








	Monday 5 February	Tuesday 6 February	Wednesday 7 February	NQS Reminder
Learning Experiences	<ul style="list-style-type: none"> - books about going to the beach, camping and spending time with family. - have lunch on the grass area, set the shade umbrella and have it picnic style!  <p><input checked="" type="checkbox"/> Safety checklist completed</p>	<ul style="list-style-type: none"> - series of Spot books placed on shelf and mat. - dramatic play "camping site" (outdoors) - knob puzzles of everyday items: animals - cooking experience - making fruit salad - to take to camping site. <p><input checked="" type="checkbox"/> Safety checklist completed</p>	<p>Library Day ☺ 10am-12pm</p> <p>Follow-up from day at the library: animal puppet making (paper bags, coloured paper, wool, scissors, glue sticks, coloured pencils)</p> <p><input checked="" type="checkbox"/> Safety checklist completed</p>	<p>2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p>Tue 17 Jan: - cooking experience: fruit salad: the children were involved in making a simple fruit salad. They chose what went in it. We discussed why fruit is good for our bodies and where fruit comes from.</p> <p>Note: research and gather materials to start a vegetable / fruit garden with the children.</p> 
Reflections and Outcomes	<p>EYLF 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.</p> <p>Sally loved lifting the flaps of "Spot goes to the beach". She couldn't wait to turn the page. "Ball, ball!" she repeated. "doggy" each time she saw Spot. Ben told us how he rides his bike and swims in the pool at the camping site.</p> <p>EYLF Outcomes <input checked="" type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>5</p>	<p>Sally continues her discovery of words, labelling the ones she knows and repeating the ones modelled by me. Both children enjoyed pulling each grape from the vine and breaking the orange into wedges.</p> <p>EYLF Outcomes <input checked="" type="checkbox"/>1 <input type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>5</p>	<p>Today's session at the library was about the farm. The children sang "Old McDonald", "5 Little Ducks", read "Giggle, Giggle, Quack" and made farm animals paper puppets. Ben asked if we could make other animals.</p> <p>EYLF Outcomes <input checked="" type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>5</p>	
Planning and Follow-up	<ul style="list-style-type: none"> → continue exploring pop-up books with Sally at different times of the day. Encourage her to name familiar objects. → set area near sandbox "camping style" - tent, small table, balls, water through. 	<ul style="list-style-type: none"> → add home corner materials to the "campsite": dolls, bbq set, plates, cups to extend dramatic play experience 	<ul style="list-style-type: none"> → add farm animal figurines and animal pictures to construction area → bring out farm felt kit. 	

	Thursday 8 February	Friday 9 February	Sat/Sun 10/11 February	NQS Question
Learning Experiences	<p>group time: introduce, formally, our new friend Tom to the others. Review rules and social etiquette: saying "please", "thank you", sharing and asking for turns.</p> <ul style="list-style-type: none"> - playdough with scissors, rolling pins, animal shaped cutters and paddle pop sticks. <p><input checked="" type="checkbox"/> Safety checklist completed</p>	<ul style="list-style-type: none"> - "campfire" added to the camping experience. Encourage Ben to talk about his own experience  <ul style="list-style-type: none"> - playdough with scissors, rolling pins, animal shaped cutters, paddle pop sticks. Talk about animals on farms and count them. <p><input checked="" type="checkbox"/> Safety checklist completed</p>	<p>no children in care</p> <p><input type="checkbox"/> Safety checklist completed</p>	<p>How do I identify which emergency procedures and specific action plans are required for our service and how often do we practice these?</p> <p>talked about what type of food can be eaten when camping and outdoors</p>
Reflections and Outcomes	<p>Tom found a play mate in Ben, both being at similar ages and similar interests. Ben, being the senior, took charge in showing Tom the environment and what to do. Sally clang a little lighter to me, but felt more relaxed by end of day.</p> <p>EYLF Outcomes <input checked="" type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>5</p>	<p>Tom combined playdough with the camping experience by inserting balls of dough on sticks and calling them marshmallows. He and Ben sat around the "fire" and cooked them. We went back and watch Youtube videos about what else happens when camping.</p> <p>EYLF Outcomes <input checked="" type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input checked="" type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>5</p> 	<p>EYLF Outcomes <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p>	
Planning and Follow-up	<ul style="list-style-type: none"> → introduce "Hello Song" "I wonder what your name is" - encourage children to say each other's names → add a "campfire" to our camping site with cellophane in yellow/red colours and sticks: involve children in the making. 	<ul style="list-style-type: none"> → cooking sausages on a frying pan → add small containers, small buckets and funnels to water through. (Sally) <p><u>see you next week</u> ☺</p>		