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
# Learner’s Workbook 3

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<th>Page</th>
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<td>3.8 Play Activities for a Child</td>
<td>109</td>
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</tbody>
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Session 3.1
Babies and infants:
Developmental milestones and responding to cues

In this session you’ll learn about:

- the milestones of physical, social, emotional, cognitive and language / communication development for babies and infants
- responding to baby’s and infant’s cues
- activities to encourage young children’s development

**Early Years Learning Framework links:**

- *Principle 1: Secure, respectful and reciprocal relationships*
- *Learning outcome 1: Children have a strong sense of identity – children feel safe, secure and supported*

You’ll show you’ve learnt this by:

- completing Task 3.1
- completing Planning Notes 3.1
- preparing and carrying out Activity 3.1 – Mobiles
- completing Workplace Activity Record 3.1
- storing any photos from this activity in your evidence file

**Foundation skills in the workplace:**

- *Making decisions: responding to young children’s cues*
- *Writing: Tasks, Planning Notes and Workplace Activity Records for sessions 3.1 – 4.8*
The physical, social, emotional, cognitive and language development that happens in the first 12 months of a baby’s life is quite amazing!

The example below shows a baby’s gross motor skill development during the first year of life.

Example:
- At three months, a baby begins to wave his/her arms and kick his/her legs.
- At six months, he/she is beginning to crawl.
- At nine months, he/she can move about on two feet while holding onto furniture.
- At one year of age, he/she can stand up alone.
Comparing the developmental skills of 4 month old babies with 9 month old babies, it is easy to see how fast children develop during these early months of life across all the domains of development.

<table>
<thead>
<tr>
<th>Four-month-old</th>
<th>Nine-month-old</th>
</tr>
</thead>
<tbody>
<tr>
<td>begins babbling</td>
<td>babbling, now has vowels and consonants together – ‘mama’ and ‘dada’</td>
</tr>
<tr>
<td>plays with their fingers</td>
<td>holds objects using their thumbs and fingers</td>
</tr>
<tr>
<td>turns head to search for any sounds or voices</td>
<td>recognises their own name when called</td>
</tr>
<tr>
<td>holds objects briefly in their hand or hands</td>
<td>holds an object in each hand and bangs them together</td>
</tr>
<tr>
<td>begins listening to any sounds and voices</td>
<td>shows interest in listening to people talk to each other</td>
</tr>
<tr>
<td>falls over if put in the sitting position</td>
<td>can sit without support</td>
</tr>
<tr>
<td>makes a wide range of sounds and noises</td>
<td>imitates speech sounds</td>
</tr>
<tr>
<td>smiles at strangers</td>
<td>displays fear or unease around strangers</td>
</tr>
</tbody>
</table>
By getting to know the babies and infants in your early childhood setting, you can respond to them in the best way possible to meet their needs.

As a child’s needs are met, they develop

- trust
- a belief that they will be cared for
- a belief that they are valued

The children will feel ‘safe, secure and supported’. This is foundational to their well-being and contributes to their positive social and/or emotional development.

**Picking up the cues**

How do babies let you know what they need? How do they let you know that they are hungry, tired, happy, cold, peaceful, wet, fearful?

Babies and infants can’t tell you what they need, but they do communicate with you and let you know what they need through cues.

These cues include

- crying
- smiling
- wriggling
- making little noises
- raising their arms
- moving their mouth
- staring and making eye contact

**Example:** If a baby is making sucking noises with their mouth they are probably letting you know that they are hungry.
By watching a mother with her baby, you can observe how the mother knows how to meet the baby’s needs in just the right way so that the baby is comforted.

From a very early age, a child learns to trust that the parent / caregiver will always meet their needs at the right time.

If you work in an early childhood setting where the parents leave the children in your care, it can take some time and patience for you to get to know the cues of each child in your care. However, by responding to each child calmly and carefully you will soon find that the children will learn to trust you.

Early childhood educators in child care centres also need to be aware of the family’s child rearing practices. These practices include the ways that their parents / caregivers respond to the child’s cues in the home environment.

Through talking with the parents / caregivers the educator can learn how to meet the young child’s needs in consistent and appropriate ways. This means that the parents can trust that their child’s needs will always be met while the child is away from their care.
Planning activities for babies and infants uses the same process as planning activities for older children –

- observe the child and the things that they can do
- check the milestone charts for the child’s age to see what skills may be next
- choose activities that provide opportunities for the baby or infant to practice skills or learn new skills while they play

As an extended learning activity for Learner’s Workbooks 3 and 4, there will be a ‘Task’ related to the learning notes for every session.

For this session, Task 3.1 will give you practice in selecting play activities to encourage particular developmental skills for babies and infants.
Task 3.1
Selecting play activities for babies and infants

You can do this task on your own or as a group.

1. Read through the milestone lists for babies and infants and note the physical developmental skills.

2. For the physical developmental skills listed below, describe one play activity that will encourage the development of each skill.

<table>
<thead>
<tr>
<th>Developmental skills</th>
<th>Play Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores their world with their hands and mouth</td>
<td></td>
</tr>
<tr>
<td>Lifts head up while on their stomach</td>
<td></td>
</tr>
</tbody>
</table>
### Developmental milestones and responding to cues

<table>
<thead>
<tr>
<th>Developmental skills</th>
<th>Play activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to crawl</td>
<td></td>
</tr>
<tr>
<td>Holds things with their finger and thumb</td>
<td></td>
</tr>
<tr>
<td>Stands up while holding on to something</td>
<td></td>
</tr>
<tr>
<td>Explores things by shaking them</td>
<td></td>
</tr>
<tr>
<td>Reaches for things</td>
<td></td>
</tr>
</tbody>
</table>
### Word list 3.1

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>amazing</td>
<td></td>
</tr>
<tr>
<td>demonstrate</td>
<td></td>
</tr>
<tr>
<td>considered</td>
<td></td>
</tr>
<tr>
<td>focus</td>
<td></td>
</tr>
<tr>
<td>cues</td>
<td></td>
</tr>
<tr>
<td>hungry</td>
<td></td>
</tr>
<tr>
<td>wriggles</td>
<td></td>
</tr>
<tr>
<td>eye contact</td>
<td></td>
</tr>
<tr>
<td>respond / responding</td>
<td></td>
</tr>
<tr>
<td>child rearing</td>
<td>practices</td>
</tr>
<tr>
<td>standards of care</td>
<td></td>
</tr>
<tr>
<td>consistently</td>
<td></td>
</tr>
<tr>
<td>mobile</td>
<td></td>
</tr>
<tr>
<td>movement</td>
<td></td>
</tr>
<tr>
<td>Infant</td>
<td></td>
</tr>
<tr>
<td>comforted</td>
<td></td>
</tr>
<tr>
<td>patience</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3.1 Making mobiles

The activity is to make a mobile to hang in an area of the early childhood setting where the babies usually are. The baby’s holistic development is encouraged as they respond to the mobile by looking, moving their arms, smiling, focusing their gaze and watching it move.

Preparation:

- Negotiate with staff where the mobiles will be set up in the early childhood setting and if they have particular conditions to be met about safety, size and placement
- Read ‘Learning through Play – Mobiles’
- Use Planning Notes 3.1 to plan the design, list the materials, organise how and when you will make the mobile and then install it in the early childhood setting

Doing the activity:

- Make the mobile and set it up in the early childhood setting
- Observe the responses of the babies to the mobiles

Follow up to the activity:

- Complete Workplace Activity Record 3.1
- Date and name photos of making the mobiles and the babies watching the mobiles, and store the photos in your evidence portfolio
**Ages of children:**
Children under 12 months of age

**Domains of development:**
- Physical development – gross motor skills
- Social and/or emotional development
- Cognitive development
- Language development

**EYLF learning outcomes:**
children feel safe, secure and supported...
*from LO 1*

**Learning through play**

**Making mobiles**

**What are babies learning while they are watching mobiles move?**

**Physical development:**
- developing ‘eye – hand coordination’
- moving their arms to reach towards the mobiles
- following the mobile with their eyes

**Social and/or emotional development:**
- responding to the mobile’s movement
- showing happiness with the mobile’s movement

**Cognitive development:**
- watching the mobile move

**Language development:**
- making communicative noises

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

**What are the children learning while they are playing with playdough?**

**Physical development – fine motor skills:**
- using their fingers and hands for rolling, cutting and pushing the playdough

**Social and/or emotional development:**
- playing with others
- sharing the rollers, shapes and the playdough

**Cognitive development:**
- language skills – talking about what they are doing, listening to others talk about what they are doing
- thinking about what they will do, what the playdough feels like, what they can do with it, watching others use the playdough
- using their creative skills by making things with the playdough

**Domains of development:**
- Physical development – gross motor skills
- Social and/or emotional development
- Cognitive development
- Language development
Planning notes 3.1

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 3.1

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:
### Workplace activity record 3.1

<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?

---
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 3.2
Babies and infants:
Play and learning environments

In this session you’ll learn about:
• play and learning environments for babies and infants
• setting up interesting environments for babies and infants

Early Years Learning Framework links:
• Practice: Learning through play
• Practice: Learning environments
• Learning outcome 4: Children are confident and involved
learners – children develop dispositions for learning, such as
curiosity, cooperation, confidence

You’ll show you’ve learnt this by:
• completing Task 3.2
• completing Planning Notes 3.2
• preparing and carry out Activity 3.2 – Babies’ Toys
• completing Workplace Activity Record 3.2
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Planning and organising: designing and making up a learning
environment for babies
• Reading: the Learning Notes for each session; the Word lists
for each session
During the first twelve months of a child’s life, children not only grow and develop physically, but in this time they also learn to sit, crawl, stand and even walk. They learn to reach for things, hold things and play games with objects and they learn to use their hands and fingers for an increasing number of activities.

The environment of your early childhood setting definitely affects the development of all babies and infants at your setting. The environment should create a sense of belonging and feelings of security and comfort so that the little children will feel safe as they explore and try new things.

In the home, the baby or infant is part of the family. The environment is the family home and the baby or infant can feel safe and secure in the love and care of the family. With the emotional security that comes from this care, the baby’s development will progress.

The baby or infant’s parent / caregiver will provide comfort to the young child even when they go to a new environment, such as play group or a shopping centre, so that even though the physical environment may be unfamiliar, the child still feels safe and secure.

In a child care centre, babies and infants will not be with their parents / caregivers, so the early childhood educators need to make sure that the babies and infants feel comfortable and safe away from their home environment.
To encourage the development of babies and infants, try to keep things in the same place most of the time (like in a home) so that the children become familiar with the environment. Favourite toys or other items can also help to make the child feel that they belong there and feel safe and comfortable in the early childhood setting.

**Setting up environments for babies and infants**

Early Childhood environments for babies and infants should be:

- attractive – welcoming and pleasant to both look at and rest in
- interesting – with interesting things to look at and do
- familiar – things stay in the same places so the babies / infants feel comfortable in an environment that they know
- clean – hygienic
- tidy and organised – so that it is easy to find things and easy to put things away
- safe – each area should allow the baby or infant to move around safely

**Example:** If the area around the baby is familiar, interesting and safe then the baby will feel secure and be encouraged to look at things and to reach out and explore things in their environment.
Consider the play and learning environment for the babies in your playgroup, crèche or early childhood setting. Is there anything you could do to make the environment more interesting, familiar and attractive for babies?

For example:

- Are there comfortable mats or cushions for them? Much of their time is spent on the floor – learning to sit, crawl, stand and walk.

- Is there space for babies / infants to practise crawling, standing, pushing?

- Is there enough equipment for the babies / infants? Developmentally children at this age haven’t learn to share so having two or three of the most popular items is very important.

- Are there interesting things to look at, such as photos, and are these at the eye height of infants (not high up on walls)?

- Are there low shelves for storing babies / infants toys so that the children can develop their independence and reach to get the toys for themselves?

- Are all the toys, equipment and furniture around the baby’s environment safe for babies to use – no sharp corners to fall on, no pieces that can come off in mouths?
Task 3.2
Designing a play and learning environment for babies

Design and draw an interesting environment for babies and infants in your early childhood setting.

Make sure that the environment is safe, comfortable, interesting and inviting.
## Word list 3.2

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>twelve</td>
<td></td>
</tr>
<tr>
<td>crawl</td>
<td></td>
</tr>
<tr>
<td>increasing</td>
<td></td>
</tr>
<tr>
<td>objects</td>
<td></td>
</tr>
<tr>
<td>information</td>
<td></td>
</tr>
<tr>
<td>height</td>
<td></td>
</tr>
<tr>
<td>furniture</td>
<td></td>
</tr>
<tr>
<td>weight</td>
<td></td>
</tr>
<tr>
<td>identify</td>
<td></td>
</tr>
<tr>
<td>secure</td>
<td></td>
</tr>
<tr>
<td>comfort / comforted / comfortable</td>
<td></td>
</tr>
<tr>
<td>emotional security</td>
<td></td>
</tr>
<tr>
<td>favourite</td>
<td></td>
</tr>
<tr>
<td>familiar</td>
<td></td>
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<tr>
<td>unfamiliar</td>
<td></td>
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<tr>
<td>attractive</td>
<td></td>
</tr>
<tr>
<td>welcoming</td>
<td></td>
</tr>
<tr>
<td>pleasant</td>
<td></td>
</tr>
<tr>
<td>popular</td>
<td></td>
</tr>
<tr>
<td>independence</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3.2 Babies’ toys

For this activity you will make a toy / activity to encourage the development of the fine and / or gross motor skills of a child up to 9 months of age.

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 – Babies’ Toys’
- Observe the baby / babies for whom you are making the toys. What skills do they have? What do they like doing? What skills are they ready to learn?
- Use Planning Notes 3.2 to document the design, the equipment you’ll need, when you will do this and how it will work. Decide if you will leave the toy / activity at the early childhood setting for children to use in the future

Doing the activity:
- Set up the learning environment and introduce the new toy to the baby (and parent if they are there). Give them plenty of time and encouragement
- Watch how the children show interest and enjoy the activity and how they interact with adults around them

Follow up to the activity:
- Complete Workplace Activity Record 3.2
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
Learning through play

Baby toys

Ages of children:
0 – 12 months

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

EYLF learning outcomes:
children develop dispositions for learning, such as curiosity, cooperation, confidence
from LO 4

What are the babies / infants learning while they are playing with baby toys?

Physical development:
• fine motor skills - using their fingers and hands to touch, move, grasp the toys
• gross motor skills – reaching for toys, crawling after toys, standing and pushing toys

Social and/or emotional development:
• responding to those around them
• feeling safe and secure in their environment
• developing interests

Cognitive development:
• thinking – working out how to move / use the toys
• repeating activities – working out how to make things happen again

Language development:
• making noises – vocalising, copying sounds, listening to others talking, following instructions / actions

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Cognitive development:
• thinking – working out how to move / use the toys
• repeating activities – working out how to make things happen again

Language development:
• making noises – vocalising, copying sounds, listening to others talking, following instructions / actions
Planning notes 3.2

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 3.2

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 3.2

**Activity title:**

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

**Location:**

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</table>

1 **My role in the activity**

<p>| |</p>
<table>
<thead>
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2 **Children’s response to the activity**

What did you see the children learning through this activity?

<p>| |</p>
<table>
<thead>
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Did they enjoy the activity?

<p>| |</p>
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</table>

3 **EYLF – Early Years Learning Framework**

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

<p>| |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>
Workplace activity record 3.2

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 3.3
Inclusive Early Childhood Environments

In this session you’ll learn that:
• early childhood environments should be inclusive of all children
• learning about the particular needs of some children enables educators to provide excellent play and learning environments that encourage each child’s development

Early Years Learning Framework links:
• Principle 2 – Partnerships
• Principle 3 – High expectations and equity
• Learning outcome 1: Children have a strong sense of identity – children develop knowledgeable and confident self-identities

You’ll show you’ve learnt this by:
• completing Task 3.3
• completing Planning Notes 3.3
• preparing and carrying out Activity 3.3 – Blocks and Constructions
• completing the Workplace Activity Record 3.3
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Learning: about the additional needs of children
Inclusive early childhood environments

The Early Years Learning Framework explains why early childhood educators must consider the needs of all children when planning early childhood play environments and activities.

“Inclusion involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location)... The intent is to ensure that all children’s experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference”.


All children learn new skills as they grow and get older. However, there is quite a lot of difference in the rate at which children learn these skills as they move through the stages of development.

Example:

Some children are quick to learn how to walk, walking before they are 1 year of age. Other children take much longer to learn how to walk, maybe not until they are 2 years of age.
Children with additional needs

Some children also have *additional needs* that may affect their development.

A child’s additional needs may be due to:
- medical conditions – eg down syndrome, cerebral palsy
- impairment – visual impairment, hearing impairment
- speech difficulties,
- physical disabilities
- learning disabilities
- developmental delay
- autism
- behavioural difficulties

At playgroups, children are usually with one of their parents / family members, and so the parent would assist the child with any particular needs that occur during the program. But at a crèche or child care centre, the child is without the family and the educators need to know how to care for the child and how to assist with their additional needs.

If there are children with additional needs at your early childhood setting, the early childhood educator will need to talk with the child’s family to learn about the child and any particular support that the child will need. The family could tell you about:
- their child’s particular needs
- their child’s likes and dislikes
- the assistance that their child will need in particular activities
- the best way to communicate with their child
- the best ways to support and encourage the child’s development

With this knowledge, excellent and appropriate activities can be provided to encourage the development of the child in the context of the inclusive environment of the early childhood program.
As we have discussed throughout the ‘Working in Early Childhood’ program, all children, including children with additional needs, learn through play.

For all children, play and learning activities are selected by observing:

- what the children can do
- what they like
- what they are interested in
- what skills they are demonstrating

When selecting activities and creating learning environments for children with additional needs, the same observations are required, so that the activities will be interesting and challenging and encourage the children to practice their skills while they are playing.

However, you might notice that a child with additional needs may –

- have to repeat activities much more often to learn a skill
- need to learn a set of skills that others don’t have to learn
- require special equipment to assist them to learn a skill

Through these observations and the information provided by the child’s family, the educator can ensure that the inclusive early childhood environment will continually provide play activities that will always be interesting and encourage the learning and development of all children.
Task 3.3 About an additional need

For Task 3.3, find out about an additional need that you are interested in and present the information that you find out to your group.

You may choose to find out:
- what is the cause of the additional need?
- how does the additional need affect the child’s development?
- how can the child’s development best be supported / encouraged?
- what specific equipment, routines or activities will assist the child?
- what changes would need to be made to make an inclusive early childhood environment to include this child?
- what play activities could be prepared to encourage the child’s development?
### Word list 3.3

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>inclusive</td>
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<tr>
<td>additional needs</td>
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<tr>
<td>condition</td>
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<td>developmental</td>
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<td>delay</td>
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<td>autism</td>
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<td>visual</td>
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<tr>
<td>behavioural</td>
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<tr>
<td>diversity</td>
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<td>specific</td>
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</table>
After observing children playing with blocks and construction materials, introduce one new activity to encourage their ‘block and construction play’.

Preparation:
• Negotiate with staff where and when you will do the activity and with which children (and parents)
• Read ‘Learning through Play – Block and Construction Play’
• After observing the children at play, plan one new activity to extend their ‘block and construction play’
• Make sure that the activities and the environment are inclusive of all children at the early childhood setting
• Use Planning Notes 3.3 to plan the activities, list the requirements and note any particular changes to meet children’s additional needs

Doing the activity:
• Set up the block and construction play environment
• Introduce the new activity to the children.
• Watch how the children show interest and enjoy the activity. If this is a group activity, observe how the children interact with each other

Follow up to the activity:
• Pack away and clean up the activity area
• Complete Workplace Activity Record 3.3
• Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
Learning through play
Blocks and Construction Play

Ages of children:
Any age, as long as an adult watches over the
0 – 1 year olds

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

EYLF learning outcomes:
children develop knowledgeable and
certain self-identities
from LO 1

What are the children learning while they are playing with blocks and constructions?

Physical development – fine motor skills:
• using their fingers and hands for pushing, balancing, fitting things together

Social and/or emotional development:
• playing with others,
• sharing the equipment

Cognitive development:
• thinking about what they will do – matching, sorting, comparing,
  problem solving, watching others
• making things

Language development:
• talking about what they are doing
• listening to others talk about what they are doing
• following instructions
Planning notes 3.3

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 3.3

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 3.3

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<thead>
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<th>Activity title:</th>
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<tr>
<th>Date:</th>
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<th>No. of Children</th>
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<th>Location:</th>
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</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?
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 3.4
Inclusive Early Childhood Activities

In this session you’ll learn about:
• planning for inclusive play and learning activities for young children
• supporting and encouraging children with additional needs to participate in play activities
• modifying activities to meet children’s individual needs

**Early Years Learning Framework links:**
• Principle 4: Respect for diversity
• Practice: Learning environments
• Learning outcome 1: Children have a strong sense of identity: children develop their emerging autonomy, inter-dependence and resilience

You’ll show you’ve learnt this by:
• completing Task 3.4
• completing Planning Notes 3.4
• preparing and carrying out Activity 3.4 – Making and playing with Goop
• completing the Workplace Activity Record 3.4
• storing any photos from this activity in your evidence portfolio

**Foundation skills in the workplace:**
• Problem solving: considering the individual needs of children during play activities and modifying the activities to suit their needs
Inclusive play activities

All activities planned for your early childhood setting should be inclusive of the needs of all the children participating. Using the observations of each child’s interests, age and skills, play activities will be planned to encourage each child’s development.

Encouraging children at play

At any early childhood setting, it is the parent’s or educator’s role to encourage the children and assist them in their development. Children who have additional needs can be supported and encouraged during play activities in the same way as all children, by:

- providing interesting activities and experiences for them to do
- providing activities that use the developmental skills that the child can do
- encouraging the child to have a go at an activity and gain confidence in their abilities
- carefully explaining the activity and what is expected, so that the child understands what is happening
- giving the child plenty of time to watch others do the activity and then try the activity themselves
- being there to help the child at any time
Communicating with children at play

Talking with others and listening to others is often part of children’s play as children develop their language and communication skills while they are playing. Children with additional needs also demonstrate this development over time, but you may find that some of these children have specific ways of communicating.

Example: Some children may communicate by using picture cards or with sign language.

If that is the case, it is important to talk with the child’s family to find out how to communicate with their child and how their child can communicate with you.

Inclusive play and learning environments

An inclusive play and learning environment is inclusive of all children.

Example: A child maybe blind or have limited sight, a child may require a wheelchair to move around in or a child may have special care routines that need to be met regularly but they are always included in the play and the learning environment.

If your setting has children with additional needs you may need to pay careful attention to:

• the play area’s physical environment
• providing the support and encouragement required to encourage the children to join in with each activity
• the type of play activities selected and the equipment used
To consider whether your play environment is inclusive of children with additional needs, think about these aspects of the environment:

**The building**
- Are there ramps inside and outside for wheelchair access?

- Are the doors wide enough for wheelchairs?

- Is there enough space for children and adults to use wheelchairs?

**The activities**
- Do you need to modify any activities so that all children can join in?
3.4 Inclusive early childhood activities

The play area

• Is equipment kept in the same place each time so children can find things easily?

• Is the area safe and secure for all children?

• Are the special things that a child may need always kept in the same place so that they can get them?

The equipment

• Does any equipment need to be modified for individual children?

• Is there different equipment for an activity that everyone could use, rather than modify equipment for one person?
Making play activities inclusive

Play activities need to be inclusive of all children.

If a child’s additional needs make it difficult for them to join in with any activity, then the early childhood educators have to be creative to find a way of including the child and encouraging the child’s development through the activities in the best way possible.

Play activities can be made more inclusive of all children by:

1. **Modifying the activity:**
   - If a child is visually impaired, select play activities that focus upon touch or hearing
   - If a child is hearing impaired, activities can be selected that focus upon visual activities, with instructions given by showing the child what to do rather than telling the child
   - If a child is physically impaired and can’t walk, perhaps select activities that focus on hand skills

2. **Modifying the equipment:**
   - If a child can’t hold small things, they could paint using large paint brushes, or sponges
   - If a child can’t hold papers with one hand, use pegs or sticky tape to hold papers in place so that children can paint or draw without the paper moving around
   - Very young children with limited vision can enjoy toys that have bells or rattles inside them
## Task 3.4 Modifying play activities

For the activities of ‘playdough’ and ‘dolls and pushers’, suggest a way of modifying the activity or the equipment to make the activities inclusive of children with 4 possible additional needs.

<table>
<thead>
<tr>
<th></th>
<th>Playdough activity</th>
<th>Dolls and pushers activity</th>
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<tbody>
<tr>
<td>Children who are vision impaired</td>
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<td>Children who are hearing impaired</td>
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<td>Children who cannot walk</td>
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<td>Children who cannot speak</td>
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### Word list 3.4

<table>
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<th>Word</th>
<th>Meaning</th>
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<tr>
<td>attention</td>
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<tr>
<td>equipment</td>
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<td>wheelchair</td>
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<td>repeated</td>
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<td>communicate/ communicating / communication</td>
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<td>sign language</td>
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<td>encourage</td>
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<td>confidence</td>
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<td>included</td>
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<td>goop</td>
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<td>individual</td>
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<tr>
<td>demonstrate</td>
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<tr>
<td>modify/ modifying/ modification</td>
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</table>
Depending on their experiences and skills and their interest in the activity and the material, each child will require different levels of support and encouragement to both make the goop and to play with the goop.

**Preparation:**

- Negotiate with staff where and when you will do the activity and with which children (and parents)
- Read ‘Learning through Play – Making and playing with goop’
- Consider how you could modify the activities for children with additional needs
- It may be helpful to try making goop yourself before you make it with the children. To make ‘Goop’ you will need:
  - 2 cups of cornflour
  - 1 cup of water
  - Food Colouring
  - A large container or bowl
- Use Planning Notes 3.4 to write the recipe on a poster, select activities that the children can do with the goop, list the ingredients required and make preparations for the environment (it can be quite a messy activity!)
Activity 3.4 Making and playing with Goop

Doing the activity:

• Set up the activity area and then help the children make the goop. When it is made, introduce the activities that the children with do with the goop.

• Watch how the children show interest and enjoy the activity and how they interact with other children and adults during the activity.

Follow up to the activity:

• When the children are finished, encourage them to wash their hands.

• Clean up the activity area and pack away all the equipment. Wash any dishes used.

• Complete Workplace Activity Record 3.4.

• Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio.
Learning through play
Making and Playing with Goop

Ages of children:
6 months onwards, as long as an adult watches over the very young children closely

Domains of development:
Physical development: fine motor skills
Social development
Cognitive development
Language development

What are the children learning while they are making and playing with goop?

Physical development – fine motor skills:
• using their fingers and hands for mixing, pouring, poking and stirring

Social and/or emotional development:
• having fun together,
• being pleased with what they make

Cognitive development:
• thinking about the activity – how the goop moves around, how it stays on your fingers, how it changes
• watching others, copying, learning from others

Language development:
• talking about what they are doing
• learning new descriptive words for the goop and what it does
• listening to others talk
• following instructions

EYLF learning outcomes:
children develop their emerging autonomy, interdependence and resilience
from LO 1

Domains of development:
Physical development: fine motor skills
Social development
Cognitive development
Language development

EYLF learning outcomes:
children develop their emerging autonomy, interdependence and resilience
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• listening to others talk
• following instructions

EYLF learning outcomes:
children develop their emerging autonomy, interdependence and resilience
from LO 1
Planning notes 3.4

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 3.4

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 3.4

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

**Location:**

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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 3.5
Getting ready for kindy

In this session you'll learn about:

- the ‘transition’ of children from an early childhood setting to kindy
- the importance of helping children and their families to be ready for kindy
- planning and preparing for visits and excursions

_Early Years Learning Framework links:_

- _Principle 2: Partnerships_
- _Practice: Continuity of learning_
- _Learning outcome 2: Children are connected with and contribute to their world – children develop a sense of belonging to groups_

You’ll show you’ve learnt this by:

- completing Task 3.5
- completing Planning Notes 3.5
- preparing and carrying out Activity 3.5 – Visiting Kindy
- completing Workplace Activity Record 3.5
- storing any photos from this activity in your evidence portfolio

_Foundation skills in the workplace:_

- _Teamwork: arranging and facilitating the kindy visit with kindy staff, families and work colleagues_
Learning notes 3.5

Getting ready for Kindy

Moving from an early childhood setting such as playgroup, crèche or child care to kindy is a big step for children. This move is made easier for children if they have already learnt and developed the skills that they need for kindy and if they know what to expect when they get there.

As children develop in their early years of life, through their experiences with their family and at home, they become ready for kindy around the age of 4-5 years. For these children, there is usually a smooth transition from home to kindy. In early childhood settings, the experiences and activities provided for the children encourage them to develop confidence and skills so that they are ready for kindy.

However, for some children, the home environment is very different to that of the kindy / school.

Example: For children from different cultures, the school and home may have different languages, expectations and routines.

For these children, their transition to kindy may need much more support. The activities and routines of early childhood settings can provide opportunities for the children, and their families, to get used to the new expectations while they are young so that they are ready for kindy when the time comes to go to there.
The Community Example, ‘Playgroups – Moving from playgroup to Kindy’ is about the transition for one group of children in a remote community from their early childhood setting of playgroup to kindy.

For these children and families the kindy /school culture and language is very different to the culture and language of their home. For these children, moving from playgroup to kindy will not be the same smooth transition that it is for children who live in the same culture and speak the same language as the school.

This example is about preparing children to move (transition) into a second culture for their school learning, while they continue their own culture at home.
Community example

Playgroups – Moving from playgroup to kindy

Sometimes the playgroup children and their mothers visit the kindy / pre primary and join in activities there. It's like showing the way to a bigger step.

Showing them this is where you are going to be when you are 4, joining with bigger kids, doing the activities, sharing, learning together, listening to the teacher at school.

— Beryl Jennings

Moving from playgroup to kindy

When children are 3 years old, the activities they do at playgroup can help them get ready for kindy the next year.

One mother may prepare special activities for the 3 year olds, such as drawing, cutting and pasting, and activities to learn about numbers, colours and shapes.

During term four, after talking with the school Principal, one mother may take the 3 year olds to join in with some activities at the kindy class so that the children are more ready for school after the holidays.

If the children are used to school and know about the activities that happen in school then they will be ready to start ‘school learning’ as soon as they begin kindy.

— Anne Shinkfield

Transition to Kindy

Transition is about moving (changing) from one place or activity to another place or activity.

Session 2.8 discussed the importance of planning for the transition from one activity to the next activity, so that the children made a smooth transition from one activity to the next activity.

The movement of children from playgroup, crèche or child care to kindy is about the children moving from one set of activities, routines and place that they know well, to another set of routines, activities and place that they will have to get used to – it is a transition for them.

Parents and educators often talk about how important it is that young children make a ‘smooth transition’ from home and early childhood settings to kindy. To do this, it is helpful for the children and the families to know about:

- the physical environment of the kindy
- the developmental skills of their child
- the developmental skills required for kindy.

Parents often have many questions when their child is close to starting kindy, questions such as:

- what is it going to be like for my child at kindy?
- will my child be ready for kindy?
- what skills should my child have when he / she goes to kindy?

One of the best ways to find answers to these questions is to plan a visit to the local kindy for the mothers and children.
Visiting a kindy

When planning any visit or excursion for children (and parents), there are many things to be considered. It is important to consider what needs to happen before the visit, during the visit and after the visit.

Planning before the visit:

1 You, the early childhood educator:
   - What is the purpose of the visit?
   - Who will go on the visit – all children and parents? Just the children who are moving on to kindy, and their parents?
   - Who will make the arrangements for the visit with the kindy / school staff?
   - Talk with the kindy teacher about what activities the children might do at kindy
   - How will everyone get to and from the kindy?
   - Will permission forms be required?
   - Ask the kindy teacher to visit the playgroup before the visit so that the children will recognise the teacher
   - Plan for supervision and safety during the visit
   - Plan to take lots of photos during the visit so that you can show them and talk about the visit with the children later

2 The children and the parents:
   - talk about the visit with them
   - show them photos of previous visits to the kindy
   - look at story books about visits to kindy
During the visit
An early childhood educator will try to:

• encourage and help the children to join in with all the activities

• observe the kindy environment - what is similar to the early childhood setting, what is different?

• observe what the kindy children are doing - what developmental skills they are using, how they are interacting with each other and with the teacher

• if possible, take photos of the early childhood children joining in with the kindy activities

• encourage the parents to observe all these things too

After the visit:

• talk with the children and families about what they saw at kindy

• using the photos taken during the visit, make a photo booklet for each child who visited the kindy

• talk about how early childhood educators and families could work together to assist their children to make a smooth transition from the early childhood setting to kindy at the end of the year
Task 3.5 Planning for the kindy visit

This task can be done on your own or in a group.

Using the suggestions from the previous pages, make a checklist of everything that needs to be planned for your visit to the local kindy with the children and the families.

**Before**

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**During**

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**After**

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### Word list 3.5

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<td>considerations</td>
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Activity 3.5 Visit to kindy

Learning about something new is always easier if you can actually see it and participate in the activity. This visit to the kindy will encourage children and their parents to be more confident about the transition to kindy for the children.

Preparation:

- Discuss all the planning requirements for this visit with colleagues, parents and the kindy staff
- Read ‘Learning through Play – Visit to kindy’ to think about what the children could learn
- Plan the activities and program for the kindy visit with the kindy staff
- Use Planning Notes 3.5 to summarise all the plans for the visit

Doing the activity:

- Encourage the parents and children to travel safely to the kindy. Arrange a meeting time and place if needed.
- Introduce the children and parents to the kindy teacher, the kindy children and other visitors
Activity 3.5 Visit to kindy

- Carry out the activities and routines planned for the shared visit
- Observe the kindy routines and experiences
- Observe the children’s activities, their interactions and their participation in the activities
- Observe the skills required of kindy children
- At the end of the visit, encourage the children to thank all the people from the kindy
- Arrange when you will talk with the children and families about the visit

Follow up to the activity:
- Complete Workplace Activity Record 3.5
- Make a photo book: ‘My visit to Kindy’ – for each child
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
EYLF learning outcomes: children develop a sense of belonging to group... from LO 2

Ages of children: All children, but especially 3 year olds who will be at kindy in the new year

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

What are the children learning while they are visiting kindy?

Social and/or emotional development:
- confidence to participate in a new environment
- sharing activities with a new group of children
- support from family and friends in a new environment

Physical development – fine and gross motor skills:
- practising new skills as part of kindy activities
- sharing in the school outdoor play activities

Cognitive development:
- watching and learning from the children at kindy
- planning and doing new activities in a new environment

Language development:
- listening to instructions from the teacher
- talking about the kindy visit with their family and friends
- talking about their photo book with family and friends
Planning notes 3.5

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 3.5

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 3.5

**Activity title:**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>No. of Children</th>
<th>Adults</th>
</tr>
</thead>
</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 3.5

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
Session 3.6
Developing skills for kindy

In this session you’ll learn about:

- the developmental milestones for 3, 4 and 5 year olds
- the developmental skills that children require for kindy
- how the activities and routines of early childhood settings can prepare children for kindy

Early Years Learning Framework links:

- Practice: Intentional teaching
- Learning outcome 4: Children are confident and involved learners – children develop a range of skills and processes

You’ll show you’ve learnt this by:

- completing Task 3.6
- completing Planning Notes 3.6
- preparing and carrying out Activity 3.6 – Cutting, Pasting and Drawing
- completing Workplace Activity Record 3.6
- storing any photos or notes from this activity in your evidence portfolio

Foundation skills in the workplace:

- Oral Communication: clearly explaining tasks to children and respectfully responding to their needs
Developing skills for kindy

Many of the 3 – 4 year old children in your early childhood setting probably already do some of these things. This is encouraging, because it shows that their play activities are helping to prepare them for learning at kindy. These children are likely to make a smooth and successful ‘transition’ from early childhood settings to kindy.
However, you may also observe that some of the children in your setting still need to develop skills that they will use at kindy.

The developmental skills listed as ‘milestones’ for children of 3, 4 and 5 years of age are a guide to the skills children will need for a smooth transition to kindy.

Example: One milestone for a child 3 years of age is to begin social play, so by the time the child is at kindy when they are 4, they can play with other children.

The more experience children have with these skills
The more ready they will be to participate in kindy
The more smooth and successful will be their transition to kindy
As early childhood educators, it is very important to know how children develop skills, and the sequence of skill development, across each domain.

This is because all learning and experience is built on the **foundation** of previous learning and experience. New skills, learnings and experiences are built on what **you already know** and can do.

Educators say that they ‘**scaffold**’ children’s learning – that the activities and experiences they plan for children are built on what the children already know and understand. Educators provide a ‘scaffold’ for further learning.

The educator needs to know what is the next step for each child’s learning so that they can provide a ‘scaffold’ through the experiences to build on the foundation of what the child already knows.

By the way, **scaffolding** learning through experiences is the same for babies, children and for adults!
Task 3.6
Milestones of Development
for children 3, 4 and 5 years of age

For this task, identify one developmental milestone for each age group in the physical, cognitive and language domains and write them as sequences of skill development across the years.

For Example:

<table>
<thead>
<tr>
<th>Physical development Milestones – fine motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 year old</td>
</tr>
<tr>
<td>uses scissors</td>
</tr>
<tr>
<td>Physical development Milestones – fine motor skills</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>3 year old</td>
</tr>
<tr>
<td>------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical development Milestones – gross motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 year old</td>
</tr>
<tr>
<td>------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive developmental Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 year old</td>
</tr>
<tr>
<td>------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 year old</td>
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<tr>
<td>------------</td>
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<tr>
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</tbody>
</table>
Children learn new things and develop their skills while they are playing. Now that you’ve seen what children do at kindy and you’ve noted the developmental skills for children of 3, 4 and 5 years of age, you may choose to provide opportunities for children to learn and practice these skills in play activities in your early childhood setting.

If this is the case, it would be helpful to plan activities where the children can practice these skills. It is much easier for children if they can learn these skills before starting kindy rather than have to spend time learning them at kindy.

This purposeful planning of activities and experiences that encourage children to learn and think about new things is called intentional teaching. The educators plan to actually ‘teach’ these new things and will try many different ways until the children understand.

Learning through intentional teaching happens in social contexts, with language and interaction encouraging the learning. All people use ‘intentional teaching’ strategies whenever they are teaching, showing or explaining to someone how to do something. Early Childhood educators use ‘intentional teaching’ strategies when working with children to encourage them to learn and practice new skills.
### Word list 3.6

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>probably</td>
<td></td>
</tr>
<tr>
<td>expected</td>
<td></td>
</tr>
<tr>
<td>colours</td>
<td></td>
</tr>
<tr>
<td>opportunity</td>
<td></td>
</tr>
<tr>
<td>successful</td>
<td></td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
</tr>
<tr>
<td>routines</td>
<td></td>
</tr>
<tr>
<td>experiences</td>
<td></td>
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<tr>
<td>familiarity</td>
<td></td>
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<tr>
<td>participation</td>
<td></td>
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<tr>
<td>organised</td>
<td></td>
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<tr>
<td>intentional</td>
<td></td>
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<tr>
<td>intentional teaching</td>
<td></td>
</tr>
<tr>
<td>scaffold</td>
<td></td>
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<tr>
<td>instructions</td>
<td></td>
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<tr>
<td>sequence</td>
<td></td>
</tr>
<tr>
<td>foundation</td>
<td></td>
</tr>
<tr>
<td>building</td>
<td></td>
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<tr>
<td>purposeful</td>
<td></td>
</tr>
</tbody>
</table>

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**Book 3**

**3.6 Developing skills for kindy**
Activity 3.6 Cutting, pasting and drawing

This activity requires early childhood educators to use Intentional Teaching strategies. Building on the skills and interests of the child, the educator intentionally teaches the child new skills through the play activities.

Preparation:

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

- Read ‘Learning through Play – Cutting, Pasting and Drawing’

- Select an activity that requires the children to cut, paste and draw – for example, making a mask, where the children will cut out face parts, paste materials on to the mask and use textas to draw on the mask.

- Read the milestones of development for children of 3, 4 and 5 years of age

- Use Planning Notes 3.6 to plan the activities, list the equipment that will be used and to describe the purpose of the activity
Activity 3.6 Cutting, pasting and drawing

Doing the activity:

• Set up the activity, introduce the activity to the children and then help the children with skills during the activity

• Watch how the children show interest and enjoy the activity and how they interact with children and adults during the activity

• Observe the children’s use of the skills required for the activity and encourage and teach them new skills where necessary

Follow up to the activity:

• When the children finish, arrange how to display their work

• Pack away and clean up the activity area

• Complete Workplace Activity Record 3.6

• Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
**Ages of children:**
1 - 4 year olds with adult assistance as required

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

**EYLF learning outcomes:**
children develop a range of skills and processes...  
*from LO 4*

**What are the children learning while they are doing a cutting / pasting / drawing activity?**

**Physical development – fine motor skills:**
- using their fingers / hands to use scissors, to cut, to use brushes, pencils, textas etc

**Social and/or emotional development:**
- working as part of a group
- being encouraged to continue to learn new skills
- being pleased with the results of their activity

**Cognitive development:**
- thinking about what they see, practising new skills
- learning about how to use equipment
- working through a task and completing it

**Language development:**
- following instructions
- asking questions
- talking about what they are doing

**Domains of development:**
- Physical development – fine motor skills
- Social and/or emotional development
- Cognitive development
- Language development
Planning notes 3.6

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 3.6

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 3.6

<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

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- 
- 
- 

#### 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 3.6

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
Session 3.7
Developing Routines for Activities

In this session you’ll learn about:

• the importance of routines around early childhood activities
• selecting activities to encourage the development of children’s skills

*Early Years Learning Framework links:*  
• *Practice: Intentional teaching*
• *Practice: Holistic approaches*
• *Learning Outcome 4: Children are confident and involved learners – children develop dispositions for learning, such as curiosity, cooperation, confidence*

You’ll show you’ve learnt this by:

• completing Task 3.7
• completing Planning Notes 3.7
• preparing and carrying out Activity 3.7 – Colours, Shapes and Numbers
• completing the Workplace Activity Record 3.7
• storing any photos from this activity in your evidence portfolio

*Foundation skills in the workplace:*  
• *Numeracy: Learning about the foundational importance of numeracy for children and how to plan activities through which children can develop their understanding of numbers, colours and shapes*
Learning notes 3.7

Developing Routines

When children are used to the routines that happen in early childhood settings, they will be more ready for a smooth transition to kindy.

To show how important routines are, and how children usually just learn them rather than be taught them, consider the previous activity that you did with children, Activity 3.6. For this activity, children used skills of cutting, pasting and drawing, but you may have noticed that just being able to hold scissors, or know how to paste paper to paper wasn’t enough for a child to do the activity successfully by themselves. It was also necessary for the child to know the routines for the activity.

For children to successfully and independently do a cut and paste activity they need to know about:

- starting the activity – how to wait to be given instructions of what to do, or shown what to do, how to decide what to begin with
- doing the activity – using skills of cutting out, cutting on lines, pasting pictures on paper, holding pencils, drawing / colouring using pencils / textas, finding equipment, knowing in what order to do things
- finishing the activity -putting the finished activity somewhere, cleaning up after the activity.
Children can learn and get used to routines for activities through play experiences at home and at early childhood settings. They learn the skills for the activity and they learn the routines required to start, do and finish the activity.

Understanding routines is an important part of the social and emotional development of young children. Children feel confident when they know what to do and this confidence encourages them to try new activities that may be just a little bit harder.

For children who are confident with routines in early childhood settings, their transition to kindy should be a smooth transition – as kindy has routines that are part of many activities during each day.

The Community Example from ‘Playgroups – Playing to Get Ready for School’, explains the importance of routines and describes some of the routines that the children learnt while participating in this remote early childhood setting.
3.7 Developing routines for activities

At playgroup, children not only learn about activities and about how to do things, but they also learn how one activity moves into the next activity, and that each time the activity is done, the same activities happen in the same order.

For children to learn these ‘routines’ while they are young is very helpful, because school is full of routines, and it is easier if the children know the routines before they go to school.

At home there are routines - getting up, eating breakfast, going to the store, having lunch…

At school there are routines - come in the gate, play outside till the siren, line up, go into class.

At playgroup children learn routines too, such as:

1. **Coming and going routines** – They learn to come each day to playgroup, do the activities and then go home, and come back the next day.

   The children get used to going somewhere every day while they are young, and this might make it easier for them to go to school every day when they are older.
2 The routine for each day at playgroup –
This is the daily timetable. With the activities in the same order every day, the children get used to this routine and know what will happen next.

3 Routines for each activity –
If the children learn the way activities are organised while they are at playgroup, they will be more confident with these activities and routines when they go to school.

Each activity has its own routine, or way of being organised, eg

- **Routines for art and craft activities**: Someone shows what to do, you get the materials, you try to do the activity, you leave the finished activity somewhere, you clean up

- **Routines for story telling time**: Children sit on the floor, mothers with them, someone reads an Ngaanyatjarra book – one page, then everyone talks about what is on the page, then the next page – everyone talks again, sometimes the children are asked questions (can you see the dog?), then the next page is read until the book is finished.

- **Routines for outside activities**: After morning tea, children told what they can use, maybe wait in turns for a bike or a bucket, a few things to choose from, play with other children, when a mother calls, it is time to pack up, bring things inside to be put away.

- **Routines for packing up**: One of the mothers calls out that it is time to pack up, buckets and spades are put in a box, bikes in the shed, tables are wiped, floors are swept, people go home.

— Anne Shinkfield

Task 3.7  Selecting play activities to practice developmental skills

In session 3.6, the task was to list developmental milestones in sequence for children across some of the domains.

For this task, list a sequential milestone for each domain and describe an activity for each each age group that will encourage children to practice the milestone skills.

1. Physical development – fine motor skills

<table>
<thead>
<tr>
<th>3 year old milestone</th>
<th>Activity to encourage this skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 year old milestone</td>
<td>Activity to encourage this skill:</td>
</tr>
<tr>
<td>5 year old milestone</td>
<td>Activity to encourage this skill:</td>
</tr>
</tbody>
</table>

2. Language Development

<table>
<thead>
<tr>
<th>3 year old milestone</th>
<th>Activity to encourage this skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 year old milestone</td>
<td>Activity to encourage this skill:</td>
</tr>
<tr>
<td>5 year old milestone</td>
<td>Activity to encourage this skill:</td>
</tr>
</tbody>
</table>
**Word list 3.7**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>successful</td>
<td></td>
</tr>
<tr>
<td>transition</td>
<td></td>
</tr>
<tr>
<td>extend</td>
<td></td>
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<tr>
<td>experience</td>
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<tr>
<td>identify</td>
<td></td>
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<tr>
<td>routines</td>
<td></td>
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<tr>
<td>participate</td>
<td></td>
</tr>
<tr>
<td>confident</td>
<td></td>
</tr>
<tr>
<td>daily timetable</td>
<td></td>
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<tr>
<td>organised</td>
<td></td>
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<tr>
<td>square</td>
<td></td>
</tr>
<tr>
<td>triangle</td>
<td></td>
</tr>
<tr>
<td>circle</td>
<td></td>
</tr>
<tr>
<td>sequence</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3.7  Colours, Shapes and Numbers

When you ask people what children need to know before they go to school, many people will reply ‘colours, shapes and numbers’. This knowledge is often part of ‘readiness’ checklists also.

For activity 3.7 you will select or make 3 activities - probably using the same equipment for each activity

Activity 1 is about matching colours and shapes
Activity 2 is about sorting out colours and shapes into groups
Activity 3 is a group counting activity: 1 – 10

You will most likely be using Intentional Teaching strategies too

Preparation:

- Negotiate with staff where and when you will do the activity and with which children (and parents)
- Read ‘Learning through Play – Colours, shapes and numbers’
- Observe the children with whom you will do the activity to note their developmental skills with colours, shapes and numbers
- Choose activities where the children will be using colours, shapes and numbers in the activities, for example:
  - playing with a set of toy cars – activities with the colours of cars, shapes of garages for the cars, counting how many cars
  - threading beads on string – colours making a pattern, different shapes of beads, counting how many of each colour make up a pattern
Activity 3.7 Colours, Shapes and Numbers

- Use Planning Notes 3.7 to plan the activities, list the requirements and to plan how you will move from one activity to the next activity

Doing the activity:
- Gather the equipment and set up the activities. Do the children need time to play with the equipment first before they use the equipment in activities?
- Introduce the first activity to the children and help the children with the activity. Continue this for each activity
- Watch how the children show interest and enjoy the activity and how they interact with each other and with you
- ‘Scaffold’ any support you give to each child – building on what they already know
- Observe what stage each child is at with regard to their understanding of colours, shapes and numbers – for example, can they match colours, sort colours and name colours?
- Encourage the children during the activities

Follow up to the activity:
- Pack away the equipment and clean up the activity area
- Complete Workplace Activity Record 3.7
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
Learning through play
Colours, Shapes and Numbers

Ages of children:
2 – 4+ year olds

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

EYLF learning outcomes:
children develop dispositions for learning, such as curiosity, cooperation, confidence...
from LO 4

What are the children learning while they are doing play activities with colours, shapes and numbers?

Physical development – fine motor skills:
• using their fingers / hands for picking up cards, cutting and pasting shapes, drawing, using scissors

Social and/or emotional development:
• working as part of a group
• being encouraged to continue to learn new skills
• playing games with others

Cognitive development:
• thinking about what they see, practising new skills
• learning about matching and sorting the same (or different) objects
• learning about how to use equipment, how to complete a task

Language development:
• following instructions
• asking questions
• talking about what they do
• learning names for colours, shapes and numbers and positional words such as next to, beside, between
Planning notes 3.7

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 3.7

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 3.7

<table>
<thead>
<tr>
<th>Activity title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Time:</td>
</tr>
<tr>
<td>No. of Children</td>
</tr>
<tr>
<td>Adults:</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?
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 3.8
Play activities for individual children

In this session you’ll learn about:
• selecting play activities to meet the needs of individual children
• ways to encourage children at play

Early Years Learning Framework links:
• Principle 3: High expectations and equity
• Practice: Responsiveness to children
• Learning outcome 4: children are confident and involved learners – children resource their own learning through connecting with people

You’ll show you’ve learnt this by:
• completing Task 3.8
• completing Planning Notes 3.8
• preparing and carrying out Activity 3.8 – ‘Play activities for a child’
• completing Workplace Activity Record 3.8
• storing any photos from this activity in your evidence portfolio

Foundation skills in the workplace:
• Writing: ongoing program requirements – Task, Planning Notes and the Workplace Activity Record for each session
• Oral Communication: explaining activities clearly
Learning notes 3.8

Selecting play activities for individual children

Every child has his or her own interests, likes and skills so it is very important that you, as an early childhood educator, recognise and encourage each child individually.

In an inclusive early childhood setting, educators provide play opportunities that focus on the needs of all children. Through the workshops in this Learner’s Workbook you have gained experience in setting up play activities for babies and infants, for children with additional needs and for children nearly ready to move into kindy. For each of these groups of children the play activities encouraged them to build on their skills and develop new skills.

This session is about selecting play activities for an individual child.
The play activities should:

- be based on the observations that you have made through watching the child at play
- encourage the child’s development across the developmental domains
- be at just the right developmental level for the child
Here are 3 examples of how educators designed play activities based on observations of individual children:

**Example:**
You watch a baby reach for something that someone is holding, so you set up a group of coloured objects to encourage the baby to practise reaching out.

**Example:**
You see a 3 year old trying to use scissors by themselves, so you plan a set of activities where the child practices using scissors to cut straight lines on a range of materials, such as paper and playdough.

**Example:**
You notice that a child usually plays alone, so you provide 2 or 3 sets of the same activity, so that 2 or 3 children can play alongside the child – all doing the same thing. Some interaction between the children will be encouraged so that the child gets used to first playing next to other children, then playing alongside others and then playing with others.
Encouraging children at play

All children are different and they will respond differently to the play activities that you have set up.

All children respond to encouragement too, but children will often need encouragement in different ways.

In Session 2.8, it was suggested that some children might be shy and will need encouragement to try new things, perhaps with other children first and then by themselves. But there are other reasons why children may need encouragement to participate in activities.

For some children it is about choice of activities – some children like to choose what they will play with but for other children it is hard for them to make choices. They will need someone to encourage them to do one activity and then to move on to another activity.

**Example:** Choosing between different ball games or between ball games and painting can be easy for one child but difficult for another child.

For some children it is about the time given for activities – children should have enough time to get involved in an activity. In the early childhood setting, it is helpful if all children can join in an activity as much as they want to.

**Example:** Some children will want to stay at one activity for a while, perhaps do it two or three times, and other children will only want to do it once and then move on to the next activity.
For some children it is about having adults with them – they are encouraged when adults join in play activities with them.

**Example:** Adults can join in a ‘pretend morning tea’, or playing with dolls, or setting up towers in the sand pit.

However, when an adult joins in with children’s play it is important that the child continues to lead the play and that the adult doesn’t take over.

Adults can sometimes show children ways to develop their play, perhaps encouraging the children by adding something new to the play.

**Example:**

- Another child may be playing with kitchen toys. The adult could introduce a small shopping basket so that the child could add shopping to their play.
- Another child may be playing in the sand pit with blocks and cars and the adult may introduce some post pack cylinders that the children may use as tunnels, towers and garages.

For all these children, the encouragement of adults may enable them to participate more fully in the play activity.

Remember, as an educator, you can encourage children to play by carefully planning the activities that are provided for them. Try to make sure that the activities look interesting – that they are set up well and look like fun, so that children will be excited to try the activity.
When children have difficulties at play

Sometimes adults are also needed where the children are having difficulties at play.

Example: There may be disagreements between children, or a child may not understand the activity, or they may not be acting in a safe way.

At these times, adults may assist a child to choose another activity or to find another way of doing the activity.

The most important role for adults is to encourage each child while they are playing. This is true both for parents and for early childhood educators.

Encouragement and praise helps children feel good about themselves as well as about what they have done. This is an important part of children’s social and/or emotional development and enables the children to continue their learning and development with confidence.
Task 3.8 Observation of a child’s activities with colours, shapes and numbers

Later in this session, Activity 3.8 is to plan an activity for one child to encourage their skills with colours, shapes and numbers.

Task 3.8 is for you to observe the selected child playing with colours, shapes and numbers and to document the skills that they can do already. These observations will be the foundation for the activities that you select for them in Activity 3.8.

Task 3.8 Observation Record

<table>
<thead>
<tr>
<th>Person observing:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child observed:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Time: Activity:</td>
</tr>
</tbody>
</table>

Observations

The child:

The child’s use of skills:

About the activities:

About the play environment:
### Word list 3.8

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Meaning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>particular</td>
<td></td>
</tr>
<tr>
<td>focused</td>
<td></td>
</tr>
<tr>
<td>observations / observing</td>
<td></td>
</tr>
<tr>
<td>required</td>
<td></td>
</tr>
<tr>
<td>individual</td>
<td></td>
</tr>
<tr>
<td>disagreement</td>
<td></td>
</tr>
<tr>
<td>equipment</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
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<tr>
<td>instructions</td>
<td></td>
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<tr>
<td>extend</td>
<td></td>
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<tr>
<td>appropriate</td>
<td></td>
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<tr>
<td>interests</td>
<td></td>
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<tr>
<td>recognised</td>
<td></td>
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<tr>
<td>materials</td>
<td></td>
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<tr>
<td>confident</td>
<td></td>
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<tr>
<td>introduce</td>
<td></td>
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<tr>
<td>praise</td>
<td></td>
</tr>
<tr>
<td>enables</td>
<td></td>
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</tbody>
</table>
Activity 3.8 Play activities for a child

Select three activities about colours, shapes and numbers for a child based on the observations that you made in TASK 3.8. Remember to encourage the child as he/she joins in the activities.

Preparation:

- Negotiate with staff where and when you will do the activity in the early childhood setting and with which children (and parents)
- Discuss your observations from Task 3.8 with staff and talk about the activities that you have planned for the child based on your observations of their play
- Use Planning Notes 3.8 to plan the activities, list the equipment and describe the transitions between each activity
- Complete ‘Learning through Play’ for yourself for this activity—writing what you expect the child may learn during this activity

Doing the activity:

- Set up the activities and introduce the activities one at a time to the child
- Assist the child with the activities, using intentional teaching strategies and much encouragement
- Watch how the child shows interest and enjoys the activity and how he/she communicates with you
Activity 3.8 Play activities for a child

Follow up to the activity:

- When the child is finished with the activities pack away the equipment together
- Clean up the activity area
- Complete Workplace Activity Record 3.8
- Check whether the child did demonstrate some of the points that you wrote in ‘Learning Through Play 3.8’
- Date and name photos of the preparation and the children doing the activity and store them in your evidence portfolio
### Learning through play

**Play Activities for a Child**

#### Ages of children: Any age

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

#### EYLF learning outcomes:
children resource their own learning through connecting with people...

*from LO 4*

---

### What is the child learning while he / she is doing the activity?

<table>
<thead>
<tr>
<th>Physical development – fine motor skills:</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Physical development – gross motor skills:</th>
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<table>
<thead>
<tr>
<th>Social and/or emotional development:</th>
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<table>
<thead>
<tr>
<th>Cognitive development:</th>
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<table>
<thead>
<tr>
<th>Language development:</th>
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</tbody>
</table>
Planning notes 3.8

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 3.8

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 3.8

<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 3.8

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
• 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 3**

<table>
<thead>
<tr>
<th>Tasks completed:</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
<th>3.4</th>
<th>3.5</th>
<th>3.6</th>
<th>3.7</th>
<th>3.8</th>
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</table>

<table>
<thead>
<tr>
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<th>3.2</th>
<th>3.3</th>
<th>3.4</th>
<th>3.5</th>
<th>3.6</th>
<th>3.7</th>
<th>3.8</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Workplace activity record completed:</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
<th>3.4</th>
<th>3.5</th>
<th>3.6</th>
<th>3.7</th>
<th>3.8</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence portfolio for each session – workplace activity photos, learning through play posters checked:</th>
<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
<th>3.4</th>
<th>3.5</th>
<th>3.6</th>
<th>3.7</th>
<th>3.8</th>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>My Learning so far Workbook 3</th>
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**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 3**

| Session 3.1 | Principle 1: Secure, respectful and reciprocal relationships  
Learning outcome 1: Children have a strong sense of identity – children feel safe, secure and supported |
|-------------|-------------------------------------------------------------------------------------------------|
| Session 3.2 | **Practice:** Learning through play  
**Practice:** Learning environments  
**Learning outcome 4:** Children are confident and involved learners – children develop dispositions for learning, such as curiosity, cooperation, confidence |
| Session 3.3 | **Principle 2:** Partnerships  
**Principle 3:** High expectations and equity  
**Learning outcome 1:** Children have a strong sense of identity – children develop knowledgeable and confident self-identities |
| Session 3.4 | **Principle 4:** Respect for diversity  
**Practice:** Learning environments  
**Learning outcome 1:** Children have a strong sense of identity – children develop their emerging autonomy, inter-dependence and resilience |
| Session 3.5 | **Principle 2:** Partnerships  
**Practice:** Continuity of learning  
**Learning outcome 2:** Children are connected with and contribute to their world – children develop a sense of belonging to group |
| Session 3.6 | **Practice:** Intentional teaching  
**Learning outcome 4:** Children are confident and involved learners – children develop a range of skills and processes |
| Session 3.7 | **Practice:** Intentional teaching  
**Practice:** Holistic approaches  
**Learning outcome 4:** Children are confident and involved learners – children develop dispositions for learning, such as curiosity, cooperation, confidence |
| Session 3.8 | **Principle 3:** High expectations and equity  
**Practice:** Responsiveness to children  
**Learning outcome 4:** Children are confident and involved learners – children resource their own learning through connecting with people |
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.
| Session 3.1 | **Making decisions**: responding to young children’s cues  
**Writing**: Tasks for each session 3.1 – 4.8; ongoing  
Planning Notes and Workplace Activity Records for this program |
| Session 3.2 | **Planning and organising**: designing and making a learning environment for babies  
**Reading**: the Learning Notes for each session; the Word lists for each session |
| Session 3.3 | **Learning**: about the additional needs of children |
| Session 3.4 | **Problem solving**: considering the individual needs of children during play activities and modifying the activities to suit their needs |
| Session 3.5 | **Teamwork**: arranging and facilitating the kindy visit with kindy staff, families and work colleagues |
| Session 3.6 | **Oral Communication**: clearly explaining tasks to children and respectfully responding to their needs |
| Session 3.7 | **Numeracy**: Learning about the foundational importance of numeracy for children and how to plan activities through which children can develop their understanding of numbers, colours and shapes |
| Session 3.8 | **Writing**: ongoing program requirements - Tasks, Planning Notes and the Workplace Activity Record for each session  
**Oral Communication**: explaining activities clearly |
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
www.abc.net.au/parenting
www.earlychildhoodaustralia.org.au
www.cyh.com.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)
http://batchelorpress.com/books/talking-early-childhood

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:
Milestones of development

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