The Working in Early Childhood program is a set of learning materials that introduces the foundational knowledge and skills required to work with young children and their families in a range of early years settings.

Aspects of child development, play and learning, health, safety, nutrition and communication are facilitated through the completion of workplace based tasks that include the preparation and implementation of regular play activities for young children.
Program Overview

Book 1
- Child development
- Preparing play activities for children
- Safety at play

Book 2
- Observation and planning for play activities
- Food and nutrition, child health and hygiene
- Child development – language and communication development

Book 3
- Babies and infants
- Inclusive early childhood environments and inclusive activities
- Readiness for kindy

Book 4
- Stages of play, communicating with children
- Children and families, culture and diversity
- Putting it all together – programming and working in early childhood settings
<table>
<thead>
<tr>
<th>Session topic</th>
<th>Workplace activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Child development: Learning through play</td>
<td>2.1 Painting</td>
<td>6</td>
</tr>
<tr>
<td>2.2 Observing and planning play activities</td>
<td>2.2 Home Corner</td>
<td>18</td>
</tr>
<tr>
<td>2.3 Healthy and nutritious food. Preparing and handling food</td>
<td>2.3 Morning Tea</td>
<td>34</td>
</tr>
<tr>
<td>2.4 Healthy eating for children</td>
<td>2.4 Cooking</td>
<td>50</td>
</tr>
<tr>
<td>2.5 Children’s health and hygiene</td>
<td>2.5 Making Pizzas</td>
<td>62</td>
</tr>
<tr>
<td>2.6 Language development through play</td>
<td>2.6 Music and Singing</td>
<td>76</td>
</tr>
<tr>
<td>2.7 Language and literacy development through story time</td>
<td>2.7 Story Time</td>
<td>88</td>
</tr>
<tr>
<td>2.8 Linking play activities</td>
<td>2.8 Play Event</td>
<td>103</td>
</tr>
</tbody>
</table>
In this session you’ll learn that:

- children learn while they are playing
- the milestones of development in each domain of child development are helpful in selecting play activities for children
- play activities are selected to encourage children’s learning

**Early Years Learning Framework links:**

- *Practice: Learning through Play*
- *Outcome 1: Children have a strong sense of identity: children develop knowledgeable and confident identities*

**You’ll show you’ve learnt this by:**

- completing Planning Notes 2.1
- preparing and carrying out Activity 2.1: Painting
- completing Workplace Activity Record 2.1
- storing any photos from this activity in your evidence portfolio

**Foundation skills in the workplace:**

- *Planning and Organising: preparing and carrying out the painting activity with children*
- *Writing: the Planning Notes for each session 2.1 – 4.8*
Learning notes 2.1

Child Development – Review

Children can learn new things every day in every activity that they do. Children learn by:

- watching others
- copying others
- doing things for themselves.

In Learners Workbook 1, you learnt that:

- children’s development from birth, and during their first few years, provides the foundation for their development throughout their life.
- child development is about how children grow and learn as they get older.
- children develop skills across the physical, social, emotional, cognitive and language domains.
- there are ‘milestones’ of development – skills that children have usually developed by a certain age.
- as children learn skills in each area of development they are then ready to learn the next skills for that area of development.
Learning through Play

Children learn and develop new skills while they play. Setting up play activities, where children can learn and develop new skills while they are playing, is one of the main roles for early childhood educators.

Example:

In most Book 1 sessions there was a page called ‘Learning through Play’ and a section called ‘What are the children learning while they are playing?’

One activity was playdough, and while the children were enjoying playing with the playdough, they were learning about how to use playdough and practising skills such as cutting and rolling and sharing equipment.

Playdough was the play activity chosen to provide opportunities for the children to develop those skills – to learn while they were playing.

To select the best activities for children, early childhood educators need to know:

• what stage of development the children are at
• what skills they are using
• what is the next step in that domain of development (from milestone lists) – what skills they are ready to learn
• what play activities would enable children to learn those skills

Once they know these things for a child, the early childhood educators can prepare those play activities for the children to enjoy.
Encouraging children to play

As an early childhood educator in training, these workbooks will enable you to plan and prepare play activities for children that will encourage their holistic development, by:

• watching what children are doing while they are playing
• working out what skills they are ready to develop and learn
• providing play activities where they can learn / practise new skills

All children need encouragement. Encouragement helps children feel good about themselves and gives them confidence to join in and try new activities.

Some children have the confidence to try new activities and do things by themselves. These children need encouragement to keep trying and receive recognition when they do well. Other children may be shy and not used to joining in or trying out new things. They may choose to just help an adult with the activity or to watch others. These children need encouragement and support to give them the confidence to become involved in the activity.

So how can early childhood educators select play activities that will encourage children to learn while they are playing?

• Set up activities in an inviting play environment
• Provide activities that the children enjoy, that they are interested in and that match each child’s development
• Provide activities that offer children choice within an activity
• Allow time for the children to enjoy these activities
• Provide encouragement and support as they enjoy the activities
## Word list 2.1

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>creche</td>
<td></td>
</tr>
<tr>
<td>development</td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
<tr>
<td>physical</td>
<td></td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
</tr>
<tr>
<td>encouragement</td>
<td></td>
</tr>
<tr>
<td>cognitive</td>
<td></td>
</tr>
<tr>
<td>language</td>
<td></td>
</tr>
<tr>
<td>creative</td>
<td></td>
</tr>
<tr>
<td>equipment</td>
<td></td>
</tr>
<tr>
<td>caregivers</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.1 Painting

Painting is an enjoyable activity for all children. It allows children to develop at their own level.

Preparation:
• Negotiate with staff where and when you will do the activity in the early childhood setting, and with which children (and parents)
• Read ‘Learning through Play – Painting’
• Select painting activities to match the children’s development. Consider what equipment will you need? What will you do with the paintings? How many children will paint at one time?
• Use Planning Notes 2.1 to plan the activities

Doing the activity:
• Set up the activities and then help the children with activities
• Watch how the children show interest and enjoy the activity and how they interact during their painting time

Follow up to the activity:
• Pack away and clean up the activity area
• Complete Workplace Activity Record 2.1
• Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
Learning through play

Painting

Ages of children:
Any age – with adult help as needed

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children develop knowledgeable and confident identities...
from LO 1

What are the children learning while they are doing painting?

Physical development – fine motor skills:
• using their fingers and hands – holding brushes and equipment

Social and/or emotional development:
• watching others painting
• sharing the equipment, taking turns
• feeling good about what they do – being encouraged

Cognitive development:
• thinking about what they will do, looking at what others do

Language development:
• talking about what they are doing
• listening to others talk about what they are doing
• following instruction
Workplace Activities in Learner’s Workbook 2:

To extend the evidence of your workplace skills, Workbook 2 (and Workbooks 3 and 4) have additional Planning Notes for each session. The Planning Notes give you the opportunity to document how you will do the activity with the children.

Example:

The activity for Session 2.1 is painting and your task is to select the painting activities so that while the children are enjoying doing the painting they also have an opportunity to learn, develop and practice new skills. To do this you will need to know what each child can do already, what they enjoy and what activities could be provided to encourage their development.

Once you have selected the activity, complete Planning Notes 2.1 before you do the activity with the children.
## Planning notes 2.1

<table>
<thead>
<tr>
<th>Activity title:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Location:</th>
</tr>
</thead>
</table>

### Preparing for the activity:

- selecting the activity

- how many children? What are their stages of development?

- purpose for the activity

- equipment and materials needed (do you need to try the activity first?)
Planning notes 2.1

Doing the activity:

1 How will you set up the activity?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2 How will you introduce the activity to the children?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3 How will you finish the activity with the children?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4 What do you need to do to clean and pack up the activity area?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Draw how the activity will be set up:
2.1 Child development

Workplace activity record 2.1

Activity title:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>No. of Children</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Location:

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 2.1

4 Doing the activity:
Things that worked well during the activity

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Things that I’d change for next time

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity ☐
Session 2.2
Observing and planning play activities

In this session you’ll learn to:
• make observations of children at play
• use these observations as a basis for planning activities for children

Early Years Learning Framework links:
• Principle 5: Ongoing learning and reflective practice
• Practice: Responsiveness to children; Holistic approaches
• Learning Outcome 1: Children have a strong sense of identity – children learn to interact in relation to others with care, empathy and respect

You’ll show you’ve learnt this by:
• completing Planning Notes 2.2
• preparing and carrying out Activity 2.2 – Home Corner
• completing Workplace Activity Record 2.2
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Learning: finding out about children’s interests
• Writing: documenting observations of children’s play
Learning notes 2.2

Information gathering and planning

Providing play activities and experiences to encourage children’s development is one of the main purposes of early childhood programs.

But...

• How do you know what children are learning while they are playing?

• How do you know if they have achieved milestones in their development and are ready for the next skills?

• How do you decide what play activities will encourage the children and will help them to learn new skills?

There are many ways to answer these questions, but one way is for early childhood educators to watch children while they play and then use what they have noticed to select activities that are just right for the children. Watching something closely over time, and for a particular purpose, is called observation.
Observing children at play

When you observe children, you watch them closely to identify what they are doing and the skills that they use.

At early childhood settings, children can be observed playing in a range of activities. Looking at and thinking about (observing) what we see children doing at any one time can give you an idea of what the child is likely to enjoy next.

Early childhood educators observe children at play so that they can plan appropriate activities for the children – activities that are interesting and are at the right level of development for each child.

An educator observes that a child enjoys playing with playdough independently. The educator might select different materials to use with the playdough to encourage the child to try to make new things with the playdough.

Example:

An educator observes that a child always waits for someone else to make something in playdough for them. The educator may plan a different playdough activity for a group of children so that this child and all the other children are encouraged to each make one part of a shared activity.
Planning for observation times

Early childhood educators watch children while they are playing all the time – watching what each child can do, what they like doing and what skills that they are using.

Sometimes it is helpful to plan regular times to observe a child. This could happen once a month perhaps and in this way you are more likely to see changes in the child’s development over time.

Example:

One month an early childhood educator observes a child’s fine motor skills and notices that the child can snip paper with scissors. The next month the planned activities may include cutting on straight lines to extend the child’s skills with scissors.

Documenting observations:

Early childhood educators write down their observations of children - either during the observation time or straight after it. Later in this session, an ‘observation record form’ is provided to use for recording observations.

These written observations may then be part of conversations with other early childhood educators so that the most appropriate activities are planned for the children.

Because different people often see the same things in different ways it can be very helpful for a group of educators to share what they observe. This can ensure that the best play activities are being planned for each child.
Planning and Doing and Reviewing

The activities that are planned are based on the observations that you and your co-workers have made about the children’s developmental interests and needs.

In early childhood settings, as in every educational setting, educators use this **planning / doing / reviewing** cycle every day to enable them to continually plan for the next set of activities for children.

Observing children is part of the ‘doing’ and ‘reviewing’ each day and is the basis for your planning.

It’s like a circle – it keeps on going around:

- **you plan** something
- **you do** it
- **you ‘review’** it – you **observe** what the children do, how it all worked, thinking about it and use that thinking to **plan the next activity**…
Observation
What do we look for when we observe children at play?

Some things you may notice:

About the child:
- what they are doing
- what they like to do
- how they are doing the activity
- who they are playing with
- what they are talking about
- if they can do the activity by themselves

About the child’s developmental skill:

Social skills: sharing, taking turns and working with others?
Cognitive skills: solving problems? Trying things out themselves?
Language skills: listening, following instructions, talking about their activity
Physical skills: holding brushes, using scissors, kicking a ball

About the group of children:
- are they all joining in
- is there enough equipment for them all

About the activity:
- is it too hard / too easy for the child?
- is the equipment prepared?

About the play environment:
- is there enough room for the activity?
- is it a safe play environment?
- are there enough adults to supervise, help and encourage the children?
<table>
<thead>
<tr>
<th><strong>Person observing:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Child / children observed:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Observations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The child:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The child’s use of skills:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>About the children:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>About the activities:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>About the play environment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Word list 2.2

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>observing</td>
<td></td>
</tr>
<tr>
<td>noticed</td>
<td></td>
</tr>
<tr>
<td>decide</td>
<td></td>
</tr>
<tr>
<td>happening</td>
<td></td>
</tr>
<tr>
<td>situations</td>
<td></td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
<tr>
<td>instructions</td>
<td></td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>prepared</td>
<td></td>
</tr>
<tr>
<td>describe</td>
<td></td>
</tr>
<tr>
<td>suitable</td>
<td></td>
</tr>
<tr>
<td>review</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.2 Home corner

Children’s development happens across all domains when they are playing – their learning is holistic. Home corner activities provide excellent holistic play opportunities.

Preparation:

- This activity has two parts –
  1. observe children during home corner play and document your observations
  2. use these observations to make a home corner activity for the children on a following day

- Negotiate with staff where and when you will observe the children and then do the following activity and with which children

- Read ‘Learning through Play – Home Corner’

- Read through ‘Observation: what to look for when you are observing children at play’. Prepare the observation record form and document your observations of the children at play

- Discuss these observations with your facilitator and the early childhood setting staff and decide together on the home corner activities that you will set up, based on these observations
Activity 2.2 Home corner

- Plan your activity using Planning Notes 2.2. If your early childhood setting doesn’t have a home corner, perhaps you could make one out of large cardboard boxes

Doing the activity:
- Gather the equipment, set up the new activity and introduce it to the children
- Watch the children play, taking photos and observing the children interacting with each other in the home corner area
- Finish the activity at the right time with the children and encourage them to pack things away if necessary

Follow up to the activity:
- Pack away and clean up the activity area
- Complete Workplace Activity Record 2.2
- Document your observations of the children’s play during this activity on a second ‘Observation Record’ form. Do you notice any differences to your previous set of observations?
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
Ages of children:
Usually about 2 years of age, but younger if an adult is with them

Domains of development:
Physical development
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children learn to interact in relation to others...
from LO 1

What are the children learning while they are playing in the home corner?

Physical development – fine motor skills:
• opens and closes equipment, holds things firmly

Social and/or emotional development:
• playing with others, sharing, working together
• enjoying being part of a group

Cognitive development:
• thinking about what they will do
• pretending to take on mother / father roles
• organising items, setting up areas

Language development:
• talking about what they are doing
• listening to others talk about what they are doing
• negotiating roles and activities with other children
Planning notes 2.2

Activity title:

Date:    Time:    Location:

Preparing for the activity:
- selecting the activity

- how many children? What are their stages of development?

- purpose for the activity

- equipment and materials needed (do you need to try the activity first?)
Planning notes 2.2

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 2.2

Activity title:

Date: Time: No. of Children Adults

Location:

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
4 Doing the activity:
Things that worked well during the activity

Things that I’d change for next time

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
Session 2.3
Healthy and Nutritious Food
Preparing and handling food

In this session you’ll learn to:
• select healthy and nutritious food for children at playgroups and early childhood settings
• prepare food in a safe and hygienic way

Early Years Learning Framework links:
• Practice: Holistic Approaches
• Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing

You’ll show you’ve learnt this by:
• completing Planning Notes 2.3
• preparing and carrying out Activity 2.3 – Morning Tea with children
• completing Workplace Activity Record 2.3
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Reading: Safe food handling routines and ‘Healthy Eating’ posters
• Numeracy: measuring food quantities for morning tea
Learning notes 2.3

Healthy and nutritious food for children

Meal times at your early childhood setting provide an opportunity for children to learn what are healthy foods and how to make healthy food choices.

At playgroups, meal time is usually morning tea. At child-care centres, there may be morning tea, lunch and perhaps an afternoon snack too.

There are a number of things to consider when selecting food for children at your early childhood setting.

The food provided should:

- contain the nutrients that each child needs to grow and develop well
- cater for children of all ages and all dietary needs
- be available and affordable in the local community

Healthy foods with the right mix of nutrients are very important for a young child’s growth and development.

Nutrients are chemicals that our bodies need to live, grow and keep healthy. We get nutrients from the food we eat. Nutrients support the growth and health of different parts of the body.
The **nutrients** that are important for growth are:

- Proteins
- Carbohydrates
- Minerals
- Vitamins
- Fibre

For healthy physical development, it is important that children have a **balanced diet**. This means that children should eat foods from each food group each day, so that they get enough of all the different nutrients.

This is important to remember when providing food for children in early childhood settings at morning tea or meal times – so that the food will always be healthy and nutritious for the children.

Health professionals have identified five food groups that meet daily nutritional requirements. The ‘Australian Guide to Healthy Eating’ charts (see the following pages) shows the range of healthy food that will supply your body with the nutrients that it needs. For educators working in Indigenous communities, the ‘Aboriginal and Torres Strait Islander Guide to Healthy Eating’ is also included.
Use small amounts

Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Fruit

Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties

Vegetables and legumes/beans

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.
Aboriginal and Torres Strait Islander Guide to Healthy Eating

Eat different types of foods from the five food groups every day.

- **Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties**
- **Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans**
- **Vegetables and legumes/beans**
- **Milk, yoghurt, cheese and/or alternatives, mostly reduced fat**
- **Fruit**
- **Drink plenty of water**
- **Use small amounts**
- **Only sometimes and in small amounts**

2.3 Healthy and nutritious food
Preventing and handling food

It is important that good quality nutritious food is selected for children at playgroups and early childhood settings.

It is also very important that all food is prepared in a safe and hygienic way - you don’t want anyone to get sick from eating the food.

In early childhood settings such as child care centres, there is usually a person who is responsible for preparing and serving all the food for the children – perhaps a cook, a chef or a kitchen manager.

In early childhood settings such as playgroups, adults may take turns to prepare the food, or there may be one person who is responsible for preparing and serving the food each session.

The following posters show safe and hygienic ways to prepare and serve food.
Preparing and handling food

The food preparation area:

• For good hygiene, clean and rinse equipment and benches with warm soapy water
• To keep germs out, don’t let animals or flies into the kitchen area
• For safety reasons, keep the children out of the kitchen area

The person:

• **Wash your hands first and wear gloves while preparing food.**
• If you have long hair, tie it back so hair does not fall into the food
• To keep clean, have the person preparing the food wear a clean apron or covering
• No smoking in the food area, this is very unhygienic

The food:

• Choose good quality, fresh food so the children receive healthy and nutritious foods
• Keep the food fresh, by covering and storing it in a store cupboard, fridge or freezer
• Correctly prepare the food, wash it thoroughly and cook it well
Serving the food:

- Place the food out nicely because food that looks good to eat will be eaten
- Choose appropriate plates and bowls to serve the food on
- Make sure children have washed their hands before sitting down to eat
- Choose an appropriate place to serve the food like a little table or in a circle on the floor
- The children may help to serve the food as this is an opportunity for them to practise their independent skills

Cleaning up:

- When the children have finished eating, collect the plates cups etc and clear the tables/ mats. The children may help with this
- Store all food safely
- Rubbish in bins
- All food preparation equipment, benches and tables washed with warm soapy water and rinsed
- All dishes washed and put away
- Floors swept
- Lists made of any items that need to be bought
- Menus filed
- Menus prepared for the next day / week – chart made for each day
## Word list 2.3

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>allergy / allergies</td>
<td></td>
</tr>
<tr>
<td>requirements</td>
<td></td>
</tr>
<tr>
<td>germs</td>
<td></td>
</tr>
<tr>
<td>morning tea</td>
<td></td>
</tr>
<tr>
<td>nutritious / nutrients</td>
<td></td>
</tr>
<tr>
<td>medical condition</td>
<td></td>
</tr>
<tr>
<td>coeliac disease</td>
<td></td>
</tr>
<tr>
<td>diabetes</td>
<td></td>
</tr>
<tr>
<td>ingredients</td>
<td></td>
</tr>
<tr>
<td>menu</td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
</tr>
<tr>
<td>food handling processes</td>
<td></td>
</tr>
<tr>
<td>equipment</td>
<td></td>
</tr>
<tr>
<td>quality</td>
<td></td>
</tr>
<tr>
<td>disinfected</td>
<td></td>
</tr>
<tr>
<td>conversation</td>
<td></td>
</tr>
<tr>
<td>enjoyable</td>
<td></td>
</tr>
<tr>
<td>hygienic / hygiene</td>
<td></td>
</tr>
<tr>
<td>culture / cultural</td>
<td></td>
</tr>
</tbody>
</table>
Food provided at morning tea shows how healthy and nutritious food can be enjoyed by children. The morning tea routine also provides excellent opportunities for children’s social, emotional and language development – especially when the parents or educators are sitting with the children while they are having morning tea. Morning tea time is an enjoyable time that everyone can share together.

Preparation:

- The activity is to prepare a healthy and nutritious morning tea and serve it to the children
- Negotiate with staff where and when you will do the activity in the early childhood setting, and with which children (and parents)
- Read ‘Learning through Play – Morning Tea’ to find out what the children may learn
- Discuss with staff what food would be appropriate for the children, making sure that no children have any allergies to the chosen food
- Discuss with the staff the buying of the food, the time to prepare it and the usual routine for morning tea with the children
- Plan your activity using Planning Notes 2.3, including a ‘morning tea menu’ chart
Activity 2.3 Morning tea

- Follow the notes from: ‘Preparing and handling foods’, to prepare the morning tea food for the children
- Take photos of the prepared food (and later take photos of the children enjoying their morning tea)

Doing the activity:
- Make sure the children have washed their hands and are sitting ready for their food
- Serve the children and stay with them, enjoying the social time of morning tea together
- Observe the children as they eat, talk and enjoy their time together

Follow up to the activity:
- When the children have finished eating, clear and clean up the morning tea area
- Follow the ‘Cleaning Up’ section of the ‘Preparing and Handling Food’ notes and make sure the kitchen area is spotlessly clean
- Complete Workplace Activity Record 2.3
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
Learning through play
Making Morning Tea

Ages of children:
All ages once children are on solid food

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children take increasing responsibility for their own health and wellbeing...
from LO 3

What are the children learning while they are enjoying morning tea together?

Physical development – fine motor skills:
• using their hands for holding cups
• eating independently

Social and/or emotional development:
• helping each other at morning tea, being part of a group
• enjoying each other’s company
• feeling good about being helpful

Cognitive development:
• learning about healthy foods that they like to eat
• confidence in participating in the morning tea routines

Language development:
• talking and listening to others during morning tea time
• following instructions
Planning notes 2.3

Activity title:

Date:      Time:              Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 2.3

Doing the activity:

1. How will you set up the activity?
   
2. How will you introduce the activity to the children?
   
3. How will you finish the activity with the children?
   
4. What do you need to do to clean and pack up the activity area?
   
Draw how the activity will be set up:
### Workplace activity record 2.3

<table>
<thead>
<tr>
<th>Activity title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Location:</td>
</tr>
</tbody>
</table>

#### 1 My role in the activity

#### 2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

#### 3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 2.3

4 Doing the activity:
Things that worked well during the activity

Things that I’d change for next time

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
Session 2.4
Healthy Eating for Children

In this session you’ll learn about:
• the nutritional value of food groups for the body
• the nutritional needs of children at various ages
• writing menus for early childhood sessions

Early Years Learning Framework links:
• Principle 4: Respect for diversity
• Learning outcome 3: Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing

You’ll show you’ve learnt this by;
• completing the Planning Notes 2.4
• preparing and carrying out Activity 2.4 – Cooking with children
• completing Workplace Activity Record 2.4
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Numeracy: measuring, deciding on quantities for cooking activity
• Reading and Writing: reading recipes, writing menus
Learning notes 2.4

Healthy foods for growing children

Children’s nutritional needs change as they grow older.

Early childhood educators should make sure that there are healthy food options for children of different ages. All the food options should provide the best nutrient mix to help with the child’s growth and development.

Example:

For the first 4 - 6 months babies need breast milk, as breast milk has all the nutrients that are needed for good development.

Toddlers, children from 1 – 2 year olds, begin to eating solid foods so that they get their nutrients from a wide range of foods.

Healthy foods have nutritional value, and assist growth and development. Some of these foods are shown on the ‘Healthy Eating’ posters in session 2.3.

Whenever food is offered to children at your early childhood setting, at morning tea, at lunch time and during cooking activities – it is a valuable opportunity for children to learn about healthy foods and how to make healthy food choices.

Websites such as www.raisingchildren.net.au and www.health.gov.au have excellent lists of food recommended for children of various ages. Information from these websites could be helpful in your selection of appropriate food for children at your early years setting.
Unhealthy foods are foods that have a lot of fat and sugar in them and may have only small amounts of nutritional value, if any.

Example: Unhealthy foods include potato chips, soft drinks, lollies, fatty take away foods, ice cream and cakes

Eating too much of these unhealthy foods can lead to illnesses such as diabetes, heart disease and high blood pressure.

Planning meals

Talking with families about food for their children:

It is important to talk with parents / caregivers about the food that is offered to children at meal times.

This is so you can find out:

• any allergies to foods, such as peanuts or milk products
• a medical condition that affects what they can eat, such as celiac disease or diabetes.
• likes and dislikes of food – to cater for their interests, but also to encourage them to try new foods
• cultural and family issues that affect children’s food choice
Planning meals – menus:

In many early childhood settings, a menu is made for each session. Staff may write the menu on a poster each day, often adding a photo of each food.

The parents can see the menu each day too and know what their child will be eating. The menu can also give the parents ideas for healthy food that they can provide for their child at home.

In session 2.3 you were asked to write the menu for the morning tea activity.

As a group activity for session 2.4, write a menu for the week for your early childhood setting’s meal times. Make it an attractive menu to put on the wall for everyone to see.

You will need to consider:

- the ages of the children at your setting
- the healthy food that is suitable for each child
- any particular allergies of children so that you need to avoid certain foods
- the availability of food in the local shops
- who will pay for the food / buy the ingredients
- who will prepare the food
- the resources available in the kitchen area to make the food
### Word list 2.4

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nutrients</td>
<td></td>
</tr>
<tr>
<td>proteins</td>
<td></td>
</tr>
<tr>
<td>carbohydrates</td>
<td></td>
</tr>
<tr>
<td>minerals</td>
<td></td>
</tr>
<tr>
<td>vitamins</td>
<td></td>
</tr>
<tr>
<td>balanced diet</td>
<td></td>
</tr>
<tr>
<td>nutritional value</td>
<td></td>
</tr>
<tr>
<td>diabetes</td>
<td></td>
</tr>
<tr>
<td>heart disease</td>
<td></td>
</tr>
<tr>
<td>high blood pressure</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.4 Cooking

Regular cooking activities with young children (and parents) provide opportunities for children to learn about healthy and nutritious foods at the same time as learning about safe and hygienic food preparation routines.

Sharing in cooking activities and then eating the food together always seems to make everyone feel included and happy too!

Preparation:

• Negotiate with staff where and when you will do the activity and with which children (and parents)
• Read ‘Learning through Play – Cooking’
• Select the appropriate food for a shared cooking activity
• Check that the food is suitable for all the children (are there any allergies to consider?)
• Plan the activity, using Planning Notes 2.4 – listing the ingredients and writing the recipe – Do you need to try out the recipe first? What quantities of ingredients will you need? Will the children take the food home or will it be part of a meal time at the early childhood setting?
• How many children will be cooking? How could each child make their own food - it isn’t much fun watching someone else cook! Will an adult help each child?
Activity 2.4 Cooking

Doing the activity:

• After the children have washed their hands and are sitting at tables, introduce the recipe to the children / parents and show them how to add the ingredients step by step. Give them very clear instructions to follow.
• Watch how the children use their skills, show interest and enjoy the activity.
• During the activity talk with the children about the food and about safe food handling routines.

Follow up to the activity:

• When the children have finished cooking, pack away and clean up the activity area, including washing any dishes and cleaning the kitchen too.
• Complete Workplace Activity Record 2.4.
• Date and name photos of the preparation and the children doing the cooking and store them in your evidence portfolio.
Ages of children:
Children aged 1 years and older – watching an adult cook or being assisted by an adult

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children take increasing responsibility for their own health and wellbeing...
from LO 3

What are the children learning while they are cooking?

Physical development – fine motor skills:
• cutting, stirring, pouring

Social and/or emotional development:
• sharing the equipment, taking turns
• cooperating with each other
• feeling happy with what they are doing and pleased with themselves for their successful cooking

Cognitive development:
• thinking about what they are doing, keeping things clean and hygienic
• learning about mixing, measuring and counting ingredients

Language development:
• talking about what they are doing, listening to others, asking questions, following instructions
• learning new descriptive words
Planning notes 2.4

Activity title: __________________________

Date: ________  Time: ________  Location: ________

Preparing for the activity:
• selecting the activity

  ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________

• how many children? What are their stages of development?

  ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________

• purpose for the activity

  ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________

• equipment and materials needed (do you need to try the activity first?)

  ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________
Planning notes 2.4

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 2.4

Activity title:

Date:  Time:  No. of Children  Adults

Location:

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 2.4

4 Doing the activity:
Things that worked well during the activity

Things that I’d change for next time

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
Session 2.5
Children’s Health and Hygiene

In this session you’ll learn about:
• ways of supporting children’s health
• ways to encourage children’s personal hygiene
• health issues affecting children’s development

Early Years Learning Framework links:
• Principle 3: High expectations and equity
• Learning outcome 3: Children have a strong sense of well-being – children take increasing responsibility for their own health and wellbeing

You’ll show you’ve learnt this by:
• completing Planning Notes 2.5
• preparing and carrying out Activity 2.5 – Cooking Pizzas with children
• completing Workplace Activity Record 2.5
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Learning: about the risks and protective factors with children’s health
• Planning and organising: a cooking activity with children and adults
Children’s health and hygiene

Health and hygiene have a direct effect on a child’s development. Every family has the responsibility for their child’s health and development.

Early childhood educators, at playgroups, crèche and early childhood settings, also have a responsibility to support a child’s healthy development.
They can do this by following good hygiene practices and making sure that they have a healthy environment in which children can play.

Children’s health is about:
• their physical health
• their mental and emotional health – their ‘well being’
• living and playing in a hygienic environment

Physical health:

A child’s physical health is about their growth in height and weight and the development of a healthy body. Good physical health is about a body that is growing well and meeting height and weight milestones.

For good physical health a child needs:
• healthy foods and nutrients from a balanced diet
• enough sleep
• immunizations to protect them from diseases
• exercise
• good hygiene to stop the spread of germs.
Mental and emotional health:

Mental and emotional health refers to how a child feels about himself or herself.

Children feel good about themselves when they feel:
- safe and secure
- loved and cared for

Sometimes we may notice things that tell us that a child does not feel safe, loved and cared for. These can range from physical illness for the child through to the child using harmful behaviours.

Children who do not feel good about themselves may find it difficult to enjoy activities. It may also be difficult for the children to get on well (socially) with those around them.

A healthy and hygienic environment:

Living in a healthy environment is very important for a child’s growth and development.

A healthy environment helps prevent the spread of germs and disease and should:
- be free from rubbish – with rubbish removed regularly from around houses, streets, play areas
- have clean water to drink
- have working sewerage
- have safe places for children to live and play

At early childhood settings, healthy practices must always be used to support the healthy development of the child and to ensure a healthy environment in which the child can play.
Local health matters that affect children’s development:

As an early childhood educator you can help to improve the health of the local environment for children.

One very useful thing you can do is to find out if there are any local health concerns that affect the health of the children who you work with.

You could then make sure that your early childhood setting is doing everything it can to improve health conditions for the local children.

You could invite the local child health nurse to visit and talk about health issues with children in your area.

Questions to ask the nurse may include:

• what are the health concerns for young children in the local area?
• what is the local health team doing to encourage the families to support the healthy development of their children?
• what could be done at your early childhood setting to encourage the healthy development of the young children?
Children’s hygiene

Hygiene is the things you do to keep yourself clean. Good hygiene can help stop the spread of germs.

**Example:** Hygiene skills include washing hands, blowing noses, using the toilet correctly and brushing teeth.

Children learn skills by watching and copying others. This is also true for learning personal hygiene skills. As an early childhood educator, you can encourage children to develop and practise their hygiene skills by using good hygiene in everything that you do.

At home, children from a very young age can learn good hygiene skills, by copying those around them and later learning to do the skills by themself.

In an early childhood setting, regular hygiene routines and activities provide very important opportunities for children to develop and practise their personal hygiene skills. They also learn to keep the environment around them clean and hygienic.

The following Community Example describes health and hygiene routines that are used regularly at one playgroup location.
Health time

It is important to get children to know about health – nose blowing, BBC (Breathe Blow Cough) and washing hands. These activities can be part of the playgroup routines and the mums can help the children and show them what to do every day.

– Beryl Jennings

Health time

Playgroup workers choose what activities they want the children to have as part of the playgroup routines every day, such as:

• Teeth Cleaning
• Hand Washing
• Nose Blowing

Sometimes, the clinic staff / Aboriginal Health Worker may visit to:

• meet and talk with the mothers
• show the mothers how to look after their children’s ears and skin
• talk about keeping children healthy

By having ‘health’ activities every day at playgroup, the children are learning about keeping themselves clean and healthy.

– Anne Shinkfield

# Word list 2.5

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>health</td>
<td></td>
</tr>
<tr>
<td>hygiene</td>
<td></td>
</tr>
<tr>
<td>well-being</td>
<td></td>
</tr>
<tr>
<td>factors</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
<tr>
<td>immunization</td>
<td></td>
</tr>
<tr>
<td>germs</td>
<td></td>
</tr>
<tr>
<td>secure</td>
<td></td>
</tr>
<tr>
<td>behaviours</td>
<td></td>
</tr>
<tr>
<td>harmful</td>
<td></td>
</tr>
<tr>
<td>sewerage</td>
<td></td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
</tr>
<tr>
<td>cultures</td>
<td></td>
</tr>
<tr>
<td>locations</td>
<td></td>
</tr>
<tr>
<td>routines</td>
<td></td>
</tr>
<tr>
<td>personal</td>
<td></td>
</tr>
<tr>
<td>issues</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.5 Cooking Pizzas

For this activity the children and the adults will make pizzas together. This is an opportunity to show and talk with the children (and adults) about the importance of selecting healthy and nutritious food and the importance of good hygiene – washing hands and preparing food in a clean place.

Preparation:

- Negotiate with staff where and when you will do the activity and with which children (and parents)
- Read ‘Learning through Play – Cooking pizzas’
- Check that the food is suitable for all the children (are there any allergies to consider?)
- Plan the activity, using Planning Notes 2.5 – listing the recipe, the quantities of ingredients and the equipment required and the number of children doing the cooking
- Set up the cooking area so that it is safe for the children
Activity 2.5 Cooking Pizzas

Doing the activity:

• Before starting, have the children wash their hands.
• When the children are sitting at tables, introduce the recipe to the children/parents and show them how to add the ingredients step by step. Give them very clear instructions to follow.
• Watch how the children use their skills, show interest, talk with each other and enjoy the activity.
• Talk with the children during the activity about the nutritious food, the safe food preparation processes and ways to keep the area clean and hygienic.
• When the children have finished cooking, encourage them to clean up the area and to wash their hands again.
• Prepare the area for them to eat the pizzas when they are cooked.

Follow up to the activity:

• Pack away and clean up the activity area, washing any dishes and cleaning the kitchen area.
• Complete Workplace Activity Record 2.5.
• Date and name photos of the preparation and the children doing the cooking and store them in your evidence portfolio.
Learning through play
Cooking Pizzas

Ages of children:
Ages of children: 2-4 years of age with adult help. Younger children can watch parents cook.

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children take increasing responsibility for their own health and wellbeing...
from LO 3

What are the children learning while they are making the pizzas?

Physical development – fine motor skills:
• cooking skills of pouring, cutting, placing, rolling and mixing

Social and/or emotional development:
• sharing equipment, working with others
• working as part of a group
• enjoying the activity together

Cognitive development:
• learning about how to prepare food safely and hygienically
• learning how to make pizza dough

Language development:
• following instructions, asking questions, talking about what they do
• learning about words and concepts – measuring, more and less, stir and mix, before and after

Ages of children: 2-4 years of age with adult help. Younger children can watch parents cook.

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children take increasing responsibility for their own health and wellbeing...
from LO 3

What are the children learning while they are making the pizzas?

Physical development – fine motor skills:
• cooking skills of pouring, cutting, placing, rolling and mixing

Social and/or emotional development:
• sharing equipment, working with others
• working as part of a group
• enjoying the activity together

Cognitive development:
• learning about how to prepare food safely and hygienically
• learning how to make pizza dough

Language development:
• following instructions, asking questions, talking about what they do
• learning about words and concepts – measuring, more and less, stir and mix, before and after
Planning notes 2.5

Activity title:

Date:        Time:        Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 2.5

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
**Workplace activity record 2.5**

<table>
<thead>
<tr>
<th>Activity title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Location:</td>
</tr>
</tbody>
</table>

1 **My role in the activity**

2 **Children’s response to the activity**
What did you see the children learning through this activity?

Did they enjoy the activity?

3 **EYLF – Early Years Learning Framework**
How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 2.5

4 Doing the activity:
Things that worked well during the activity


Things that I’d change for next time


5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?


6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity
In this session you’ll learn about:

- milestones in children’s language development
- activities to encourage the development of children’s language skills

**Early Years Learning Framework links:**

- *Practice: Holistic approaches*
- *Learning outcome 5: Children are effective communicators – children interact verbally and non-verbally with others*

You’ll show you’ve learnt this by:

- making a chart to show milestones of language development at the different ages for children
- completing Planning Notes 2.6
- preparing and carrying out Activity 2.6: Music and Singing
- completing Workplace Activity Record 2.6
- storing any photos from this activity in your evidence file

**Foundation skills in the workplace:**

- *Planning and Organising: preparing and carrying out the music activity with children*
- *Writing: making a poster for the song words, making a chart for Language developmental milestones*
Learning notes 2.6

Developing language skills

The development of language and communication skills is part of a child’s cognitive development.

Language is the basis for the cognitive skills of thinking, learning, problem-solving and communicating with others.

During play activities children use and develop their language skills by talking and listening, asking questions, thinking, pretending, problem solving and working out what to do.

Children learn and develop new skills while they play, and it is the same with the development of language skills – children develop skills in language while they are playing.

Early childhood educators select play activities to encourage the development of children’s language skills by:

• observing the children playing and listening to the language skills that the children are using

• checking out the milestone lists to identify the activities for children around each age

• providing play activities that encourage children to develop new language skills
Language Development, Singing and Music

Singing and music are great activities to encourage all areas of children’s development, particularly language development. Babies can hear sounds even before they are born, and can recognise the sound of their mum’s voice. Young babies enjoy listening to lullabies. At about six months of age they begin experimenting with their own voices by babbling and laughing to make different sounds. By the time they are one year old, children often try to sing the words to simple, familiar songs.

Toddlers enjoy making sounds with objects and instruments and they often start singing when they are playing. Older children have a larger vocabulary and know many songs and they enjoy activities and games where the children sing together.

When a child hears singing, or joins in with singing, they are hearing and using language. You can sing every day with children, during daily routines such as changing a child’s nappy, putting a child to sleep, or helping children to wash their hands. It’s good to repeat songs many times during the day so that the children will get familiar with the words in the songs.

Singing helps children to increase their vocabulary and learn about different concepts.

If you sing the song “1, 2, 3, 4, 5 Once I caught a fish alive” the children learn about numbers and counting. They also enjoy songs with rhythm and rhyme, like “Twinkle twinkle little star, how I wonder what you are”.

Example:
Children develop their memory and listening skills when they listen to a song as they try to learn the words and remember them to sing to the family at home. Listening and remembering are very important skills for the development of language.

Some children may have favourite songs that they sing at home with their family. You can ask families to teach you these songs so that you can sing them at playgroup or child care. This helps the child to feel important and have a sense of belonging. Sometimes children can even learn songs in another language, which makes them feel very important!

Sharing in singing activities each day with children is a great way of encouraging the development of their language. However, these activities will also support children’s development across all the domains – and it is an activity that provides great enjoyment for everyone.
Talk with the children, listen to what they say and encourage them to talk about what they are doing.

Activities that encourage children’s language development:

Playing and talking during activities:
- Block play
- Sand and water play
- Home corner play
- Construction play
- Exploring activities

Talking about things:
- Show and tell
- Photo books
- Sharing stories

Stories, songs and printed words:
- Singing and music
- Telling stories
- Puppets
- Printed words – eg names on art work
## Word list 2.6

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>language</td>
<td></td>
</tr>
<tr>
<td>home language</td>
<td></td>
</tr>
<tr>
<td>understand</td>
<td></td>
</tr>
<tr>
<td>problem-solving</td>
<td></td>
</tr>
<tr>
<td>second language</td>
<td></td>
</tr>
<tr>
<td>compare</td>
<td></td>
</tr>
<tr>
<td>questions</td>
<td></td>
</tr>
<tr>
<td>model</td>
<td></td>
</tr>
<tr>
<td>instruments</td>
<td></td>
</tr>
<tr>
<td>music</td>
<td></td>
</tr>
<tr>
<td>traditional</td>
<td></td>
</tr>
</tbody>
</table>
Singing is an excellent language development activity both in the home language and in English. The children will learn and remember the new words in the songs.

Preparation:
- Negotiate with staff where and when you will do the activity and with which children (and parents)
- Read ‘Learning through Play: Music and Singing’
- Select the songs to sing: action songs, language songs
- Complete Planning Notes 2.6 and write the words for the songs on charts to leave at the playgroup / early childhood setting

Doing the activity:
- Set up the activity and encourage the children / parents to participate
- Watch how the children show interest and interact during the activity

Follow up to the activity:
- Pack away and clean up the activity area
- Complete Workplace Activity Record 2.5
- Date and name photos of the preparation and the children singing
Learning through play

Singing songs

Ages of children:
All ages from a few months old. Around 2 the children will join in with the words.

Domains of development:
Physical development – fine motor skills:
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children interact verbally and non-verbally with others...
from LO 5

What are the children learning while they are singing songs?

Physical development – fine motor skills:
• fine motor skills – clapping hands
• gross motor skills – moving / dancing to the music

Social and/or emotional development:
• feeling happy as they enjoy everyone singing and playing together
• knowing that they are part of the group – that it is good

Cognitive development:
• remembering the words of the songs

Language development:
• following instructions singing the songs
• talking and listening

Learning through play

Singing songs

Ages of children:
All ages from a few months old. Around 2 the children will join in with the words.

Domains of development:
Physical development – fine motor skills:
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children interact verbally and non-verbally with others...
from LO 5

What are the children learning while they are singing songs?

Physical development – fine motor skills:
• fine motor skills – clapping hands
• gross motor skills – moving / dancing to the music

Social and/or emotional development:
• feeling happy as they enjoy everyone singing and playing together
• knowing that they are part of the group – that it is good

Cognitive development:
• remembering the words of the songs

Language development:
• following instructions singing the songs
• talking and listening

Learning through play

Singing songs

Ages of children:
All ages from a few months old. Around 2 the children will join in with the words.

Domains of development:
Physical development – fine motor skills:
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children interact verbally and non-verbally with others...
from LO 5

What are the children learning while they are singing songs?

Physical development – fine motor skills:
• fine motor skills – clapping hands
• gross motor skills – moving / dancing to the music

Social and/or emotional development:
• feeling happy as they enjoy everyone singing and playing together
• knowing that they are part of the group – that it is good

Cognitive development:
• remembering the words of the songs

Language development:
• following instructions singing the songs
• talking and listening
Planning notes 2.6

Activity title:

Date: Time: Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 2.6

Doing the activity:

1 How will you set up the activity?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

2 How will you introduce the activity to the children?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

3 How will you finish the activity with the children?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

4 What do you need to do to clean and pack up the activity area?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Draw how the activity will be set up:
### Workplace activity record 2.6

<table>
<thead>
<tr>
<th>Activity title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Location:</td>
</tr>
</tbody>
</table>

**1 My role in the activity**

---

**2 Children’s response to the activity**

What did you see the children learning through this activity?

---

Did they enjoy the activity?

---

**3 EYLF – Early Years Learning Framework**

How was the EYLF link demonstrated for this session during the play activity?
Workplace activity record 2.6

4 Doing the activity:
Things that worked well during the activity


Things that I’d change for next time


5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?


6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity □
In this session you’ll learn:
• that children enjoy looking at books with parents and educators from when they are a few months old
• that children are developing their language skills while they are looking at books and listening to stories
• that story time activities help to prepare children for literacy activities at school
• that young children learn best through their home language
• how to plan and present story time activities for children

Early Years Learning Framework links:
• Principle 4: Respect for diversity
• Practice: Responsiveness to children
• Learning outcome 5: Children are effective communicators – children engage with a range of texts and gain meaning from these texts

You’ll show you’ve learnt this by:
• completing the Planning Notes 2.7
• preparing and carrying out Activity 2.7 Story Time
• completing Workplace Activity Record 2.7
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Oral Communication: reading a story to the children
Children’s language develops as they talk and listen to those around them. Good language development is the foundation for learning to read and write.

Young children’s language development is encouraged when adults spend time sharing books with their children – looking at books, stories and photos together and talking with children about what they see in the storybooks or photos.

Example:

Children from about 1 year of age are learning new words for pictures, asking questions and looking for things on the page while the adult is talking about the pictures or reading the story to them.

During these activities the children learn about language and they also learn about books and what the books are about.

Language development through book sharing activities of children and family adults is a cognitive activity because the children are thinking about what the pictures are about and what the adult is saying and they are learning new things from the story books.
Schools use the routine of story-telling and learning through stories/books for many classroom activities.

Young children who enjoy looking at books with their family at home and spend a lot of time having stories read to them, usually learn to read quite easily at school. For these children, the story telling routines that happen at home are the same story telling routines that they will use at school — so the story telling activities at home also make the child ready for learning at school. Often there are many books around the home and the children enjoy looking at books with their family from when they are only a few months old.

**Story time routines that happen at home with the child are part of the ‘child rearing practices’ of the family’s culture.**

In families from ‘western’ cultures, children often have ‘bedtime stories’ (stories read to them at bedtime) as part of their evening routine. Children often want their favourite books read to them over and over again.

Book sharing and story times provide many opportunities for adults to encourage their young children’s language development. These activities also encourage children to enjoy looking at books and gain confidence with using books.
As this learning about books happens before children go to school, most early childhood settings have a ‘story time’ as part of their daily routine.

Opportunities can be provided every day for children and parents / educators to enjoy looking at books together. This activity may be followed by a ‘group story time’ each day, where an adult reads a picture story book to a larger group of children – using the same story routine that happens later in school.

But what about children who don’t come from a home, family or culture that encourages shared story time – where bed time story routines are not part of their family’s ‘child rearing practices’?

What about children who come from a place where there are no stories and books at home? What happens when they go to school?

These young children may not have the opportunity to learn the language skills to do with stories and books that they will need for kindy and school. For these children, school learning could be difficult – particularly as schools are based on ‘western’ cultures and ‘western’ child rearing practices.

For children in these places, it is very important that story time at early childhood settings provide opportunities for them to learn and develop the skills needed to look at stories / books and to listen to stories being read. This will enable the children to develop these skills in their early years of life and be ready for kindy.
In Early Childhood Settings it is also very important to consider what language the books are written in. Young children will more easily understand stories if you are reading to them or talking about the pictures in the book with them in their home language.

Parents and/or family adults use the home language of the children and they are the best people to share in story time / book time with their children. Children who learn about stories and the story telling routines in their home language will find it easier to join in with storytelling activities at school even if it is in a different language.

If the children at your setting do speak languages other than English at home, and your early childhood setting only has books written in English, it is important to encourage the family adults to talk about the story books and pictures in the books using their home language with their child.

It is always best for children to learn any new skill using their home language first – including the skills of story time routines and learning to enjoy books.

The following Community Example, ‘Story telling using Ngaanyatjarra Stories’, describes the book sharing / story time activity at a remote Indigenous playgroup. Story time uses stories written in the home language of the children and families, so that they can all share in the story time activities together.
Why tell stories and read story books in Ngaanyatjarra?
Because Ngaanyatjarra is important and the children are listening to a story in their home language. Children use Ngaanaytjarra at home, at play, and at playgroup, learning their language well while they are young. While they are listening to the story in their own language, they learn good ways of speaking. When they go to school they will get another language – English at school. And then they will have two languages. For 3 and 4 year old children (who are nearly ready for kindy) there may be a special activity for them to follow the Ngaayajtjarra story time.

– Beryl Jennings

The Ngaanyatjarra stories are written in the home language of the children and are about things that they know, such as hunting, animals, counting emu eggs, playing with children in the bush, or going for a ride in the truck.

Reading Ngaanyatjarra stories to the children at playgroup helps the children to learn about the story time routines that happen every day in schools and it also shows them what reading is all about – in their own language.

Very young children in other places often have lots of books at home, so they are ready for reading and stories at school. For children in these communities looking and listening to the Ngaanyajjarra stories at playgroup will make it easier for them join in story time activities and learn to read at school.

– Anne Shinkfield

From ‘Playgroups – Playing to Get Ready for School’ (2006) page 13,14,15
Preparing story time activities

Before you plan your story time activity for this session, find out the answers to these questions about each child in your setting:

- Does the child come from family culture where there are many books around the home?
- Does the child have bedtime story routines with their family at home?
- Does the child have favourite books?
- What language does the child / family use at home?

Once you have these answers, look around your early childhood setting. Is it set up for looking at books / storytime activities? Are shared book activities part of the play and learning environment?

- Is there a book corner?
- Is there a story telling time each day for all the children together?
- Is there a time each day for children to look at books or photos and talk about them with parents, family or educators?
- Does each child have favourite books?
# Word list 2.7

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>language</td>
<td></td>
</tr>
<tr>
<td>culture</td>
<td></td>
</tr>
<tr>
<td>child rearing</td>
<td></td>
</tr>
<tr>
<td>practices</td>
<td></td>
</tr>
<tr>
<td>bed time stories</td>
<td></td>
</tr>
<tr>
<td>enjoy</td>
<td></td>
</tr>
<tr>
<td>routines</td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td></td>
</tr>
<tr>
<td>favourite</td>
<td></td>
</tr>
<tr>
<td>remote</td>
<td></td>
</tr>
<tr>
<td>indigenous</td>
<td></td>
</tr>
<tr>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>literacy</td>
<td></td>
</tr>
<tr>
<td>book sharing</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.7 Story Time

Providing young children with enjoyable experiences of sharing books and stories encourages the development of their language skills.

Activity 2.7 is an opportunity for you to practise storytelling with small groups of children. Remember, very young children will enjoy stories much more if they can understand the language in which you are reading – that is, if the stories are in their own language.

Preparation:

- Negotiate with staff where and when you will do the activity with which children (and parents) and how it will fit into the usual story time routine in your setting
- Read ‘Learning through Play – Story Time’
- Select a story/picture book to read and practice reading it out aloud (in front of a mirror?) holding the book so that all the children can see the pictures and words while you read the story to them
- Plan the activity using Planning Notes 2.7

Doing the activity:

- When the children (and adults) are ready, introduce the story and read it to the children, talking about each picture page with the children as well
- Make sure that the children are watching the story while you are reading it. Watch how the children show interest and enjoy the activity

Follow up to the activity:

- Complete Workplace Activity Record 2.7
- Date and name photos of the preparation and the children doing the activity
Ages of children:
All ages of children with a caring adult

Domains of development:
Physical development – fine motor skills
Social and/or emotional development
Cognitive development
Language development

EYLF learning outcomes:
children engage with a range of texts and gain meaning from these texts...
from LO 5

What are the children learning while they are joining in with Story Time activities?

Physical development – fine motor skills:
• turning pages carefully, holding books

Social and/or emotional development:
• sharing books, joining in with a group for story time
• feeling good about having someone share books with you
• enjoying stories and books

Cognitive development:
• learning the ‘story time routine’
• learning things from the stories being read and talked about
• becoming interested in looking at books

Language development:
• learning new words
• asking questions
• listening
Planning notes 2.7

Activity title:

Date: Time: Location:

Preparing for the activity:
• selecting the activity

• how many children? What are their stages of development?

• purpose for the activity

• equipment and materials needed (do you need to try the activity first?)
Planning notes 2.7

Doing the activity:

1 How will you set up the activity?

2 How will you introduce the activity to the children?

3 How will you finish the activity with the children?

4 What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 2.7

Activity title:

Date:  Time:  No. of Children  Adults

Location:

1 My role in the activity

2 Children’s response to the activity
What did you see the children learning through this activity?

Did they enjoy the activity?

3 EYLF – Early Years Learning Framework
How was the EYLF link demonstrated for this session during the play activity?
4 Doing the activity:
Things that worked well during the activity

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Things that I’d change for next time

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity □
Session 2.8
Linking play activities

In this session you’ll learn to:
• plan and organise a sequence of three play activities for children.
• plan the transitions between each activity

Early Years Learning Framework links:
• Practice: Learning through play
• Learning outcome 4: Children are confident and involved learners – children transfer and adapt what they have learned from one context to another

You’ll show you’ve learnt this by:
• completing the Planning Notes 2.8
• preparing and carrying out Activity 2.8 – Play Event
• completing Workplace Activity Record 2.8
• storing any photos from this activity in your evidence file

Foundation skills in the workplace:
• Oral communication: giving clear instructions to the children (and adults) for the activities and for the transitions between activities
• Teamwork: working well with others, co-operating in tasks
In workbook 1, session 1.8 was about ‘Selecting play activities for children’.

‘When you select a play activity to set up for children, you need to think about three things:
1) what the children will be learning while they are playing
2) what activities will meet the needs of all the children
3) what the play environment is like where the children will be playing’

In this session, you will be selecting and planning a sequence of three play activities for children – a play event.

Play events are a set of play activities that follow on from each other and are similar to a sequence of activities provided at any early childhood setting.

Example: A play event could be story time followed by an obstacle course followed by afternoon tea.

Play events are great for special events – perhaps there is a birthday or celebration for which you could organise the play event for the children as part of this activity.
Planning Play Events

To help you select the activities you will also need to know:

- what is the purpose for the event?
- what are the ages, skills and interests of the children?
- what is the play environment like – is it safe?
- do you have the equipment for the play event?
- who will be helping you?

When organising a play event, or any sequence of play activities for children, it is very important to plan each activity well AND to plan what will happen between each activity.

The time spent moving from one activity to the next activity is often called a ‘transition’.

A play event may have 3 activities such as playdough, sand-play and then morning tea. Each activity must be well planned and each ‘transition’ must be well planned too, so that the play event runs smoothly. If transition times are not organised, the play event may not be very enjoyable.

On the following pages, an example is given of how to plan the transition times between three activities that you will have participated in many times. Transition 1 and Transition 2 are explained in detail.

- Activity 1 is – Playdough
- Transition 1
- Activity 2 is – Sand Play
- Transition 2
- Activity 3 is – Morning tea
Transition between playdough and the sand pit:

▪ Who will say when playdough is finishing?
▪ How will it be packed away?
▪ Do the children need to wash their hands – if so who will organise this?
▪ Has someone prepared the sand pit activity – is all the equipment there or do you take it out with you? Is the equipment all safe for the children? Is there enough equipment / space for all the children? What about mums and babies – what will they do?
▪ Who will say that the sand pit activity is ready – are there any instructions? Will they all go out together? Do they need to be reminded about sharing? Will all the mums go too? What about duty of care? Are there any safety matters?

Transition between sand pit play and morning tea:

▪ Who or what signals the end of sand pit play?
▪ What needs to be done to pack up all the equipment? Who organises this? Do the children all help? Have you got the containers to pack things in? Is there any choice in not finishing?
▪ Do the children need to wash their hands – who will organise this? Where? Do they have the equipment?
▪ Has someone prepared morning tea – is it ready for the children? Who is waiting for them inside to tell them the arrangements for morning tea?
Don’t forget:

Session 2.2 described the planning cycle for educators:

- They **plan** activities based on observations of children’s activity
- They **do** the activity with children and observe how the children do the activity, and then..
- They **review** the activity and the children’s engagement in the activity, as a basis for planning the next activity

The play event for Activity 2.8 uses the same planning cycle. Make sure you are part of the ‘reviewing’ of the play event, based on what you observed during the event to help you prepare for the next play event that you organise.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>organising</td>
<td></td>
</tr>
<tr>
<td>event</td>
<td></td>
</tr>
<tr>
<td>linking</td>
<td></td>
</tr>
<tr>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td></td>
</tr>
<tr>
<td>celebration</td>
<td></td>
</tr>
<tr>
<td>transition</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
</tr>
<tr>
<td>arrangements</td>
<td></td>
</tr>
<tr>
<td>participate</td>
<td></td>
</tr>
<tr>
<td>review</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2.8 Play Event

Using 3 play activities that you have already carried out with the children, plan these 3 activities as a sequence of activities for this group of children AND plan for the transition between each play activity.

Preparation:

• Negotiate with staff where and when you will do the activity and with which children (and parents)

• Discuss the purpose of the play event and your choice of activities with the local staff, considering the ages of the children, the environment and equipment to use and the adult/parent support that will be there

• Select 3 play activities and plan these using Planning Notes 2.8

• Plan for the 2 transitions using Planning Notes 2.8 – Transition 1 between activity 1 and 2, and Transition 2 between activity 2 and 3

• Complete ‘Learning through Play – Play Event’ after you have planned the activities, so that you know what the children will be learning during the 3 activities and 2 transitions

• Arrange for other educators to assist you during this play event

• Make sure each activity (and transition) is ready to start before you commence the event with the children
Activity 2.8 Play Event

Doing the activity:
- Introduce activity 1 to the children and encourage them to join in
- Watch how they are playing and at the right time, encourage them to finish the activity and follow the ‘transition 1’ routines
- Introduce activity 2 and encourage them to join in
- Watch how they are playing and at the right time, encourage them to finish the activity and follow the ‘transition 2’ routines
- Introduce activity 3 and encourage them to join in and then finish the activity at the right time, in an appropriate way
- Watch how the children show interest and enjoy each activity

Follow up to the activity:
- When the children have left the area, pack up the equipment and clean up the activity area
- Thank any people who assisted you.
- Complete Workplace Activity Record 2.8
- Check ‘Learning through Play – Play Event’ – did you observe the children learning what you had expected them to learn?
- Review the play event within your work team.
- Date and name photos of the preparation and the children doing the activities / transitions and store them in your evidence portfolio.
Ages of children: All children

Domains of development:
- Physical development
- Social and/or emotional development
- Cognitive development
- Language development

EYLF learning outcomes:
children transfer and adapt what they have learned from one context to another...

from LO 4

What are the children learning while they join in the play event?

Physical development:

Social and/or emotional development:

Cognitive development:

Language development:
Planning notes 2.8

Activity title: 

Date: Time: Location: 

Preparing for the activity: 
• selecting the activity 

• how many children? What are their stages of development? 

• purpose for the activity 

• equipment and materials needed (do you need to try the activity first?)
Planning notes 2.8

Doing the activity:

1. How will you set up the activity?

2. How will you introduce the activity to the children?

3. How will you finish the activity with the children?

4. What do you need to do to clean and pack up the activity area?

Draw how the activity will be set up:
Workplace activity record 2.8

Activity title:

Date:  Time:  No. of Children  Adults

Location:

1 My role in the activity:


2 Children’s response to the activity:
What did you see the children learning through this activity?


Did they enjoy the activity?


3 EYLF – Early Years Learning Framework:
How was the EYLF link demonstrated for this session during the play activity?


Workplace activity record 2.8

4 Doing the activity:
Things that worked well during the activity


Things that I’d change for next time


5 Foundation skills:
How did you demonstrate the foundation skills listed for this session?


6 Workplace Evidence:
Named and dated photos added to my evidence portfolio for this activity


My learning so far
Learners Workbook 2

• About young children’s development:

• About children learning through play:

• About setting up activities and helping children with activities:

• About my role as an early childhood educator:

• About doing these workshops and activities:
### Completed work

**Learners Workbook 2**

<table>
<thead>
<tr>
<th>Planning Notes completed:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workplace activity record completed:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence portfolio for each session – workplace activity photos, learning through play posters checked:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 workplace journals photocopied dated and added to the evidence portfolio:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional activities:

- 2 observation records (2.2)
- I menu for a week (2.4)
- I Song Chart (2.6)

### My Learning so far Book 2
The Early Years Learning Framework

Vision: beginning when they are born, children’s lives are about ‘belonging, being and becoming’

Principles: educator’s beliefs about young children and how they learn

1. Secure, respectful relationships
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practice

Practices: what educators do to encourage young children’s learning

- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transition
- Assessment for Learning

Outcomes for children’s learning

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators
### Early Years Learning Framework links to Working in Early Childhood Learners Workbook 2

| Session 2.1 | **Practice:** Learning through play  
**Learning outcome 1:** Children have a strong sense of identity – children develop knowledgeable and confident identities |
| --- | --- |
| Session 2.2 | **Principle 5:** Ongoing learning and reflective practice  
**Practice:** Responsiveness to children; Holistic approaches  
**Learning outcome 1:** Children have a strong sense of identity: children learn to interact in relation to others with care, empathy and respect |
| Session 2.3 | **Practice:** Holistic Approaches  
**Learning outcome 3:** Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing |
| Session 2.4 | **Principle 4:** Respect for diversity  
**Learning outcome 3:** Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing |
| Session 2.5 | **Principle 3:** High expectations and equity  
**Learning outcome 3:** Children have a strong sense of well-being – children take increasing responsibility for their own health and wellbeing |
| Session 2.6 | **Practice:** Holistic Approaches  
**Learning outcome 5:** Children are effective communicators: children interact verbally and non-verbally with others |
| Session 2.7 | **Principle 4:** Respect for diversity  
**Practice:** Responsiveness to children  
**Learning outcome 5:** Children are effective communicators – children engage with a range of texts and gain meaning from these texts |
| Session 2.8 | **Practice:** Learning through play  
**Learning outcome 4:** Children are confident and involved learners – children transfer and adapt what they have learned from one context to another |
Foundation Skills in the workplace

Across all workplaces employers require an employee to have these skills

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy

Within a workplace, the following skills are also highly valued so that each employee will add to the good work of the organisation. An employee needs to be able to:

- Work in a team
- Plan and organise
- Make decisions
- Solve problems
- Be innovative and creative
- Use technology
- Work in a digital world

In the Working in Early Childhood learning resources, one or two foundation skills are linked to each session. In each session you will have the opportunity to practice these foundation skills and to collect evidence of how well you are developing these skills.

Although you may be developing these skills within the early childhood setting, people who are competent in each of these skills are highly valued in all kinds of work and employment.
## Foundation Skills in the workplace links to Working in Early Childhood Learners Workbook 2

| Session 2.1 | **Planning and Organising:** preparing and carrying out the painting activity with children  
**Writing:** the Planning Notes for each session 2.1 – 4.8 |
|-------------|---------------------------------------------------------------|
| Session 2.2 | **Learning:** finding out about children’s interests  
**Writing:** documenting observations of children’s play |
| Session 2.3 | **Reading:** safe food handling routines and ‘Healthy Eating’ posters  
**Numeracy:** measuring food quantities for morning tea |
| Session 2.4 | **Numeracy:** measuring, deciding on quantities for cooking activity  
**Reading and Writing:** reading recipes, writing menus |
| Session 2.5 | **Learning:** about the risks and protective factors with children’s health.  
**Planning and Organising:** a cooking activity with children and adults |
| Session 2.6 | **Planning and Organising:** preparing and carrying out the music activity with children  
**Writing:** making a poster for the song words, making a chart for Language developmental milestones |
| Session 2.7 | **Oral Communication:** reading a story to the children |
| Session 2.8 | **Oral communication:** giving clear instructions to the children (and adults) for the activities and for the transitions between activities  
**Teamwork:** working well with others, co-operating in tasks |
Resource materials to support this program

General resources:

**EYLF:**
*Belonging, Being and Becoming the Early Years Learning Framework for Australia*

**Child Development, Play and Learning:**
[www.raisingchildren.net.au](http://www.raisingchildren.net.au)
[www.abc.net.au/parenting](http://www.abc.net.au/parenting)
[www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

The Ages and Stages of Play and Learning (Rural Health Support Education and Training Series), Published by JVO Productions, Perth (DVD)

*Play Book* (2005) and *Play Starters* (2004), Playgroup WA (Inc.), North Perth, WA


Play activities for Indigenous children in remote communities – (book example)

**Reference for Community Examples:**
Session related resources:

1.3 Early brain development

2.2 Observation opportunities
‘Connecting with Practice’ vignettes:
Early Childhood Australia National Quality Standard Professional Learning Program

2.3 – 2.5 Nutrition and health
Australian Government NHMRC Eat for Health, Infant Feeding Guidelines

Staying Healthy in Child Care: Preventing infectious diseases in early childhood education and care services (5th Edition)

3.1 – 3.2 Babies and Infants
Early Childhood Australia National Quality Standard Professional Learning Program

3.3 – 3.4 Inclusive practices
E-newsletters numbers 38 and 41 http://www.earlychildhoodaustralia.org.au/nqsplp/

3.5 Transition to school

3.6 Intentional teaching
E-newsletters number 2, 12 and 45 http://www.earlychildhoodaustralia.org.au/nqsplp/

4.8 Foundation skills
www.education.gov.au/core-skills-work-developmental-framework-0

Resumes:
Six months old

- moves arms & legs when lying on back
- lifts head and chest when lying on stomach
- opens and shuts hands
- cries, squeals to communicate
- smiles, laughs and responds to speech
- rolls over
- follows movement with their eyes
- explores the world with their hands and mouth
- has different cries for different needs
- takes an interest in what is going on around them
- turns head to search for a sound
- imitates sounds – kissing or clicking tongue
- holds head upright
- pulls up to sitting position
- reaches for objects
- sits with help
- crawls / beginning to crawl
- holds things in each hand
- looks at objects in hands
Milestones of development
12 months old

- passes objects from hand to hand
- grips objects with palm and fingers
- repeats and says words like mama and dada
- chatters
- feeds self with finger foods
- recognises familiar objects, sounds and people
- uses fingers and thumb to grasp small objects, eg sultana
- begins to understand simple words
- bangs objects together
- pulls self to stand up from sitting position
- indicates wants by pointing or making sounds
- walks with help
- looks for toys or objects out of sight
- stands up while holding on
- may begin walking
- drinks from cup without lid by themselves
- starts to speak first words
- laughs or smiles to get attention
- holds things in their hand
- explores things by banging, shaking and dropping them
- shakes head for ‘no’
Milestones of development

2 years old

- walks backwards for several steps without falling
- responds to simple requests
- increases vocabulary – up to 200 words
- babbles while playing
- joins in with familiar songs
- holds a pencil if it’s put into the hand to use
- plays near other children but not yet with other children
- squats steadily to pick up objects from the floor
- can walk up small steps
- uses a spoon or fork to get most of food into mouth
- takes clothes on and off
- opens and closes drawers and doors
- starts to scribble with a pencil
- holds pencil in fist grip to draw
- manages to use large buttons and zips
- can catch and hold a ball
- starts to explore more widely
- shows interest in books and stories
- combines words to make longer sentences
- names body parts, some colours
- kicks ball along the ground
- washes and dries hands using soap
- builds with blocks
Milestones of development
3 years old

- uses scissors
- experiences and shows a wide range of emotions
- sorts out things by shape and colour
- jumps and climbs
- hops on one foot two or more times in a row
- begins social play
- listens to stories and demands favourite stories repeatedly
- walks alone up and down stairs
- builds a tower of 10 blocks
- uses between 100 and 1000 words
- tries to copy adults’ routines to help
- pushes or pulls large toys around to where they want them
- cuts food
- balances on one foot
- brushes teeth without help
- uses words such as ‘me’ and ‘you’ correctly
- kicks a ball forcefully
- increases problem-solving skills
- turns pages of a book one page at a time
- picks up small objects
- develops skills and speed in running
- asks questions
- makes up stories while playing
- plays alongside other children
- uses knife, spoon and fork
Milestones of development
4 years old

- sorts objects by size and type
- names and matches four colours
- dresses without help with easy-to-use buttons and zips
- begins to organise games and has favourite games
- makes friends but can be quite bossy
- says, repeats or sings a few nursery rhymes
- begins to count a few objects by touching them
- says numbers up to 20
- plays pretend games
- shares toys and sometimes takes turns while playing
- develops a sense of humour
- tells long stories which are sometimes true
- throws, catches, bounces and kicks a ball
- cuts on a line with scissors
- learns to understand the feelings and needs of others
- talks about what might happen or what they would like to happen
- speaks clearly but may not use the correct sounds
- asks many questions about the world and why things happen
- asks what words mean
- plays make-believe
- runs fast, jumps over small objects and climbs ladders and trees
- walks up and down steps with one foot to a step
- stands, walks and runs on tiptoe
- stands on one foot for a few seconds and can sometimes hop
Milestones of development

5 years old

- seeks out friends
- solves problems
- tries to write own name
- balances on a beam
- helps to prepare meals with help
- skips using alternate feet
- copies a square, a cross and a triangle
- cooperates with others more often
- climbs ladders
- uses language to solve problems
- throws, catches or kicks a ball
- rides a bike without trainer wheels
- draws a person
- tells stories
- shows creativity in art
- sorts things into groups
- uses scissors to cut out shapes
- recognises signs and symbols in the environment
- speaks clearly
- learns about eight new words a day