meaning from these texts</p> <ul style="list-style-type: none"> ○ Children express ideas and make meaning using a range of media ○ Children begin to understand how symbols and pattern systems work ○ Children use information and communication technologies to access information, investigate ideas and represent their thinking 	<ul style="list-style-type: none"> - speak clearly enough for others to understand - engage in varied forms of communication (spoken, written, visual, non-verbal , auditory) - understand the different types of communication that are used for different purposes - show increasing competence and confidence in the use of oral language in varied situations - engage in enjoyable interactions using verbal and non-verbal language - contribute their ideas and experiences in play, small and large group discussions - attend and give cultural cues that they are listening to and understanding what is said to them - 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 - listen and respond to sounds and patterns in speech, stories and rhymes in context - are independent communicators who initiate Standard Australian English and home language conversations and demonstrate the ability to meet the listeners' needs 	<p>others with questions and comments</p> <ul style="list-style-type: none"> - reading picture books with visual and tactile support of finger/hand puppets - drawing a story on an overhead sheet and presenting and talking about it using an overhead projector - sharing art works of own and others creation - presenting and describing objects to others - news sharing using picture supports, feeling cards, mystery box, feeling or texture bags to promote use of describing words, eg, "Something in this bag feels spiky."
<ul style="list-style-type: none"> ● Children are effective communicators <ul style="list-style-type: none"> ○ Children engage with a range of texts and gain meaning from these texts ○ Children begin to understand how symbols and pattern systems work 	<ul style="list-style-type: none"> - show an interest in listening to and talking about stories - view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions - sing and chant rhymes, jingles and songs - actively use, engage with and share the enjoyment of language and texts in a range of ways - use language and engage in play to imagine and create roles, scripts and ideas - share the stories and symbols of their own 	<ul style="list-style-type: none"> - puppet plays after a story telling. - free play with related props to stories. - picture sequence cards relating to a story. - "PlayScripts" : following a sequence or a story of play and adding own choices and ideas to it. Supported with visuals and choice making - drawing activities involving recounting the story expressed. - story maps of play activities and recounts of school events or personal experiences

	<p>culture and re-enact well-known stories</p> <ul style="list-style-type: none"> - use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning - use symbols in play to represent and make meaning 	<ul style="list-style-type: none"> - crossing across the curriculum activities to represent ideas through text (music, writing, drawing and diagram) about things they have been exploring in their everyday life, focus on meaning and significance
<ul style="list-style-type: none"> • Children have a strong sense of wellbeing <ul style="list-style-type: none"> ○ Children take increasing responsibility for their own health and physical wellbeing 	<ul style="list-style-type: none"> - negotiate obstacle courses - create obstacle courses - play with a play scene - create a play scene 	<ul style="list-style-type: none"> - exploring the doll house, car track, water tray, home corner - expressive dance with ribbons, scarves, props - creating games in the sandpit - box construction games such as pirate and space themes - imaginative play on the fixed equipment - creating and making up actions to songs
<ul style="list-style-type: none"> • Children are confident and involved learners <ul style="list-style-type: none"> ○ Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating 	<ul style="list-style-type: none"> - sort and categorising objects according to shape colour, number of sides - learn numbers by rote through songs and stories - count play and real objects - match groups of objects to number symbols - make patterns - talk about why and how they have categorised objects 	<ul style="list-style-type: none"> - making patterns in threading, block building, arranging toys and play counting activities - reading and repeating counting stories such as 5 little Ducks, 5 Cheeky Monkeys and 10 in the Bed. - singing counting songs such as 3 Jelly Fish, 10 Fat Sausages, 10 Little Fingers and Once I Caught a Fish - making real context pattern: red, blue, boy girl etc.
<ul style="list-style-type: none"> • Children are effective communicators <ul style="list-style-type: none"> ○ Children interact verbally and non-verbally with others for a range of 	<ul style="list-style-type: none"> - show enjoyment of the arts - explore different aspects of each of the five art areas - express feelings and thoughts through the arts - tell a story through a wide variety of art mediums 	<ul style="list-style-type: none"> - expressing through play, dance, song, painting, drawing and imitation - explore and create with various paint textures such as acrylics, oils, water colours, corn flour paint, glitter paints/glues - explores and creates with various drawing

<p>purposes</p> <ul style="list-style-type: none"> ○ Children express ideas and make meaning using a range of media ○ Children use information and communication technologies to access information, investigate ideas and represent their thinking 		<p>mediums such as pencils, textas, oil pastels, chalk pastels, crayons, lead, charcoal, led pencils, felt tip pens and ink</p> <ul style="list-style-type: none"> - explores and creates with various modelling mediums such as box construction, play dough (textured), clay, plasticine, straw construction and paddle pop sticks - responding to excursions with a painting or sculpture.
	<ul style="list-style-type: none"> - represent recent events and what they see around them in their art - use language and representations from play, music and art to share and project meaning 	<ul style="list-style-type: none"> - still life paintings and drawings - creating artworks from a range of mediums -recording the growth of a plant through drawing -expressive dances including the seasons, the growth of a plant, the birth of a chicken etc
	<ul style="list-style-type: none"> - design, make and appraise things in their school environment, (eg, box construction, block play, car tracks) - plan and create play scenes. - discuss and talk about their plans - engage with technology for fun and to make meaning 	<ul style="list-style-type: none"> - whole group collage - whole group wall displays - talk about how you will construct something in block play - design a block sculpture before it is built, then reflect on it - discuss how to build box construction play such as a plane or a bus or planning and moving furniture around the classroom
<ul style="list-style-type: none"> • Children are connected with and contribute to their world <ul style="list-style-type: none"> ○ Children become socially responsible and show respect for the environment • Children are confident and involved learners <ul style="list-style-type: none"> ○ Children develop a range of skills and processes 	<ul style="list-style-type: none"> - show an appreciation for beauty - show care towards, and an interest in, all living things - show respect, responsibility and appreciation for environments - develop understandings of actions and consequences that impact environments positively or negatively - look at and express what worked/didn't work well in play 	<ul style="list-style-type: none"> - recording data through drawings - investigating and observing bugs from the garden - growing plants and reflecting on what we needed to do to keep them alive, how they changed. - incidental chats about what we see outside, in our classroom, at home and places we go. - news activities: sharing and exploring natural objects such as a birds nest, rocks, sticks and feathers

<p>such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p>		
<ul style="list-style-type: none"> • Children are effective communicators <ul style="list-style-type: none"> ○ Children begin to understand how symbols and pattern systems work 	<ul style="list-style-type: none"> - show increasing familiarity with numbers and other symbols - demonstrate understandings of everyday patterns and sequences - take on roles of numeracy users in their play 	<ul style="list-style-type: none"> - create artworks using basic shapes associated with objects (e.g. squares and circle to make a car) - drawing and colouring own enclosed shapes
	<ul style="list-style-type: none"> - appropriately use mathematical language to describe and explain the everyday environment - use words like first, second, last, next - is able to say numbers up to 10 	<ul style="list-style-type: none"> - number investigators (e.g. students to look around and locate objects of the same shape/number of sides, in the class environment or student to locate, identify and group similar objects e.g. numbers and colours). - singing songs and listening to stories about number.
	<ul style="list-style-type: none"> - 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 - manipulate objects and experiment with heavy and light, more and less, and motion - show an awareness of shape, colour and texture - recognise differences in size, weight and volume 	<ul style="list-style-type: none"> - weighing a range of objects on balance scales - exploring rulers at the writing table - recording children's height, weight and age for portfolio pieces
	<ul style="list-style-type: none"> - create and use representation to organise, record and communicate mathematical ideas and concepts - contribute constructively to mathematical discussions and arguments using words like: same, different, like, again, repeat, equal, similar 	<ul style="list-style-type: none"> - shape walks/collections - grouping through play: what belongs in the home corner - engaging in symbolic play, for example using things 'that hold things' as a baby's

	<ul style="list-style-type: none"> - complete puzzles of increasing difficulty - show developing spatial awareness - challenge their ideas of functional purpose through symbolic play. - begin to sort, categorise, order and compare collections and events and attributes of objects and materials, in their social and natural worlds 	<p>cradle- hat, box, bowl, tub, scoop</p>
<ul style="list-style-type: none"> • Children are effective communicators <ul style="list-style-type: none"> ○ Children engage with a range of texts and gain meaning from these texts ○ Children begin to understand how symbols and pattern systems work 	<ul style="list-style-type: none"> - begin to understand key literacy and concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured - explore texts from a range of different perspectives and begin to analyse the meanings - recognise and engage with written and oral culturally constructed texts 	<ul style="list-style-type: none"> - everyday reading opportunities with fun, engaging texts. Opportunities in real context to read/write name - support comprehensions with story props, print visuals and PlayScripts - role play writing in home corner situations- office play, shopping lists, to do lists, receptionist at the clinic - “sign on” for activities- who’s next? Book an appointment -create and record on stories for recreation later
	<ul style="list-style-type: none"> - use symbols in play to represent and make meaning - show an awareness that print in books tells a story - attempt to match the telling of the story with the print in the book - want to know what particular print says - recognise their own name - develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them - draw on their experiences in constructing meaning using symbols 	<ul style="list-style-type: none"> - modelled reading and writing during group time - model ‘scribble’ writing during group time, real events like taking notes, writing self a message - writing own name for a purpose: on artworks for display, to sign name up for a roster - role play in home corner: shopping lists, schedules, appointment times, signs, labels all created by students - secret codes, scribble writing - postman letters to ‘happy helpers’
	<ul style="list-style-type: none"> - recognise different types of art mediums - explore and engage with a range of art making 	<ul style="list-style-type: none"> - reflect on artworks- including peer work such as shared circle time

	<p>techniques</p> <ul style="list-style-type: none"> - dance and sing songs that focus on basic elements in music (Beat, melody, narrative and mood) - experiment with ways of expressing ideas and meaning using a range of media 	<ul style="list-style-type: none"> - engage in art activities with a focus on 1 or 2 techniques. Compare different types. - provide opportunities for students to explore different mediums - display, discuss and share own artworks in a way that promotes thinking about similarities (e.g. displaying paintings, box constructions and drawings on the same page)
	<ul style="list-style-type: none"> - use their senses to explore natural and built environments - explore the purpose and function of a range of tools, media, sounds and graphics 	<ul style="list-style-type: none"> - painting, drawing, sculpting - planning designing, - Christmas craft (following instructions/technique) - hammer nails to 'build' wooden objects
	<ul style="list-style-type: none"> - explore ideas and theories using imagination, creativity and play 	<ul style="list-style-type: none"> - sing, dance, move and play wide range of songs - rhythm games - learning to play instruments like chime bars, ukulele drums, bells
<ul style="list-style-type: none"> • Children are confident and involved learners <ul style="list-style-type: none"> ○ Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity • Children are connected with and contribute to their world <ul style="list-style-type: none"> ○ Children become socially responsible and show respect for the 	<ul style="list-style-type: none"> - express wonder and interest in their environments - understand that the immediate environment is part of a much larger world - demonstrate a curiosity and enthusiasm in learning about their own and others environments - show an appreciation for beauty - show care towards, and an interest in, all living things - show respect, responsibility and appreciation for environments - develop understandings of actions and consequences that impact environments positively or negatively - explore relationships with other living and non-living things and observe, notice and respond to change 	<ul style="list-style-type: none"> - have gardening tools, insect collection boxes, watering cans, digital cameras (or boxes to use symbolically as cameras) to touch and explore the natural environment in the playground - engage in story telling that looks at the environment. - sing songs about nature - include natural objects in a wide variety of play activities: e.g. nature collage, seed pods for the doll's bed, leaves for blankets, leaves and grass for the 'parks' on the car track. - model environmentally friendly practices as a part of everyday preschool routine- reduce, reuse, recycle.

environment		
<ul style="list-style-type: none"> • Children are confident and involved learners <ul style="list-style-type: none"> ○ Children transfer and adapt what they have learned from one connect to another 	<ul style="list-style-type: none"> - develop an ability to mirror, repeat and practice the actions of others, either immediately or later - make connections between experiences, concepts and processes - use the processes of play, reflection and investigation to solve problems - apply generalisations from one situation to another - try out strategies that were effective to solve problems in one situation in a new context - transfer knowledge from one setting to another 	<ul style="list-style-type: none"> - a varied play program- including themes such as home corner, doctors, vet surgery, restaurants, pirate ships that engage lots of objects that serve a particular purpose. - symbolic play opportunities- big box play, pirates, outside imaginative play using only natural objects.
<ul style="list-style-type: none"> • Children are confident and involved learners <ul style="list-style-type: none"> ○ Children resource their own learning through connecting with people, place, technologies and natural and processed materials ○ Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity 	<ul style="list-style-type: none"> - explore their environment - use reflective thinking to consider why things happen and what can be learnt from these experiences - engage with and co-construct learning - engage in learning relationships -experience the benefits and pleasures of shared learning exploration - manipulate resources to investigate, take apart, assemble, invent and construct - experiment with different technologies - use information and communication technologies (ICT) to investigate and problem solve - follow and extend their own interests with enthusiasm, energy and concentration - initiate and contribute to play experiences emerging from their own ideas - participate in a variety of rich and meaningful inquiry-based experiences - persevere and experience the satisfaction of achievement 	<ul style="list-style-type: none"> - circle time discussions- What are you going to do today? What did you find out today? Is there anything you need to try differently? - draw story maps, construct lists, visually represent activities as part of a closure activity for a play experience.
Connection to The Early Years Framework for Australia: 'Becoming'		

– Children have a part to play in their wider world

Early Years Learning Framework Learning Outcomes	Achievement Evident when children: (Criteria)	Focus Outcome is promoted by activities such as: (Activity)
<ul style="list-style-type: none"> • Children have a strong sense of identity <ul style="list-style-type: none"> ○ Children develop knowledgeable and confident self-identities 	<ul style="list-style-type: none"> - broaden their understanding of the world in which they live 	<ul style="list-style-type: none"> - days of celebration: e.g. Harmony day, smoking ceremony, guest speakers, multicultural foods, Chinese New Year activities, Diwali, etc relating to the many cultures represented in our Preschool at Harrison
<ul style="list-style-type: none"> • Children are effective communicators <ul style="list-style-type: none"> ○ Children interact verbally and non-verbally with others for a range of purposes ○ Children express ideas and make meaning using a range of media 	<ul style="list-style-type: none"> - actively engage in music activities - choose and display work in the classroom - share creative works with peers and family 	<ul style="list-style-type: none"> - class musical activities, combined Preschool classes musical presentation at Junior School assembly and/or end of year concert - analyse famous artworks from varying cultures including: Japanese ink, New Zealand carvings by addressing what they like, dislike and how it makes them feel? - creating a class art gallery, community murals - invite children to choose own artwork for art/portfolios and design displays for the walls - explore different pieces of music: what can you hear? How does it make you feel? - children talk about their own and others creations
<ul style="list-style-type: none"> • Children have a strong sense of wellbeing <ul style="list-style-type: none"> ○ Children become strong in their social and emotional wellbeing • Children have a strong sense of 	<ul style="list-style-type: none"> - build on their own social experiences to explore other ways of being - respond to challenging situations in a socially appropriate way (e.g. ask for help, move away from the situation, and negotiate during conflict) - remain accessible to others at times of distress, confusion and frustration - choose to play with friends who demonstrate 	<ul style="list-style-type: none"> - class expectations in the context of class discussions for expectations - a rich and engaging environment with diverse activities, visuals, props, small toy play - incidental chats and recognition of positive behaviours. - small and large group play

<p>identity</p> <ul style="list-style-type: none"> ○ Children develop their emerging autonomy, interdependence, resilience and sense of agency ○ Children learn to interact in relation to others with care, empathy and respect <p>• Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> ○ Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights necessary for active community participation ○ Children respond to diversity with respect ○ Children become aware of fairness 	<p>acceptable social actions</p> <ul style="list-style-type: none"> - explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings <p>practise inclusive ways of achieving coexistence</p> <ul style="list-style-type: none"> - become aware of ways in which people are included or excluded from physical and social environments - are empowered to make choices and problem solve to meet their needs in particular contexts -begin to think critically about fair and unfair behaviour 	<ul style="list-style-type: none"> - shared box constructions - smartboard activities - opportunities to explore rules and expectations through dramatic play: for example, safe play with toy swords (pirates), dinosaurs in the doll house, a fairy in the midst of Knights in a castle. Giving a chance to talk about what is kind behaviour, what constitutes fair - reading stories such as 'Ugly Fish' and 'Giraffes Can't Dance'
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