



# Taking Small BYTES

CARD DECK



Education  
and Training

Published by the Learning and Teaching Branch for the Department of Education and Training

Melbourne July 2016

© State of Victoria (Department of Education and Training) 2016

The copyright in this document is owned by the State of Victoria (Department of Education and Training), or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the Copyright Act 1968, the National Education Access Licence for Schools (NEALS) (see below) or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Training, 2 Treasury Place, East Melbourne, Victoria, 3002. Australia.

ISBN 978-07594-0813-5

This document is available online at: [fuse.education.vic.gov.au/?ZY2GMP](http://fuse.education.vic.gov.au/?ZY2GMP)

### **Acknowledgments**

Development of Taking Small BYTES was led by Dr Daphne Cohen.

**The Department does not endorse any technologies, apps, websites or software mentioned in this publication. There may also be a cost associated with using some of these tools and systems.**

**Website, app and software conditions change regularly and should be checked prior to use.**

# Taking Small BYTES: Early Childhood Learning Experiences

1. FUSE – fantastic, free early childhood resources
2. Super bugs buzz
3. Imagine your 'wild' self
4. Shedding light on shadows
5. Amazing ant antics
6. How do I say 'hi'?
7. Premiers' Reading Challenge
8. Stories from shadows
9. Animate an animal
10. Create animated stories
11. Which way is forward?
12. What do you do for a living?
13. My family album
14. Safe penpal blogging
15. See the world
16. We're off to the museum
17. Who lives in our neighbourhood?
18. Does it make sense?
19. Cybersafety
20. Songs, films and fairytales
21. Daisy the Dinosaur jumps for computer coding
22. Go on a shape hunt
23. Teddy's adventures
24. Lunch
25. Playground rules
26. Weights and scales
27. Can that book really talk?
28. Let's talk pets
29. This robot is going places
30. What is your national costume?
31. I'm going to school
32. How fast can I go?
33. Planting a tree
34. Finding your way
35. Stop! Wait! Go!
36. What a great year it's been
37. Audio books for home reading
38. Orientation videos
39. Message the big moments
40. Technology news
41. Matching shapes
42. Aboriginal and Torres Strait Islander cultures
43. How cool! A book in two languages
44. Learning from others
45. Cartoon capers
46. Vocabulary flashcards
47. Playing with words
48. Playing with numbers
49. Words go with music

## Taking Small BYTES: Early Childhood Learning Experiences

50. What can you see?
51. Comparing digital images
52. Virtual tours
53. Making word clouds
54. Leaving digital footprints
55. Scan that item
56. The world of panoramas
57. Virtual art gallery of children's work
58. Green screens: imagine you are anywhere in the world
59. Young photographers on assignment
60. What does that old thing do?
61. Photo editing: put me in the picture
62. Happy birthday e-card
63. Design a city
64. What's in the news?
65. Ways to tell a story
66. Films in other languages
67. Communicating without speaking
68. City and country get together
69. Welcome to our community
70. Role-play
71. Technologies that help people
72. Slow it down! Speed it up!
73. Let's watch the grass grow
74. What time is it now?
75. Icons, logos and trademarks
76. Favourite fonts
77. Creating new fairytales
78. 3D printing
79. Touchy-feely textures
80. Drawing or tracing
81. Connecting with families
82. Professional learning
83. Action songs
84. Sharing a calendar
85. Putting things in order
86. Scan and plan
87. Following instructions and taking turns
88. Time to relax
89. Managing emotions
90. My first picture dictionary
91. Concept maps
92. Recipes for success
93. Copy that
94. How to search for resources online
95. Wheel decide
96. Every photo tells a story
97. Flight paths to fun
98. Bushfires and house fires
99. Forecasting the weather
100. When I grow up...

# What's on the cards?

The cards showcase learning opportunities built around digital technologies and other play-based learning experiences.

Through these experiences, children can develop their identities, connect and contribute to their worlds, develop a strong sense of wellbeing, become confident and involved learners, and effective communicators.

The experiences will also help children learn to become competent, safe and responsible technology users; and gain skills that make technology a rewarding and stimulating part of play and learning.

The cards, designed for educators in early childhood services, include a main learning experience, follow-up experiences, links and connections to the Victorian Early Years Learning and Development Framework (VEYLDF).



Technologies are a fundamental part of our everyday lives. When used wisely and safely, they offer many educational and developmental benefits for children.



## Digital technologies can help you...

- inspire children's love of learning at an early age, particularly their curiosity and creativity
- support improved communication with families, and actively involve families in their children's learning
- build your own professional capacity to increase educational choice, opportunities and outcomes
- mitigate disadvantage and individualise learning
- offer unprecedented access to digital resources, learning networks, communities and experts
- develop children's emerging literacy, numeracy and citizenship skills through play
- encourage collaboration, co-creation and social skills
- support transition to school
- capture and track children's learning and development progress, enabling earlier intervention or enrichment
- encourage outdoor and active play.

# Using digital technologies wisely and safely

## Safety

### Health and wellbeing

- Monitor screen time.
- Encourage good posture.
- Keep cords tidy and safe.
- Dispose of batteries safely.

### Secure content/environments

- Keep passwords private.
- Block unauthorised communications.
- Use secure websites.
- Install virus protection software.
- Use age-appropriate web content, apps and software.

### Digital footprints

- Think before you post, everything posted online remains even after you delete it.

## Cybersafety

- Be proactive about teaching children how to be safe and responsible.
- Don't share children's or parents' personal information.
- Use avatars.
- Instruct children to ask for help when something doesn't feel right.

## Adult supervision

- Young learners should use technologies in full view of adults.

## Ethics

### Appropriate language

- Use positive, polite language when commenting on blogs or content.

## Appropriate content

- Respect intellectual property, including copyright, and acknowledge other people's work or content.
- Use copyright-free sites or pay copyright fees.
- Don't post inappropriate photos online.

## Appropriate behaviours

- Report online bullying.
- Respect others online.

## Appropriate permissions

- Obtain consent forms from parents or guardians before publishing children's work or photos online, such as posting children's photos on social media.

## Using digital technologies wisely and safely...

### Privacy

- Respect the privacy of other people's images and files.
- Log on with your own password.
- Use technology for its intended purpose, including play-based learning and development activities.

### Apply social etiquette

- Share, take turns and include others in play and conversations.

### Equitable access

- Ensure equity by providing opportunities for all children to participate and learn.

### Social and cultural understanding

- Understand other cultures and beliefs, and have a global awareness.

### Responsible use

#### Respecting devices

- Care for and handle technologies with respect.
- Keep devices clean.

#### Practising digital etiquette

- Speak clearly without yelling.
- Don't use all uppercase (capslock) when typing.
- Respect the opinions and work of others.
- Don't click on anything you are unsure about.

#### Protecting young learners

- Don't sign children up to sites with age restrictions.
- Report inappropriate websites or content.
- Report bullying.

### Posting appropriate content online

- Post content with a context and purpose.
- Give useful feedback to others.

# FUSE – fantastic, free early childhood resources

FUSE is the digital resource library – really the magic tool box – of the Department of Education and Training in Victoria. Visit: [fuse.education.vic.gov.au/earlychildhood](https://fuse.education.vic.gov.au/earlychildhood)

FUSE is an ideal first port of call for early childhood education resources. The resources are available to all Victorian educators, students and parents. It is packed full of activities, ideas, websites and games for the early years:

- Find out about animals.
- Explore space.
- Sing and dance to music, and much more!

## Follow-up learning experiences

- Play and learn using the early childhood resources in FUSE.
- Suggest an early years resource to FUSE that others could use.

## VEYLDF connections

### Principle

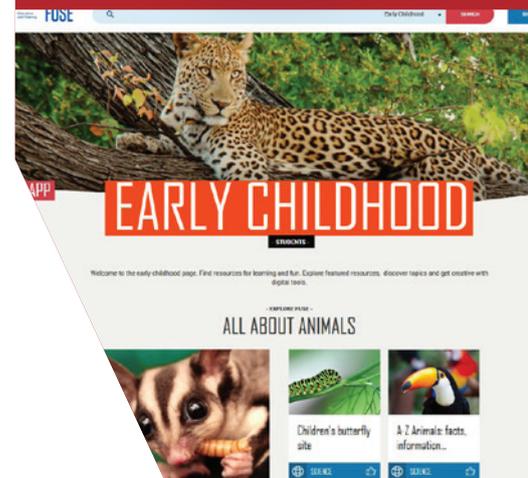
Integrated teaching and learning – learning is an active process.

### Outcome

Children are confident and involved learners – children have access to wide range of tools and media.

Learning  
Experience

1



# Super bugs buzz

Encourage children to find bugs in the playground, being careful not to disturb their habitat. The children could photograph the bugs and learn to magnify the images using a computer. In a group discussion, they could describe the features of bugs and the habitats that they found.

## Follow-up learning experiences

- Children could design their own 'super bug' using a computer-based program like Tux Paint or Draw Free app on an iPad.
- Children could draw or paint super bugs.
- Ask children to imagine a super bug's powers, habitat, diet and predators, and ask them to draw their ideas.
- Children could help make 3D super bug models from cardboard. They could answer questions at a display to which parents had been invited.
- Use Museum Victoria's Field Guide to Victorian Fauna app to discover more information about bugs.

- Using a digital microscope may enhance the experience.

## VEYLDF connections

### Principle

Integrated teaching and learning – children lead their learning by being creative and imaginative.

### Outcome

Children are effective communicators – children experiment with ways of expressing ideas using a range of media.

Learning  
Experience

2



# Imagine your 'wild' self

There are a range of easy-to-use online resources for children to create their own avatars (icons or figures that digitally represent people). One website, which the children could explore, enables you to create a 'wild' version of yourself from wings, paws, claws, ears and more: [www.buildyourwildself.com](http://www.buildyourwildself.com)

## Follow-up learning experiences

- Discuss with the children: What is an avatar?
- Discuss with the children: What would you like your 'wild' self to look like?
- Children could draw their 'wild' self and make up stories about their avatars and characters.
- Children could use plasticine or paper to make a 'wild' self sculpture.
- Discuss with the children: How would life be different if we had wings, scales or webbed feet?

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – active engagement with, and attunement to children in their play extends and supports their learning.

### Outcome

Children have a strong sense of identity – exploring identity through play.

Learning  
Experience

3



# Shedding light on shadows

Playing with light and creating shadows offers children some entertaining opportunities. Overhead projectors or lamps can be used to project branches, blocks, toys or cut-out shapes onto a wall. Children can trace the shadows on large pieces of paper attached to the wall.

## Follow-up learning experiences

- Ask the children: When do we see shadows? Are shadows always the same colour? Are shadows scary?
- Plan a Guess the Shadow game.
- Discuss sundial clocks with the children: How can we use shadows to tell the time?
- The children could be encouraged to measure or trace their shadows at different times of the day. For group discussion: Why do shadows change their size and shape during the day?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – creative and imaginative play.

### Outcome

Children are confident and involved learners – developing a range of skills such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

Learning  
Experience

4



# Amazing ant antics

With an ant farm or colony, children can observe and draw ants and discover the fascinating ways that they live together and work with their environment. Check if your service could acquire an ant colony. Explore Museum Victoria's Field Guide to Victorian Fauna app or search YouTube for videos that use a tiny camera to see inside an ant colony.

## Follow-up learning experiences

- Encourage children to learn about ants: How many ants live in a colony? What do they eat? What is their lifecycle?
- Ask the children: Which other insects could we look at under a digital microscope?
- Introduce reference books and storybooks about ants.
- The group could discuss caring for animals: Is it easier to care for an ant or for a dog?

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – educators build on children's interests.

### Outcome

Children are connected with their world – becoming socially responsible and show respect for the environment.

Learning  
Experience

5



# How do I say 'hi'?

Children can learn how to say a word or a phrase, like 'hi' in Hindi, using Google Translate, which features more than 100 languages. How many ways could the children say Happy Birthday? (Incidentally, 'hi' in Hindi is Namaste).

## Follow-up learning experiences

- Encourage the children to learn a song in another language.
- The service could organise an international day, encouraging children to share recipes or cook food from another culture.
- The group could use a language app, like Duolingo for Schools, to learn phrases in another language.
- Show the children how to write their names in another language (invite a bilingual speaker to help you).
- Read a bilingual book to the group.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – active engagement.

### Outcome

Children are connected with and contribute to their world – children respond to diversity with respect.

Learning  
Experience

6



# Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge inspires children to read. Discuss the Challenge with the children. Your service could register the children who want to join the Challenge at: [www.education.vic.gov.au/prc](http://www.education.vic.gov.au/prc)

## Follow-up learning experiences

- Your service could create a children's library for parents to borrow from or donate to. Talk to the children about library services.
- Visit a local library. Many libraries offer storytime and song sessions, as well as talks led by librarians.
- A class discussion could be held on books: Where do you open a book? Why do books have titles? Do you like books with pictures? What kind of books do you like best? Pop-up books? Fairytales? Dictionaries? E-books?
- Ask the children if they would like to create their own picture book.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – active engagement in a range of learning experiences and shared interactions.

### Outcome

Children are effective communicators – they actively use, engage with and share the enjoyment of language and texts in a range of ways.

Learning  
Experience

7



# Stories from shadows

Encourage children to work with each other to design and draw their own shapes to make shadow puppets and tell stories about them. Hands can also form shapes to make shadow puppets – the children could make a bird, a dog or a child's head.

## Follow-up learning experiences

- Encourage the children to make up stories by creating different shadow characters.
- Your service could invite children's puppeteers to perform a live puppet show.
- Discuss different types of puppets with the children: sock puppets, shadow puppets, stick puppets and hand puppets.
- For puppet resources, visit: FUSE: [fuse.education.vic.gov.au/?72PSB2](http://fuse.education.vic.gov.au/?72PSB2)
- Encourage the children to use a puppet theatre. Observe the children and document the stories they create. Stories could be shared with their families.

## VEYLDF connections

### Principle

High expectations for every child – each child is unique and has the right to a range of thoughtful and challenging learning experiences.

### Outcome

Children are effective communicators – children communicate with each other in many different ways.

Learning  
Experience

8



# Animate an animal

Children could create a short stop-motion animation with plasticine figures and sets using animation software. It could have a simple theme like 'Maxi the dog chases a ball', or another topic of interest to children.

## Step-by-step animation

- Explain the process to the children. Watch a stop-motion video as a group. FUSE has some great animation resources: [fuse.education.vic.gov.au/?2CZPJ9](http://fuse.education.vic.gov.au/?2CZPJ9)
- Create characters from plasticine or cardboard, and a set.
- Invent or narrate a sequence of events.
- Set up a digital camera and have the children record their characters moving one stop at a time.
- Record the characters' voices.
- Watch claymation videos like Wallace and Gromit.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators do not limit children and acknowledge their unique trajectories.

### Outcome

Children are confident and involved learners – they persist with tasks, over time, even when they might find them difficult.

Learning  
Experience

9



# Create animated stories

Children and educators could create stories or narratives using animated characters.

The following resources may be useful:

- **FUSE** [fuse.education.vic.gov.au/?BWTD82](http://fuse.education.vic.gov.au/?BWTD82)
- **Sock Puppets app** [goo.gl/F4zDZs](http://goo.gl/F4zDZs)
- **Puppet Pals app** [goo.gl/KtU7kN](http://goo.gl/KtU7kN)
- **Zoobe Pets** [www.zoobe.com](http://www.zoobe.com)
- **Toontastic** [launchpadtoys.com/toontastic](http://launchpadtoys.com/toontastic)
- **Voki** [www.voki.com](http://www.voki.com)

## Follow-up learning experiences

- Make a sock puppet.
- Watch a cartoon as a group.
- Lip-sync with a sock or hand puppet like a ventriloquist.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators intentionally engage with children in play.

### Outcome

Children have a strong sense of identity – explore aspects of identity through role play.

Learning  
Experience

10



# Which way is forward?

A Bee-Bot is a simple child-friendly floor robot that's fun to use. It can introduce children to concepts of directional language and make learning entertaining. Children could work together to create their own mat, which the Bee-Bot moves around on, and enjoy mathematical challenges and games.

## Follow-up learning experiences

- Use Bee-Bots to learn about counting and directional language (left, right, forward, backward).
- Children can learn to write a simple set of instructions using a Bee-Bot mat. For example, move the bot 2 squares right, 3 forward, 2 left.
- Play a game requiring children to follow instructions like Simon Says.
- You could discuss with the group: When do we ask for directions? What is a map? What places did you see on your way here today?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators have an important role in supporting children's learning in mathematical understanding.

### Outcome

Children are confident and involved learners – they experiment with different technologies and learn to give and follow simple directions.

Learning  
Experience

11



# What do you do for a living?

Organise a Skype or other video conferencing session for children to interview a parent or a member of the community about their work. Before the session, develop a list of questions with the children. What would they like to know about working? The questions could be shared with interviewee beforehand.

## Follow-up learning experiences

- Ask the children: What did you learn from the interview? Did the interviewee have more than one job at a time? Have they had more than one job since they left school?
- Ask the children about people in the community whose work helps all of us.
- Document the children's ideas on the question: What do you want to be when you grow up? Why?
- Provide dress-ups for rich and meaningful dramatic role play for jobs such as a chef, pilot, athlete, photographer or builder.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – educators develop programs that build on children's interests and culture.

### Outcome

Children have a strong sense of well-being – children are happy, safe and connected to others.

Learning  
Experience

12



# My family album

As part of a group learning experience, children could be asked to take five photos of their family at home using a digital device. The photos could be shared with the group and used by the children to talk about their families.

Children could ask: Who is in the photo? Where was the photo taken? Are people looking happy or sad? Was it difficult to get everyone together for the photo? Does everyone enjoy being photographed?

## Follow-up learning experiences

- In a group discussion, you could ask: What is a family? What kinds of families are there? Who is in your family? Do animals live with your family?
- Children could share a funny story about their family or draw their family.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – over time educators learn about children and their families through conversations and discussions with them.

### Outcome

Children have a strong sense of identity – children demonstrate a sense of belonging and identity with their family.

Learning  
Experience

13



# Safe penpal blogging

With the children from your group and another service – in another town, state or country – you could create a closed and protected blog. Acting as a facilitator, you could support conversations between penpals by typing answers to questions. Find out more at: [global2.vic.edu.au](http://global2.vic.edu.au)

## Follow-up learning experiences

- Children could learn about their penpals' towns, states, or countries.
- The blog could be used to exchange artwork and photos. With permission, children's artwork could be scanned, and uploaded for sharing.
- Families could also have access and use it to communicate.

## VEYLDF connections

### Principle

Integrated teaching and learning – extending children's learning.

### Outcome

Children are connected with and contribute to their world – children begin to recognise that they can belong to many communities.

Learning  
Experience

14



# See the world

Use Google Maps to find the children's or their families' countries of origin. Children could be encouraged to look at a country, one-at-a-time, and learn a few points about that place. Photos could be printed to share with the rest of the group.

Visit: [www.google.com.au/maps](http://www.google.com.au/maps)

## Follow-up learning experiences

- As a group, compare printed images of different countries and geographical locations. These could include buildings, landscapes, weather and places of interest.
- Encourage children from different cultural backgrounds to share information about their favourite foods, celebrations, costumes and songs.
- Talk to the children about Aboriginal and Torres Strait Islander history and people.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – an opportunity for children to be sensitive to diversity and difference.

### Outcome

Children are connected with and contribute to their world – children have the opportunity to explore the diversity of culture, heritage and background.

Learning  
Experience

15



# We're off to the museum

Explore Museum Victoria's exciting exhibits online. The Discovery Centre has plants and animals, history and technology, rocks and fossils and much more at: [museumvictoria.com.au/discoverycentre](http://museumvictoria.com.au/discoverycentre) You can also view their collections at: [collections.museumvictoria.com.au](http://collections.museumvictoria.com.au)

## Follow-up learning experiences

- Your service could access the museum's educational programs through a visit to Melbourne Museum, Scienceworks or the Immigration Museum.
- Encourage the children to draw the things that they find interesting during their museum visit. It could be the dinosaurs, an Aboriginal shield, the birds in the rainforest or even Phar Lap.
- The group could create their own exhibition on a theme they choose using items from home.

## VEYLDF connections

### Principle

Integrated teaching and learning – encourage children to explore, problem solve, communicate, think, create and construct.

### Outcome

Children are connected to and contribute to their world – children are given opportunities to talk about living and non-living things.

Learning  
Experience

16



# Who lives in our neighbourhood?

The children could use Google Maps to look at their local community. The maps, or aerial images, would show them homes, streets, parks, schools, offices, carparks, shops and other significant places, including your service. Visit: [www.google.com.au/maps](http://www.google.com.au/maps)

## Follow-up learning experiences

- The group could make a model of their community, or draw images of community spaces and put them on a wall map.
- The service could organise a local walk, visiting or passing by services and community spaces such as the local fire station, library or bus stop.
- Talk with the children about local community organisations.
- The children could make their own donation boxes for a local community organisation.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – everyday events support children’s learning.

### Outcome

Children are connected with and contribute to their world – children show a growing appreciation and care for the local community.

Learning  
Experience

17



# Does it make sense?

Our senses, like sight, hearing, help us to make sense of the world. Using sounds on the internet, play a game where children guess the sound. FUSE has resources you could use to investigate the senses, visit: [fuse.education.vic.gov.au/?4LTTP4](https://fuse.education.vic.gov.au/?4LTTP4)

## Follow-up learning experiences

- Fill up jars with different scents and have the children cover their eyes to guess the smell: Banana? Soap? Potato chips? Does it smell like something to eat? What is the children's favourite food smell?
- Fill up containers with different items. Have the children cover their eyes and identify and describe their textures: Rough? Smooth? Soft? Hard?
- Conduct a taste test using sour, bitter, sweet and salty items. How many could the children identify?
- Create a group concept map of things the children can see, hear, smell, feel and taste over the day.

## VEYLDF connections

### Principle

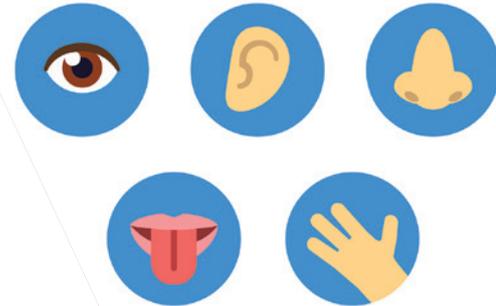
Integrated teaching and learning – intentional teaching should be thoughtful, deliberate and purposeful.

### Outcome

Learning – children develop dispositions for learning such as curiosity.

Learning  
Experience

18



# Cybersafety

Children can learn about safe online practices and digital citizenship through Hector's World, an online safety initiative for educators and parents. Visit: <https://www.esafety.gov.au/education-resources/classroom-resources/hectors-world>

Hector's World features seven animated episodes of Hector the dolphin and his friends exploring the digital world. Support materials for educators and families cover commercialisation, trusted adults, privacy and other issues.

## Follow-up learning experiences

- Ask children questions about safety: What is safety? What do we need to remember to be safe? Who can we go to if we don't feel safe?
- Intentionally plan for children to be introduced to the topic of being safe and responsible when they use the internet.

- Ask the children what they would do if they saw something that made them upset?

## VEYLDF connections

### Principle

Integrated teaching and learning – intentional teaching should be thoughtful, deliberate and purposeful.

### Outcome

Children have a strong sense of wellbeing – children feel safe at all times.

Learning  
Experience

19



# Songs, films and fairytales

Watch songs, films, fairytales and children's shows for free on YouTube. Turn on the subtitles function so that children can begin to follow the words as they watch the story.

## Follow-up learning experiences

- Watch a dance routine from a YouTube video.
- Watch a fairytale that tells a story in another language. You could ask the children what they understood of the story.
- Watch different versions of the same fairytale or song. Discuss which version the children preferred and why?
- Video a group of children acting out a short play or dialogue. Play it back to the children. Ask them if they would like to do it again. Ask another group of children to act out the same play or dialogue.

## VEYLDF connections

### Principle

Integrated teaching and learning – encourage children to observe, interpret, model and reflect.

### Outcome

Children are connected with and contribute to their world – children work in groups to make sense of the world around them.

Learning  
Experience

20



# Daisy the Dinosaur jumps for computer coding

Introduce the children to giving and understanding simple instructions – it's the basis of computer coding. In a few easy steps, Daisy can be programmed to jump, roll and turn. Find Daisy at FUSE: [fuse.education.vic.gov.au/?WJWZC2](https://fuse.education.vic.gov.au/?WJWZC2)

## Follow-up learning experiences

- Play games that reinforce following instructions such as Ship-Shark-Shore.
- Talk about recipes that logically follow a sequence of steps, such as making a sandwich.
- Ask the children: What happens when we don't follow instructions or rules properly? Can we get lost? Will the play dough work if we don't follow the recipe?
- With the children, make play dough, following a recipe. Take photos at each step and share with parents.

## VEYLDF connections

### Principle

Integrated teaching and learning – children learn through exploring, experimenting, investigation and being creative.

### Outcome

Children are effective communicators – children interact verbally and non-verbally with others for a range of purposes.

Learning  
Experience

21



# Go on a shape hunt

Encourage the children to look for shapes in their environment. Shape hunting could be played inside or outside. When the children have found shapes, they could use an iPad or a digital camera to take a photo showing the shape. As a learning experience, they could share their photos with each other.

## Follow-up learning experiences

- Print the photographs and make a shape sorting game.
- Extend the children's interest by asking them to look at home for things that have shapes.
- Ask children to imagine what a shape could become: Imagine if you drew a circle. What could it become? A face? A chicken? You could encourage children to draw their ideas.
- Children could learn to draw different shapes and colour within the lines.

## VEYLDF connections

### Principle

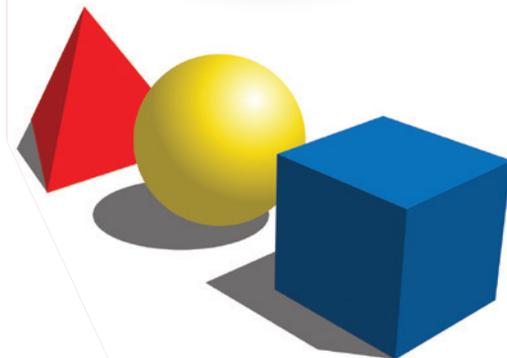
Integrated teaching and learning – children learn through exploring, experimenting, investigation and being creative.

### Outcome

Children are effective communicators – children begin to sort and categorise.

Learning  
Experience

22



# Teddy's adventures

Children can take turns to take the same teddy bear home and take responsibility for him or her. They could take photographs or draw the teddy bear's adventures over a week, then narrate their experiences on an audio recorder.

## Follow-up learning experiences

- Set up a listening post to encourage the children to listen to each other's recorded stories. Children may like to give feedback on a story: What made this story interesting?
- Create a group blog or timeline of the teddy bear's adventures over the year.
- Your service may consider acquiring insects or pets to encourage children to learn about care and responsibility for animals and other creatures.

## VEYLDF connections

### Principle

Integrated teaching and learning – engage children in learning experiences in authentic and meaningful ways.

### Outcome

Children are connected with and contribute to their world – children take responsibility and care for a living creature.

Learning  
Experience

23



# Lunch

Using a visualiser – also called a document camera – the children can see small objects, like the contents of their lunch boxes, projected onto a wall or screen.

Initiate a discussion with the children about:

- the five food groups
- differences in the amount of packaging (recycling and landfill)
- healthy versus 'sometimes' foods
- the foods that you can or can't bring to the service (foods that cause allergies, foods that need refrigeration, or are too messy, or are out-of-season).

## Follow-up learning experiences

- Discuss with the children: What is a healthy snack? Whose lunch was the most colourful?
- As a group, discuss hygiene when eating or cooking: children should wash their hands and cover their mouth when coughing.

- Plan for and cook a lunch together with the children.

## VEYLDF connections

### Principle

Integrated teaching and learning – adults lead learning to extend children's learning.

### Outcome

Children have a strong sense of wellbeing – children learn about and take responsibility for their own health and physical wellbeing.

Learning  
Experience

24



# Playground rules

Play **Playground Rules**, a fun interactive resource that explores social skills. You can find it at FUSE: [fuse.education.vic.gov.au/?D2E2QA](https://fuse.education.vic.gov.au/?D2E2QA)

Initiate group discussion on appropriate playground behaviour. Discuss positive behaviours, such as sharing, using appropriate language, respecting each other's property, asking for help and staying safe.

## Follow-up learning experiences

- Initiate group discussion about why we have rules.
- The children could brainstorm and draw a simple set of rules for a game they know well.
- Hold a parent evening to discuss cybersafety and the use of digital technologies to support children's learning and development.
- Discuss with the children ways to balance screen time with physical activity.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – creating opportunities to develop collaborative and supportive relationships between families and professionals.

### Outcome

Children have a strong sense of wellbeing – becoming increasingly aware of the rights of others in the group.

Learning  
Experience

25



# Weights and scales

Encourage the children to weigh items around the room using digital scales. Introduce measurement language such as grams and kilograms.

## Follow-up learning experiences

- Talk about heavy and light items. Provide a range of items, like heavy and light books, to weigh.
- Provide scoops and measuring cups to weigh different quantities of liquids, rice or sand.
- Encourage children to use adjectives to describe different items around the room by colour, size, shape, weight and texture.
- Make biscuits or vegetable soup using a recipe that requires ingredients to be measured.
- Encourage the children to weigh coloured sand into bottles to create different patterns.
- Look at technologies that lift objects such as cranes and forklifts.

## VEYLDF connections

### Principle

Integrated teaching and learning – model language and introduce new vocabulary.

### Outcome

Children are confident and involved learners – children have opportunities to predict, think and problem solve.

Learning  
Experience

26



# Can that book really talk?

Plan to use a media player with multiple headphones so that children can listen to an audio story.

Picture books can also be used to enhance the story. Encourage the children to recount the story or to talk about what they liked.

## Follow-up learning experiences

- The children could draw different scenes from the story and organise the images to make a story strip.
- Ask the children: Was there a hero in this story? Was it a happy or a sad ending? Why?
- Encourage the children to make their own picture books.
- Take the opportunity to talk to children about the elements of a book. Introduce words such as chapters and titles.
- Encourage the children to make up their own stories.

- Children can record stories based on their drawings with an audio recorder.
- Introduce a chapter book to the group and read it on a regular basis.

## VEYLDF connections

### Principle

Integrated teaching and learning – conversations and interactions that support learning.

### Outcome

Children are effective communicators – use language to imagine and create scripts.

Learning  
Experience

27



# Let's talk pets

Ask the children about their pets or the pets they would like to have. What kind of pets do the children have? What does it eat? Where does it sleep?

The children can think of other questions to ask a friend about their pets. They could photograph their pets, or the pets of someone they know, to share with the group.

## Follow-up learning experiences

- Use a display of pet photos to extend the children's learning by asking questions. For example: How many cats are there? How many dogs? What kind of things do people like doing with their pets? What is a good pet name? What is the funniest thing your pet does?
- Ask the group about what kind of pets you can have: Koalas? Whales? Rats? Fish? Canaries?
- Assemble a display of the pet photos from the children.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – children learn from each other and group experiences offer an opportunity for children to learn together.

### Outcome

Children are connected with and contribute to their world – they learn about other children's and families' values when they learn about their pets.

Learning  
Experience

28



# This Bee-Bot is going places

Simple robots, like Bee-Bots, can make journeys on special mats, based on islands, farms or other imaginary places. Your service could acquire mats or the children could make their own. The children could take turns programming Bee-Bots to move, then take photos of them at different places on the mat.

## Follow-up learning experiences

- Create a book where each child in the group illustrates their favourite part of a Bee-Bot journey. The book can then be taken home and shared with family and friends.
- The children could create Bee-Bot journeys and routes for others to follow.
- The children could create Bee-Bot 'shells' or clothes – free templates are available online.
- Ask the group if they know anything about robots. What is a robot? Has anyone seen a robot? What do they do?

## VEYLDF connections

### Principle

Integrated teaching and learning approach – guided play.

### Outcome

Children are confident and involved learners – children place and orientate objects according to simple descriptions.

Learning  
Experience

29



# What is your national costume?

Cultural competence should be fostered and promoted with children and families in your service.

Plan a dress-up day where the children get dressed up in their family's national dress and take photos of each other with digital cameras or iPads.

## Follow-up learning experiences

- Children could draw flags from different countries.
- Discuss with the children what they know about different cultures, and what they would like to find out.
- Invite families to your service to talk about their cultural backgrounds.
- Information about Australian national dress is available at [www.australia.gov.au](http://www.australia.gov.au)

## VEYLDF connections

### Principle

Equity and diversity – children learn when children's personal, family and cultural histories are acknowledged and shared.

### Outcome

Children have a strong sense of wellbeing – children develop a sense of belonging when they are acknowledged and accepted for their uniqueness and diversity.

Learning  
Experience

30



# I'm going to school

Use video conferencing, like Skype or FaceTime, to communicate with children in a local school. It could be used to support the children's transition from your service to school.

If you contact teachers and students from a local primary school, children in your service could then be encouraged to discuss the questions that they have about starting school.

## Follow-up learning experiences

- Organise an excursion to a local school to support transition.
- Develop a book for children transitioning to the school with photos, their thoughts and words of encouragement for the new year.
- Discuss resilience skills with the children. This could include asking for help and trying again.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – children learn from each other and group experiences offer an opportunity for children to learn together.

### Outcome

Children are confident and involved learners – children transfer and adapt what they had learnt from one context to another.

Learning  
Experience

31



# How fast can I go?

Talk to the children about time. Introduce the concepts of hours, minutes and seconds by looking at a digital clock or stop watch.

Ask children how long it takes to complete a task. For example, how long does it take you to get ready in the morning?

## Follow-up learning experiences

- Use stop watches to time how long it takes children to do a task. For example, time the children while they pack up or stack blocks into a tower. These experiences can become a game as the children try to complete them more quickly.
- Talk about the concept of fast and slow. Does fast always win? Introduce the Tortoise and the Hare story.
- Set up a table with clocks and digital tools to record and track time.

- Ask the children: Why do we time a task? Talk about cooking an egg or vegetables. Try a cooking experience with the children.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches - extending children's learning.

### Outcome

Children are confident and involved learners – they begin to use measurements.

Learning  
Experience

32



# Planting a tree

Plant a tree in the playground with the children. Talk about how to prepare the soil, and plant and water the tree. The children could use a digital camera to document the planting.

## Follow-up learning experiences

- Print out the photos and ask the children to sequence the photos in the correct order.
- Talk about trees and what they need to grow. Make connections for the children about what trees need to grow and what children need to grow.
- Watch a time-lapse film of a plant growing at: [fuse.education.vic.gov.au/?H9YBGM](http://fuse.education.vic.gov.au/?H9YBGM)
- Watch: *Why do we need trees?* [youtu.be/BJZt\\_Z1eIBE](http://youtu.be/BJZt_Z1eIBE) and ask the children: Why do we need trees?
- Visit a local nursery.
- Take a virtual tour through a forest.
- Are all trees the same size? Gum trees? Wattle trees? Palms?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – provide environments and experiences to promote children’s learning.

### Outcome

Children are connected with and contribute to their world – explore nature and encourage children to be aware of the importance of looking after the world around us.

Learning  
Experience

33



# Finding your way

A compass or a Global Positioning System (GPS) can be used to conduct an adventure walk. You could encourage the children to find, collect or photograph items at different locations on the walk.

## Follow-up learning experience

- Using paper plates, support the children to create their own compass rose with North, East, South and West.
- The group could look at different maps and see if the children can find the compass rose on each map. What else can the children see on the map?
- The children could learn about sunrise and sunset: the sun rises in the east and sets in the west.
- As a group, brainstorm other technologies that people use to find or locate items or information and to get directions.
- Encourage children to use books that support observational skills such as Where's Wally?.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – encourage children to explore, solve problems, communicate, think, create and construct.

### Outcome

Children develop a range of skills and processes – learn to give and follow simple directions and describe locations in relation to other people and places.

Learning  
Experience

34



# Stop! Wait! Go!

Plan for children to learn more about colours. For example, why are traffic lights red, amber and green? What do each of the colours mean? What makes traffic lights work? What happens when they don't work?

Ask children if the colours in a traffic light help them to explain how they feel? If you were feeling angry, what colour would you be?

## Follow-up learning experiences

- Show the children some emoticons. Ask the children to guess the emotion expressed by each emoticon.
- Talk about:
  - Respectful relationships: What we should do if we are feeling angry with someone?
  - Respectful behaviours and communication.
- Watch: [youtu.be/9Mku8fSY4zE](https://youtu.be/9Mku8fSY4zE) and talk about persistence.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – educators encourage and support children to have respectful relationships with other children.

### Outcome

Children are effective communicators – children show increasing knowledge in conveying meaning.

Learning  
Experience

35



# What a great year it's been

Using timeline software or an app, like ReadWriteThink's Timeline, create a timeline of learning experiences over the year for your service. Include images and children's quotes. Print it out and display it in the foyer.

## Follow-up learning experiences

- Ask the children to remember the most fun learning experiences for the year.
- Ask the children to recall major events in their lives so far and discuss these with their parents. Then share photos of those moments with the group.
- Read a book or watch a film about a time machine. Ask the children: Can we travel to the future? What do you think the future looks like? Can you draw it?
- Watch a time-lapse video that slows down or speeds up time.
- Ask the children to do things at unusual speed: walk very slowly, or speak quickly.

- Is it easier or harder to do things at different speeds?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – children look back to reflect on what they have achieved and learnt (metacognition).

### Outcome

Children have a strong sense of identity – children realise how much they have grown and learnt during the year.

Learning Experience

36



# Audio books for home reading

Upload podcasts of stories to media players or publish links to encourage home reading. Families can also often access audio books in a variety of languages via their local library. Encourage families to listen to stories in their home language.

## Follow-up learning experiences

- Provide parents with a list of questions to ask children during reading to engage them and confirm their understanding.
- Ask families if they would like to borrow story sequencing cards from your service to use at home.
- Ask the children to draw their interpretation of a character from an audio book they have listened to.
- Ask the children to recall and recount what the book was about in front of the group. Invite the group to ask questions about the story.
- Point out the elements of a book such as the title and chapters.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – adult-led learning supported by families.

### Outcome

Children are effective communicators – children are encouraged to reflect and recount through storytelling.

Learning  
Experience

37



# Orientation videos

Create an orientation video for first-time parents and families, welcoming them to your service.

Ready, Set, Kindergarten is an innovative FUSE resource that provides information to children and parents about a kindergarten, its routines and learning experiences: [fuse.education.vic.gov.au/?DM7944](https://fuse.education.vic.gov.au/?DM7944)

Created by the Geelong Kindergarten Association this resource covers:

- Sun Protection • Clothing/Shoes
- Medicine • Food/Snacks
- Healthy Teeth • Arriving/Leaving
- Notices/Pockets • Safety/Gates

## Follow-up learning experiences

- Invite parents or grandparents to an early years orientation event.
- Include educators' photos and names in the first newsletter of the year to assist in transition.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – practical and authentic information.

### Outcome

Children are effective communicators – digital technology is being used to communicate ideas to children and families.

Learning  
Experience

38



# Message the big moments

Your service could obtain permission from parents to message them by SMS or email, including images, texts or videos of significant moments in their children's learning. Or you could use an appropriate parent communication app, provided privacy issues are addressed.

Significant learning moments could include:

- making a friend
- approaching new situations with confidence
- persevering with a task
- engaging in and contributing to group experiences.

## Follow-up learning experiences

- Use digital messages as an opportunity to initiate face-to-face conversations with parents and families about their child's learning and development.

## VEYLDF connections

### Principle

Assessment for learning and development – educators are transparent and objective and provide families with information about their child's learning and development.

### Outcome

Children have a strong sense of identity – children's identity is strengthened when they are recognised and valued for their achievements.

Learning  
Experience

39



# Technology news

Your service could add a digital technologies section to its newsletter, suggesting to parents digital learning experiences that they can do at home with their children.

It could cover information on educational or play-learning apps or games and include helpful ideas on how to protect their children in a digital environment. Cybersafety, screen time and digital footprints could also be topics for articles.

## Follow-up learning experiences

- Invite a cybersafety expert to your service to speak to parents.
- As a group, the children could be encouraged to explore a children's publication and print out the really interesting parts.
- Ask children to share their favourite apps or games.

## VEYLDF connections

### Principle

Assessment for learning and development – educators can provide families with information about what they can do to further the learning of their children at home.

### Outcome

Children are effective communicators – children use technologies in everyday life to communicate and learn.

Learning  
Experience

40



# Matching shapes

Provide access to apps about shapes that encourage children to place and orientate shapes using simple descriptive language such as 'next to', 'in front of', 'over' and 'under'. They could also help the children learn to manipulate and investigate basic 2D and 3D shapes. Visit: [fuse.education.vic.gov.au/?2GRG5Q](https://fuse.education.vic.gov.au/?2GRG5Q)

## Follow-up learning experiences

- Encourage the children to complete ancient Chinese tangram puzzles to create shapes.
- Encourage discussion about shapes and how different shapes used together can make new shapes.
- Children could use their creativity to make shapes using different art materials.
- Read books to the children about shapes and ask them to point out different shapes in book illustrations.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – encourage children to think, create and construct.

### Outcome

Children are confident and involved learners – children resource their own learning through connecting with technologies.

Learning  
Experience

41



# Aboriginal and Torres Strait Islander cultures

You can find lots of great resources for Aboriginal and Torres Strait Islander cultures on FUSE: [fuse.education.vic.gov.au/?M4G9JJ](https://fuse.education.vic.gov.au/?M4G9JJ)

## Follow-up learning experiences

- Make sure that there is an Aboriginal flag and a Torres Strait Islander flag available at your service to acknowledge the traditional owners and stimulate discussion about our history.
- Share images of Aboriginal art with the children and ask them to create art that defines their identities.
- Integrate yarning circles into the daily routine.
- Invite a local elder and a traditional owner to visit.

## VEYLDF connections

### Principle

Equity and diversity – promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.

### Outcome

Children have a strong sense of identity – all children feel respected and recognised for who they are.

Learning  
Experience

42



# How cool!

## A book in two languages

Explore bilingual e-books with the children and play interactive games as you read the books and explore the messages in the stories.

### Follow-up learning experiences

- Support children for whom English is an additional language by identifying stories in their first language.
- Create a word wall in many languages with the children, illustrating any new words they have learnt in other languages.
- Invite families to come in to talk about their language and culture, and ask them to speak to the children in their first language, and translate into English.
- Show the children how different languages appear in written form, including character-based languages like Japanese.

### VEYLDF connections

#### Principle

Equity and diversity – recognise multi-lingualism as an asset and support children to maintain their first language and learn English as a second language.

#### Outcome

Children have a sense of identity – all children feel respected and recognised for who they are.

Learning  
Experience

# 43



# Learning from others

Invite children from neighbouring schools to create interactive books or presentations on a skill or interesting fact for the children at your service.

## Follow-up learning experiences

- Ask the children: What have you learnt from the experience that you did not know before?
- Encourage the children to draw what they have learnt.
- Talk about transition to school with the children: What questions do you have? What do you already know about school? Do you have older siblings at school? What are you are looking forward to doing when you go to school?

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – learning programs that foster relationships with the local community.

### Outcome

Children are connected with and contribute to their world – children have an opportunity to develop relationships with older children.

Learning  
Experience

44



# Cartoon capers

A cartoon or comic strip is made up of a series of frames which tell a story. Each frame can include images, backgrounds, text and audio, which could be characters' voices, music or sound effects. As a group, create a cartoon or comics using text and audio dialogue, and images.

Cartoon Story Maker is a fantastic free resource: [www.education.vic.gov.au/languagesonline/games/cartoon/index.htm](http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm)

FUSE also has cartoon and comic resources: [fuse.education.vic.gov.au/?LBSNQ8](http://fuse.education.vic.gov.au/?LBSNQ8)

## Follow-up learning experiences

- Explore comic strips like Garfield: Why do we have comics? Are they always funny?
- Explore creating stories with the children, looking at characters, beginnings and endings. Talk with them more deeply about stories they have just read.

- Encourage the children to create or draw their own picture comics.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators build on children's interests to extend their thinking.

### Outcome

Children are effective communicators – children use information and communication technologies to communicate, learn and play.

Learning  
Experience

45



# Vocabulary flashcards

Try using one of the suggested sites to create flashcards or quizzes to extend the children's vocabulary.

Suggested sites:

- Quizlet: [quizlet.com/find-flashcards](https://quizlet.com/find-flashcards)
- Cram: [www.cram.com/flashcards/create](https://www.cram.com/flashcards/create)

- Place all the cards on the floor. The children can take turns picking up cards they know until all cards have been picked up.

## Follow-up learning experiences

- Ask the children to draw and create their own flashcards. For example, they could create cards of things that are found in the kitchen or at the beach.
- Sort a group of cards in different ways, for example, by colours, by shapes, or by size.
- Play memory-based card games.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – encourage children to think and make connections.

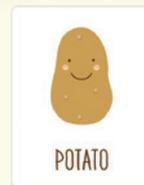
### Outcome

Children are confident and involved learners – children transfer and adapt what they have learnt from one context to another.

Learning  
Experience

# 46

## FLASHCARDS FOR KIDS



VEGETABLES

# Playing with words

There are many wonderful literacy, language and word games available for the early years on FUSE or other sites online.

Search for:

- matching games
- sequencing games
- drawing games
- guessing games
- ordering games.

Or explore some FUSE resources:  
[fuse.education.vic.gov.au/?HFBY8K](https://fuse.education.vic.gov.au/?HFBY8K)

## Follow-up learning experiences

- Print the children's names on cards and give them to the children. If children are not yet able to write their name they can use the cards to name their work.
- When children are showing interest in the written word, encourage children to try and write their name.

## VEYLDF connections

### Principle

High expectations for children – educators observe when children are ready to be challenged and their learning extended.

### Outcome

Children are effective communicators – children use symbols to represent and make meaning.

Learning  
Experience

47



# Playing with numbers

Encourage children to play free educational mathematics games available online through FUSE: [fuse.education.vic.gov.au/?Q7W77Y](https://fuse.education.vic.gov.au/?Q7W77Y)

## Follow-up learning experiences

- Have fun with numbers. Provide a set of playing cards or Uno cards to play Snap.
- Set up a supermarket for dramatic play. Provide pretend money and encourage children to talk about how much things cost.
- Use birthdays as an opportunity to talk about numbers and clap out numbers.
- The group can look at examples of numbers in the world around them: on mailboxes, in telephone numbers or on coins.
- Sing songs that teach the children numbers and number order.

## VEYLDF connections

### Principle

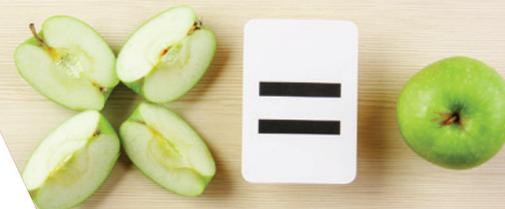
Integrated teaching and learning approaches – educators extend children’s thinking and learning.

### Outcome

Children are confident and involved learners – mathematical languages and symbols promote children’s learning.

Learning  
Experience

48



# Words with music

Show children a fun song or dance routine on YouTube.

## Follow-up learning experiences

- Watch different versions of the same song. Discuss: How are they different? Which version do you prefer and why?
- Ask the children what their favourite songs are. Make a compilation of these songs for children to enjoy.
- Talk about how songs convey meaning. For example: Which songs make you feel happy? Are there any songs that make you feel sad?
- Using musical instruments, the children could be encouraged to play along to a song.

## VEYLDF connections

### Principle

Children are confident and involved learners – explore the arts and different modes of expression and communication.

### Outcome

Integrated teaching and learning approaches – extend children's thinking and experiences.

Learning  
Experience

49



# What can you see?

Watch a live webcam stream of a street scene or a zoo and ask the children to describe what they see.

What are people or animals doing?  
Would this picture look different at a different time of day or year?  
What are people wearing?

## Live-streaming webcams

Go to webcam portal web sites, like:

- [www.earthcam.com](http://www.earthcam.com)
- [www.kidsclick.org/specials/animalcams.php](http://www.kidsclick.org/specials/animalcams.php)
- [www.actwild.org.au/videos-and-cams](http://www.actwild.org.au/videos-and-cams)

## Please take into account:

- iPads don't play Flash videos.
- Geographical and time differences may mean little or no activity on some live webcams at night.

## Follow-up activities:

- Talk about webcams: Where can you put a webcam? Where couldn't you put a webcam? What makes webcam images interesting to watch?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – use a range of tools, media and sounds to extend perspective and learning.

### Outcome

Children are confident and involved learners – explore ideas and use their imagination.

Learning  
Experience

50



# Comparing digital images

Using Google Maps, look up an image from another country. Use the image to initiate discussion about what the children know or see. Compare it with an image of your service's neighbourhood. Visit: [www.google.com.au/maps](http://www.google.com.au/maps)

Ask the children: Does the other country look like where we live? How is it different? How is it the same? Are the houses bigger or smaller? Is there a lot of grass and trees, or a lot of concrete?

## Follow-up learning experiences

- The children could explore Google Maps and capture a screen shot that they find interesting. Provide them with an opportunity to share with other children what they find interesting about that image.
- Use Google Images as a digital learning tool for children to explore ideas or interests. For example, they may want to look for ideas for great cubbyhouses.

- Choose an image, like a ball or a shoe, and ask the children if they could create a story about it.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – learning is an active process that occurs when children are interested and engaged.

### Outcome

Children are effective communicators – use information and digital technologies to make sense of the world.

Learning  
Experience

51



# Virtual tours

Take a virtual tour of a museum, a zoo, a sporting facility or another location from around the world.

Websites to visit and tour include:

- Smithsonian National Museum: [www.mnh.si.edu/vtp/1-desktop](http://www.mnh.si.edu/vtp/1-desktop)
- outdoor market: [www.3disrael.com/telaviv/carmel\\_market.cfm](http://www.3disrael.com/telaviv/carmel_market.cfm)
- zoo tours: [www.zoobrno.cz/en/for-visitors/virtual-tour-and-map](http://www.zoobrno.cz/en/for-visitors/virtual-tour-and-map)

## Follow-up learning experiences

- After visiting a site, the children could be encouraged to draw their impressions of what they learnt.
- Create a 360-degree view or panoramic image of their playground using the panorama function of an iPad or photo-stitching software.
- The children could create panoramas by drawing or creating their favourite places.

The children could be provided with 3D materials to make some of the features of their favourite places.

## VEYLDF connections

### Principle

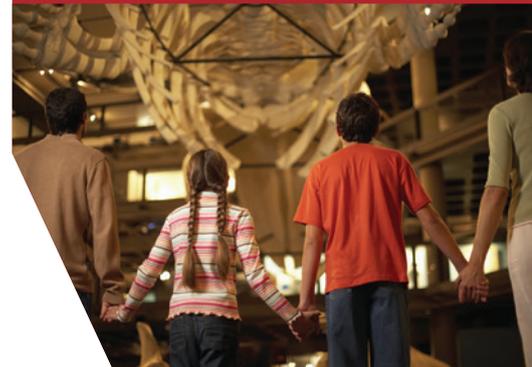
Integrated teaching and learning approaches – children lead their learning.

### Outcome

Children are effective communicators – children engage with technology for fun and to make meaning.

Learning  
Experience

52





# Leaving digital footprints

Discuss digital footprints with the children. Footprints are the trail or traces of information that people leave online. What information can you find out about people on the internet? Assist the children to look up a famous celebrity or athlete.

## Follow-up learning experiences

- Start a discussion: What is a handprint or footprint? What are fingerprints used for?
- Discuss the risks of digital footprints and use it as an opportunity to talk about cybersafety.
- Read a story to the children about leaving a trail. In Hansel and Gretel, Hansel leaves a trail of stones.
- Look at snails and the trails they leave behind. Why do snails leave a trail?
- What else leaves a trail? A jet?

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – support children to understand the risks of engaging in a digital environment.

### Outcome

Children have a strong sense of wellbeing – children make choices, accept challenges and take considered risks.

Learning  
Experience

54



# Scan that item

Codes like bar codes, or QR codes, are used to convey information. They can identify products, or like morse code, represent the letters of the alphabet. Introduce the children to:

- Morse code
- supermarket bar codes
- scanners and digital devices that can scan using a camera
- QR codes.

## Follow-up learning experiences

- Encourage children to create their own imaginary codes or write their names in code.
- Explain Braille to the children and why it is important. This discussion could also be used to highlight diversity, inclusion and communication.
- Encourage children to look for codes around them, on packaging or tickets for the cinema or sporting events.
- Set up a pretend supermarket play area with a pretend scanner. Children can create their own bar codes for items.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – by observing and documenting children’s learning, educators can plan experiences to extend their learning.

### Outcome

Children are confident and involved learners – children experiment with different technologies.

Learning  
Experience

55



# The world of panoramas

Introduce the children to the amazing world of panoramas, which are made by stitching together a number of photos of a subject, like a building or a playground. Making them can be fun.

## Follow-up learning experiences

- Learn about panoramas: When can you use them? What kinds of panoramas work best?
- Children could learn to take photos and create panoramas using a digital camera, photo apps or a panorama option, lens or scope attachment on an iPad.
- Print out panoramas and use them to create puzzles. They could be laminated, cut up and children could put them back together.
- The children can create a panorama of a story or scene by working together. This could be developed into a project where a group of children work together to achieve a goal.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators encourage children to work together to achieve a goal.

### Outcome

Children are confident and involved learners – children experience the benefits and pleasures of shared learning.

Learning  
Experience

56



# Virtual art gallery of children's work

Create a virtual art gallery of the children's art work for families to view at home with their children.

Families can be encouraged to leave comments for the children once they have visited the gallery.

## Follow-up learning experiences

- Visit an art gallery with the children.
- Scan or photograph the children's art work to upload to the virtual gallery.
- Consider organising a real art exhibition at the service to celebrate the children's many ways of expressing themselves.
- Show the children art created by great artists, such as Leonardo da Vinci or Tom Roberts.

## VEYLDF connections

### Principle

Partnerships with families – communicate with families in different and positive ways to demonstrate the important learning of their child.

### Outcome

Children have a strong sense of identity – children feel recognised and respected for who they are.

Learning  
Experience

57



# Green screens: imagine you are anywhere in the world

Using a green screen, you can superimpose a person or character on a different background. A child filmed in front of a green screen could be superimposed on an image of a tropical island. Try the Green Screen by Do Ink app: [youtu.be/AadfSLxmKj4](https://youtu.be/AadfSLxmKj4) or StopMotion Studio Pro software.

## Follow-up learning experiences

- Children could use pictures of places significant in their lives, and superimpose themselves onto them to create a story.
- As a group discuss: Would you have a different life or talk differently if you lived in one of the places that you 'travelled' to with the help of a green screen.
- As a group discuss: What is teleporting? Where would the children go and why?
- As a group discuss: Where and why do we use green screens? The TV weather report?

## VEYLDF connections

### Principle

Equity and diversity – promote cultural awareness in all children.

### Outcome

Children are confident and involved learners – children experiment with different technologies.

Learning  
Experience

58



# Young photographers on assignment

Children could take photos of items they find interesting in and around your service. For example, they could photograph a gum nut or a leaf in the outdoor play area.

## Follow-up learning experiences

- Use the photos to learn about the children's interests. Are there patterns? What captures the children's imagination?
- The photos may be used to initiate an in-depth project or investigation with the children.
- Ask children if they can take a series of photos to show sequences.
- Choose four or five photos and ask the children to use these to create a story. Document the story that the children create and include it in their portfolios so that they can share with their families.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators model or demonstrate how to use and care for a digital camera.

### Outcome

Children are effective communicators – children express their ideas and make meaning by using digital cameras.

Learning  
Experience

59



# What does that old thing do?

Show the children images of twentieth century technologies, such as fixed line telephones, cassette recorders and typewriters. Ask the children if they know what they are and what they do.

## Follow-up learning experiences

- Locate and buy some of these old items from second hand shops to include in home corners or on a science table.
- Provide the children with tools to take some of these items apart. These experiences should be supervised.
- Ask the children to imagine and draw what things may look in the future. For example: What will a phone look like in the future? What will our houses look like?
- Invite a grandparent to talk about technologies that were available when they grew up. What was it like without television or tablets?

## VEYLDF connections

### Principle

Partnerships with families – educators encourage family members to enrich children’s learning by sharing their experiences about the past.

### Outcome

Children are connected with and contribute to their world – children explore the concepts of the past, the present and the future.

Learning  
Experience

60



# Photo editing: put me in the picture

Use simple photo editing tools to change photos or drawings. For example, you can alter a photo's colour, add text, create effects, crop, or create a panorama. FUSE has resources you can use: [fuse.education.vic.gov.au/?CLW524](http://fuse.education.vic.gov.au/?CLW524)

## Follow-up learning experiences

- Encourage children to use a photo editing app, software or website to change a photo. Ask them to make a colour photo black and white. Do they like the photo as much?
- Provide the children with half an image of a person's profile and encourage them to draw the rest of the image by hand.
- As a group, show the children how to change the size of an image or how to remove an object from a picture.

## VEYLDF connections

### Principle

High expectations for every child – educators have an image of the child as competent and provide learning experiences to challenge them.

### Outcome

Children are confident and involved learners – children manipulate photos using digital technology to invent and create new images.

Learning  
Experience

61



# Happy birthday e-card

As a group, create an e-card to wish someone a happy birthday, to thank them, congratulate them or wish them well. This card could then be emailed or uploaded to the person.

## Follow-up learning experiences

- Emphasise the language that is used in cards. For example, a thank you card is used to thank someone for something they have done. Ask the children when they should send thank you cards.
- A congratulations card includes good wishes for something exciting or happy that has happened. Ask children when they should send a card to congratulate someone. Examples may include the birth of a baby or a wedding. Ask the children: What could you be congratulated for?
- Children can suggest designs for hand drawn cards or e-cards for Mother's or Father's Day.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators scaffold children's learning.

### Outcome

Children are effective communicators – children use digital technology as method of communication.

Learning  
Experience

62



# Design a city

Use a computer program to co-design a city or environment with the children. Plans and designs could be discussed with the group. What does a city need? What would make your city amazing? Why? A city design game is at: [kids.tate.org.uk/games/my-imaginary-city](https://kids.tate.org.uk/games/my-imaginary-city)

## Follow-up learning experiences

- Children could create a 3D model of an environment from other materials. For example, ask the children if they would like to use blocks, art materials or Lego.
- Ask the children to draw a city and share the drawings.
- Ask the children if they would like to combine their drawings to make a Super City.
- Arrange an excursion to Scienceworks to see the Nitty Gritty Super City.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – creative play stimulates the imagination and enhances learning.

### Outcome

Children are effective communicators – children contribute their ideas in small and large group discussions.

Learning  
Experience

63



# What's in the news?

Watch an age-appropriate news item of interest to the children and discuss the main themes of the story as a group. ABC Children has current news stories, documentaries and games on a range of topics of interest to children at: [www.abc.net.au/children](http://www.abc.net.au/children)

## Follow-up learning experiences

- Children could create an artwork, such as a drawing, painting or sculpture, summarising the main points in the story.
- Children could develop questions about the story they watched for sharing and discussion as a group.
- Create a pretend television newsroom for children to invent their own news items.

## VEYLDF connections

### Principle

Integrated teaching and learning – encourage children to explore, solve problems, communicate, think, create and construct.

### Outcome

Children resource their own learning – explore ideas and theories using imagination, creativity and play.

Learning  
Experience

64



# Ways to tell a story

Ask the children to listen intently, then read them a chapter book without showing them any of the illustrations. When you have finished reading, show the children an animated or film version of the same story. Then ask the children if the characters looked the way that they had imagined. Was the story the same? Were there any different characters? Were there any surprises in the film version?

## Follow-up learning experiences

- Encourage the children to make up their own stories and share them with the group. Some children may draw their story; some children may make their story out of clay; and some children may decide to record them as a video or audio file.
- Talk about the role of a book illustrator.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – adults have an important role in providing creative learning experiences for children.

### Outcome

Children are effective communicators – children use technologies to communicate.

Learning  
Experience

65



# Films in other languages

Some films have dual-language audio – a version with English dialogue and a version in another language. Using the tool bar menu you can choose the language. Show the children a snippet of a film in another language. They could discuss how it felt not to be able to understand the words. Did the pictures help them work out the story? Then show them the English version.

## Follow-up learning experiences

- Talk about the diversity of language and the fact that many children in Australia and around the world grow up speaking languages other than English.
- Ask the children if someone in their family speaks another language.
- Ask the children which languages they would like to learn and why.
- Intentionally introduce new vocabulary. What does an interpreter do?

## VEYLDF connections

### Principle

Equity and diversity – educators recognise multilingualism as an asset and support children to maintain their first language.

### Outcome

Children are connected with and contribute to their world – children explore the diversity of culture, heritage and languages.

Learning  
Experience

66



# Communicating without speaking

Watch a popular children's show with the volume muted. Ask the children if the non-verbal gestures or actions give them a clue about what is happening. Is it harder to understand without words or sounds?

## Follow-up learning experiences

- Talk to the children about deafness. What does deaf mean? How do deaf people communicate? What is a hearing aid?
- Introduce Auslan sign language. Encourage children to sign their own name and learn the signs for hello and thank you.
- Ask the children if they know anyone who is deaf. Could they invite them to the service?
- Encourage the children to share hand gestures, like stop, that they know.
- Play charades with the children.

## VEYLDF connections

### Principle

Equity and diversity – educators ensure that the rights of every child and their family are introduced, valued and respected.

### Outcome

Children are effective communicators – children interact verbally and non-verbally with others for a range of purposes.

Learning  
Experience

67



# City and country get together

Organise a Skype link with a rural or city children's service. Children might like to talk to the other group about what they have in common and what is different about where they live.

## Follow-up learning experiences

- Read the City Mouse and Country Mouse story. Ask the children where they would like to live.
- On a map, show the children the distance they would need to travel to different parts of Victoria.
- As a group, discuss the things that you can do in the country that you cannot do in the city like riding a horse or ploughing a field. Are there trams in the city or the country?
- Encourage the children to draw their impressions of landscapes in the city and the country.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – adults extend learning opportunities through intentional teaching.

### Outcome

Children are connected with and contribute to their world – children develop a sense of belonging to groups and communities.

Learning  
Experience

68



# Welcome to our community

Invite community members to your service and ask children to introduce them to the group, using a microphone. The children can take turns to ask questions. The session could conclude with the children thanking the visitors for coming to visit.

## Follow-up learning experiences

- Encourage the children to practice how to introduce someone to someone else. How do we find out more about a person? What are the best questions to ask?
- Have some fun with microphones. Children could practice speaking or singing with a microphone. Use them to encourage children to talk in front of the rest of the group.
- The group can discuss: Who makes up a community? Why are communities important?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators plan for child-led and guided play.

### Outcome

Children are connected with and contribute to their world – children develop an understanding of other communities.

Learning  
Experience

69



# Role-play

Use children's role-playing computer games to learn vocabulary, reflect on events and situations, make choices and imagine. FUSE has role-playing resources you could use: [fuse.education.vic.gov.au/?2HZ8MN](https://fuse.education.vic.gov.au/?2HZ8MN)

## Follow-up learning experiences

- As a group, brainstorm the items, people, or features one might find in different environments such as a playground, a circus, a lake or a farm.
- Create a pretend play area based on a supermarket. Encourage the children to play different roles in that environment, for example, the customer, the retail assistant or the store manager.
- Hold a dress up day. Encourage children to role play the character that they have dressed up as.

## VEYLDF connections

### Principle

Equity and diversity – support children to develop a sense of place, identity and a connection to the land.

### Outcome

Children have a strong sense of identity – explore aspects of identity through role play.

Learning  
Experience

70



# Technologies that help people

Talk about and show the children images of technologies that assist people in everyday life. These assistive technologies include electric wheelchairs, screen readers, voice recognition software, Braille printers, audio books, switches and robots.

## Follow-up learning experiences

- Talk to the children about robots and what they can do that people might not be able to.
- Show the children images or video clips from the Paralympics.
- Play games where the children may not be able to use their hands or legs (like a potato sack race or an egg and spoon race). Then discuss as a group what it felt like trying to run when they couldn't move freely.
- Encourage the children to draw a picture when blindfolded, then without a blindfold.

## VEYLDF connections

### Principle

Equity and diversity - adults provide experiences for children to learn to respect and be comfortable with diversity and difference.

### Outcome

Children are connected with and contribute to their world – children learn to respond to diversity with respect.

Learning  
Experience

71



# Slow it down! Speed it up!

Watch video clips of an activity in slow motion and at normal speed. YouTube's slow motion footage includes blowing a dandelion, running a race or throwing a ball. The dandelion is at: [youtu.be/OMB3nHiogjl](https://youtu.be/OMB3nHiogjl)

## Follow-up learning experiences

- Ask the children: What things would you like to slow down in your life? A birthday party? What would you like to speed up in your life? Cleaning your room? Getting dressed in the morning?
- Ask the children to choose an activity that they do every day. Slow it down. Speed it up. What does it feel like?
- Encourage the children to think of which animals are slow or fast.
- As a group, read The Tortoise and the Hare fable.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – adults use everyday events for learning.

### Outcome

Children are confident and involved learners – children use play to explore ideas.

Learning  
Experience

72



# Let's watch the grass grow

Introduce time-lapse video clips for the children to watch. YouTube has time-lapse footage of skyscrapers being built, vegetables growing from seed and igloos under construction.

Ask the children: Why do people use time-lapse technology? Scaffold children's learning by making some suggestions. Wouldn't it be great to see grass growing? Flowers opening? People aging? Bread rising in the oven?

Ask the children if they like waiting for things? Why or why not?

## Follow-up learning experiences

- Create a time-lapse clip with the children using the time-lapse function on a smartphone or iPad.
- The children could make their own time-lapse drawings.
- Ask the children: Is it possible to stop time? Play the musical statues game.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – adults intentionally provide opportunities for children to explore multimedia resources.

### Outcome

Children are confident and involved learners – children use technology to share, explore and express their ideas.

Learning  
Experience

73



# What time is it now?

Introduce 'time-telling apps' to encourage the children to learn to tell the time.

## Follow-up learning experiences

- The children can create their own clock faces and mark the hours on them in numbers.
- The group could look at different timepieces such as a cuckoo clock, a grandfather clock, a digital watch, an alarm clock and a sundial.
- Show the children how an hourglass works.
- The children can create their own hourglass clock using sand and bottles or jars.
- Ask the children: What does it mean to be early? Or late? What can happen if we turn up early or late to different events or places?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators intentionally plan for conceptual learning.

### Outcome

Children are confident and involved learners – children learn to tell the time.

Learning  
Experience

74



# Icons, logos and trademarks

Take photos of different icons, logos and trademarks. Create a quiz and see how many the children can identify. Talk about why companies use logos.

## Follow-up learning experiences

- Ask the children to look around the room to find logos, for example, on clothes, playthings, or posters.
- Children could draw their own logos to represent themselves.
- Children can survey their families to identify their top three most recognisable logos. The data can be collated on a graph.
- Show the children icons for, men, women, purchasing a ticket and toilets. See how many icons the children can identify.

## VEYLDF connections

### Principle

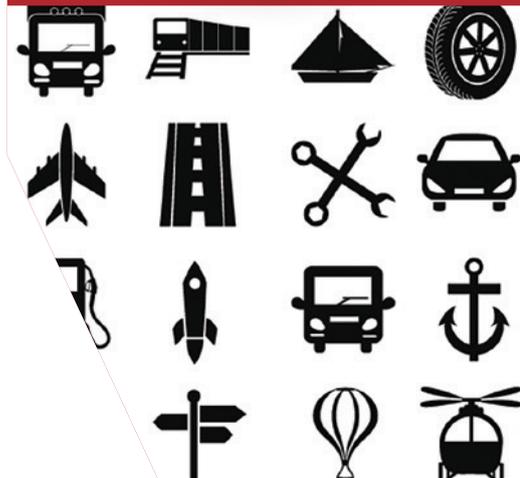
Integrated teaching and learning approaches – encourage children to explore, solve problems, communicate, think, create and construct.

### Outcome

Children are effective communicators – children begin to understand how symbols and pattern systems work.

Learning  
Experience

75



# Favourite fonts

Take some time to show children different font types and colours on a computer and encourage them to print their names in their favourite font.

## Follow-up learning experiences

- Ensure that the children have a good understanding of fonts.
- Point out different fonts in books.
- Point out different-coloured fonts and different-sized fonts. Ask the children: Why do we use so many different fonts?
- Print out a child's name in several fonts and colours. Which font and colour is easiest to read from a distance? Do different letters look different depending on the font that is used?
- Ask the children to draw or decorate a letter or a number in different ways.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators use different learning experiences to enhance literacy.

### Outcome

Children are effective communicators – children begin to understand that letters can be represented in different ways.

Learning  
Experience

76



# Creating new fairytales

Visit the Storybook Creator at PBS KIDS and re-imagine some popular fairytales into new stories: [goo.gl/UnlxB](http://goo.gl/UnlxB)

## Follow-up learning experiences

- Ask the children to draw the characters in a fairytale.
- Ask the children to invent and create their own fairytale characters.
- Provide different materials for the children to create fairytale characters. For example, offer clay, wire, boxes or cards for the children to use.
- Ask the children to think of a new ending to a well-known fairytale, such as Little Red Riding Hood.
- Create a group list of the children's favourite fairytales to share with families. Explore which one was the most popular. Why did the children like it best?

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators use questions, prompts, reminders and encouragement for children in their learning experiences.

### Outcome

Children are effective communicators – children engage with a range of texts.

Learning  
Experience

77



# 3D printing

The 3D printing of many objects – from tools to toys – is now a reality using a special printer. Ask the children: Do you know what a 3D printer is? Watch a video of a 3D printer in action on a computer or an iPad.

## Follow-up learning experiences

- Ask the children to draw something that they would like to make into a 3D model.
- Encourage children to make a 3D model from cardboard, plastic and string.
- Ask the children: How can 3D printing help people?
- Visit a school or a retail store with a 3D printer to see a demonstration of a real-life 3D object being created.

## VEYLDF connections

### Principle

High expectations for children – educators provide learning environments that promote many ways of knowing and learning.

### Outcome

Children are effective communicators – educators present information and communication technologies to access information and investigate ideas and represent their thinking.

Learning  
Experience

78



# Touchy-feely textures

Use an electronic microscope to look at different materials more closely including silk, lace, leather, wool and mohair. Ask the children, using descriptive vocabulary, to describe the textures that they see. How do you imagine the textures would feel?

## Follow-up learning experiences

- Offer the children small pieces of the textured material for collage.
- Make a 'texture mural'. Children could work together to create a mural design and use the collage materials to complete the design.
- Ask the children to look around the room. How many different textures can they collect?
- As a group, encourage the children to come up with as many adjectives as they can think of to describe different objects and textures.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators provide information and communication technologies for children to see materials from different perspectives.

### Outcome

Children are confident and involved learners – children play with and investigate materials more deeply.

Learning  
Experience

79



# Drawing or tracing

Allow the children time to create designs using paint apps. Using an app like Drawing Pad children can tap a tool, choose a colour and start drawing. They can explore different colours and brush thicknesses. There is no mess – and the children can be really creative.

## Follow-up learning experiences

- Use painting apps to assist children to think about colour mixing.
- Provide children with a colour palette and different paints for mixing. Ask the children to explain how they mixed colours and talk about the new colours or shades they invented.
- Provide transparent paper and encourage the children to trace images from books or magazines and to colour them in differently to the originals.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators use digital technology to provide children with opportunities to be creative.

### Outcome

Children are confident and involved learners – children make connections between experiences, concepts and processes.

Learning  
Experience

80



# Connecting with families

Develop a short online survey, using a tool like SurveyMonkey, to collect the views and perspectives of the families who use your service.

Pose questions such as: What do you like about the service? Is there anything you would like to see changed? The survey results could inform planning and improve partnerships with families.

## Follow-up learning experiences

- Ask the children: Are there any questions you would like to ask families or educators?
- Families might want to ask children about what they do at your service. These questions, and the children's answers, could be audio or video recorded.
- Write an article on the parents' responses. Let them know, in your next newsletter, what you propose to do as a result of the feedback.

## VEYLDF connections

### Principle

Partnerships with families – educators recognise that families are the primary influence on children's learning and development.

### Outcome

Children have a strong sense of identity – children's sense of identity within a family is strengthened when their family is encouraged to contribute to the program at the centre.

Learning  
Experience

81



# Professional learning

Digital tools can help you build your professional learning and development by connecting you to online learning communities, delivering rewarding learning modules and providing strong links to professional organisations.

Build your professional learning by:

- Joining an online professional learning community through social media. Subscribe to e-newsletters from professional organisations, such as Early Childhood Australia and the Victorian Curriculum and Assessment Authority: [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au) or [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
- Watch TED Talks on issues relating to children. For example, Annie Murphy Paul's talk on 'What we learn before we're born'.

## Follow-up learning experience

- Subscribe to the Early Childhood Australia online learning modules. They include video and written resources that will assist you to gain a thorough and practical understanding of the standards, frameworks and research about quality practice.

### VEYLDF connections

#### Principle

Reflective practice – educators become more effective through critical reflection and a strong culture of professional enquiry.

Learning  
Experience

82



# Action songs

On YouTube, search for popular children’s songs that encourage movement or action with singing. For example, *Itsy bitsy spider*, *The wheels on the bus*, *Heads and shoulders, knees and toes* or *The hokey pokey*.

## Follow-up learning experiences

- Encourage the children to become creative with the songs’ lyrics and suggest some alternatives.
- Ask the children to share a favourite song with others. It might be a personal favourite or a significant song from their own culture.
- The group can create a song book, with children illustrating different parts of the song.
- Create a word cloud of the lyrics to a popular children’s song to determine the most frequently used words in that song.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – educators develop learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge.

### Outcome

Children are connected with and contribute to their world – children connect with each other with music, dance and drama.

Learning  
Experience

83



# Sharing a calendar

Use a shared calendar app to keep busy families aware of upcoming events and important announcements.

Some apps include shared calendars, to-do lists and notification systems. These apps allow you to assign tasks to one or more people, and let people know what they should do.

## Follow-up learning experiences

- Show the children a calendar and use the opportunity to talk about days, months, years, months.
- Your service can create a printable calendar illustrated by the children.
- Prompt the children to think of events or celebrations that occur throughout the year like Anzac Day, Australia Day and Mothers' Day.
- Ask the children: Which other events or reminders may be written on a calendar?

## VEYLDF connections

### Principle

Partnerships with families – create a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children's learning and development experiences.

### Outcome

Children are confident and involved learners – children experience the benefits and pleasures of shared learning exploration.

Learning  
Experience

84



# Putting things in order

Most children find putting things in order fun – from arranging objects from tallest to shortest, numbering in order or chronologically telling events in a story. Encourage the children to use sequencing apps like iSequences or Making Sequences. They could also create their own sequence games.

## Follow-up learning experiences

- Ask the children: What is a sequence? Introduce them to sequencing game cards.
- Provide the children with a series of three or four blank cards and ask them to draw their own sequence of an activity that they do at home. Then mix the cards up and ask their peers to place them in order.
- Ask the children to make sequences using natural objects or everyday materials.

## VEYLDF connections

### Principle

High expectations – commit to high expectations for all children’s learning and development.

### Outcome

Children are confident and involved learners – children make predictions using patterns and communicate using mathematical language.

Learning  
Experience

85



# Scan and plan

Create a series of QR codes on a laminated sheet for the children.

The codes, when scanned with an iPad, would lead directly to a story connected to a listening post. The scanning ensures the children have easy access to the stories, and the scanning process creates mystery and intrigue.

## Follow-up learning experiences

- Ask the children: What is a QR code? Who uses them? Where can we see them every day?
- Create QR codes to display the children's drawings in a fun way.
- The children can use a QR code program to create a code of their name or their drawing.
- Create a QR adventure or scavenger hunt.

## VEYLDF connections

### Principle

High expectations for every child – recognise that every child learns from birth, but some children require different opportunities, spaces and specific supports in order to learn effectively and thrive.

### Outcome

Children have a strong sense of wellbeing – children experience wellbeing when they are provided with opportunities to make choices, accept new challenges and achieve new things.

Learning  
Experience

86



# Following instructions and taking turns

The Chatter Block has six recordable sides, each with a clear pocket to add pictures or words.

Children can record a different message on each side, then activate the recording either by pressing the play button or rolling the cube on the floor or a table. Chatter Block plays the message of the side that finishes face up.

## Follow-up learning experiences

- This tool could be used in a large group or in pairs to create interesting stories or prompt a conversation.
- It could be used as a talking dice.
- The group can list board games that use a dice.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators combine guided play and learning, and child-directed play and learning.

### Outcome

Children are confident and involved learners – children resource their own learning, connecting with people and technology.

Learning  
Experience

87



# Time to relax

Talk to the children about how to look after their bodies and importance of rest and being active. They may enjoy exploring the Enchanted meditations app: [goo.gl/Zz3c7l](https://goo.gl/Zz3c7l)

## Follow-up learning experiences

- Ask the children: Why do our bodies need rest? What happens to our bodies when we eat too much? When we get angry or upset?
- Practice relaxation techniques with the children including deep breathing, listening to soft music, laughing, progressive muscle relaxation, visualising and stretching.
- As a group, talk about events that make people happy or sad.

## VEYLDF connections

### Principle

Respectful relationships and responsive engagement – educators observe children and respond when they need time to rest, reflect and wonder.

### Outcome

Children have a strong sense of wellbeing – children take increasing responsibility for their own health and wellbeing.

Learning  
Experience

88



# Managing emotions

Calm Counter is a tool to help children calm down using visual cues, counting back from 10, with a deep breathing prompt.

## Follow-up learning experiences

- Ask the children about the techniques that they use to calm down when they are feeling angry with someone.
- The group could play a game where children are encouraged to role play different emotions like excited, sad, happy, surprised, shocked and relaxed.
- Show the children different images from books and ask them to guess what the characters are feeling.
- Encourage the children to draw different emotions.
- Discuss with the children: How can we make other people happy? How do they feel if we say nice things? Bring them flowers? Help them?

## VEYLDF connections

### Principle

Responsive and respectful relationships – educators promote children’s self-regulation skills.

### Outcome

Children have a strong sense of wellbeing – children’s wellbeing is promoted when they can manage their own behaviour. Individual children’s wellbeing is enhanced when their peers become increasingly able to regulate their own behaviour.

Learning  
Experience

89



# My first picture dictionary

Introduce the children to the dictionaries where images are used to look up a word. You could use the Dictionary iPad app or websites, such as Little Explorers English Picture Dictionary at: [www.enchantedlearning.com](http://www.enchantedlearning.com) , or [photographicdictionary.com](http://photographicdictionary.com)

## Follow-up learning experiences

- Play: I spy with my little eye.
- Brainstorm words that relate to a particular subject – things that are found in the kitchen or different types of pets.
- Create a group scrapbook for each letter of the alphabet. Encourage the children to draw or cut out images or words that start with each letter.
- Create letters of the alphabet from different materials such as clay, cardboard, sticks and wire.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – encourage children to explore, solve problems, communicate, think, create and construct.

### Outcome

Children resource their own learning by connecting with people, places, technologies and natural and processed materials.

Learning  
Experience

90



LEAN



SIT



HIT



CRAWL



FLY



SWIM



PUNCH

# Concept maps

Popplet is an engaging web tool and iPad app that allows collaborative concept mapping experiences: [popplet.com](http://popplet.com)

It is easy-to-use for note-taking, organising, brainstorming or as a formative assessment tool. It can help you to find out what the children know about a topic before and after it has been offered.

## Follow-up learning experiences

- Using the children's emerging interests, the app could assist in planning activities.
- The group could discuss the meaning of an idea. Encourage the children to share their ideas for a play activity or a celebration.

## VEYLDF connections

### Principle

Assessment for learning and development – educators use a range of tools and strategies to observe and listen to children and to plan for learning.

### Outcome

Children are effective communicators – technology is used to assist children to view and plan their ideas as a group.

Learning  
Experience

91



# Recipes for success

Search for recipes for the children's favourite foods using an online recipe database, such as: [www.taste.com.au/recipes/collections/kid+friendly](http://www.taste.com.au/recipes/collections/kid+friendly)

As a group, watch a cooking show such as *Junior Masterchef*.

## Follow-up learning experiences

- Encourage the children to make healthy recipes at the service. What would they like to make?
- Provide opportunities for children to learn about measurement and to measure out ingredients as part of a cooking experience.
- Provide a group experience about healthy foods. What is an everyday or healthy food, and what is a sometimes food?
- Talk about ingredients used to make fruit salad. What kinds of fruit could it have? Would you put potato in a fruit salad?

## VEYLDF connections

### Principle

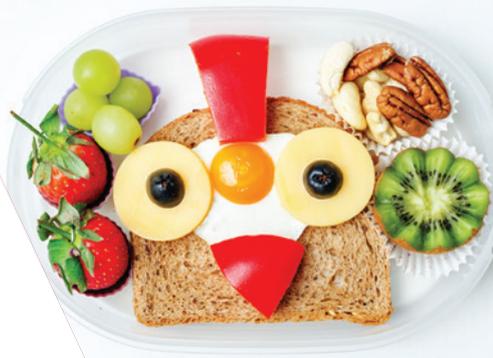
Integrated teaching and learning approaches – educators intentionally plan for children to think about nutritious and healthy foods.

### Outcome

Children have a strong sense of wellbeing – children explore basic health needs that must be met to maintain or promote their health.

Learning  
Experience

92



# Copy that

With the children, explore using the photocopier or the printer at your service. Show the children what happens when you copy an image in colour and in black and white; and what happens when you enlarge or reduce the image.

## Follow-up learning experiences

- The children could try drawing a picture from their favourite book. Photocopy the picture. Ask them if drawing from a photocopied image makes the task easier.
- Introduce pictures of twins to the children. Can you tell the difference between the twins? In what ways are they similar or different?
- Play games that encourage the children to copy your actions.
- Give the children a simple grid copy worksheet to complete.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – encourage children to explore, solve problems, communicate, think and construct.

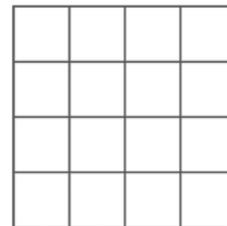
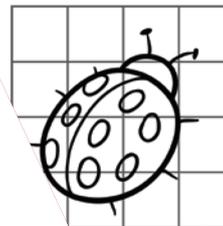
### Outcome

Children are confident and involved learners – explore the purpose and function of a range of tools, media, sounds and graphics.

Learning  
Experience

93

## Copy the ladybug



# How to search for resources online

The internet is full of amazing resources.

You could search for:

- activities.
- games.
- craft templates.
- colouring pages.
- literacy and numeracy activities.

Refine your search by including the words 'preschool' or 'kindergarten'.

Suggested sites:

- [fuse.education.vic.gov.au](http://fuse.education.vic.gov.au)
- [www.seussville.com](http://www.seussville.com)
- [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)
- [www.funbrain.com](http://www.funbrain.com)
- [www.pbskids.org](http://www.pbskids.org)
- [www.starfall.com](http://www.starfall.com)
- [www.storylineonline.com](http://www.storylineonline.com)
- [www.switcheroo.com](http://www.switcheroo.com)

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – encourage children to explore, solve problems, communicate, think, create and construct.

### Outcome

Children resource their own learning through connecting people, place, technologies and natural and processed materials.

Learning  
Experience

94



# Wheel decide

Create a favourite learning experience wheel with the children on the [wheeldecide.com](http://wheeldecide.com) website and use it at the beginning of the week or at the beginning of the day.

## Follow-up learning experiences

- Talk to the children about decision-making and choices. Think about the learning and development program and reflect on when children have agency and choices.
- Ask the children if they would like to make more choices in the program and encourage them to suggest experiences or themes.
- As a group, encourage the children to brainstorm about making a decision in their home life. For example: Which game do I play? What clothes should I wear?

## VEYLDF connections

### Principle

Reflective practice – educators reflect on their belief in children as active participants in the learning process, their capacity to initiate and lead learning and their right to participate in decisions that affect them.

### Outcome

Children have a strong sense of wellbeing – this can be achieved when children are given choices and agency.

Learning  
Experience



# Every photo tells a story

Microsoft Photo Story, a free tool, enables users to create a visual story from digital photos, and also include audio. As a group, children could create a story from photos of interesting objects and record sounds to go with them.

## Follow-up learning experiences

- Children can select photos and music from copyright-free sites.
- They could share their photo stories with their parents.
- As a group, the children could examine images and think about the different messages that the images convey.
- Use cause and effect images. The children can be creative, suggesting events that happened before or after the image was taken. These could include an image of a broken vase. Who broke the vase? How did it happen? Was someone upset about the vase being broken?

## VEYLDF connections

### Principle

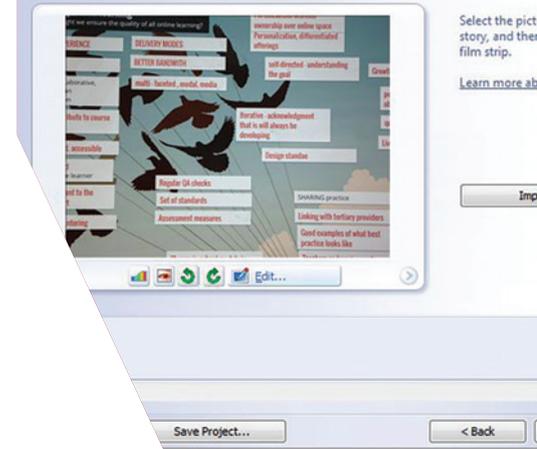
Integrated teaching and learning approaches – educators extend children’s learning by providing them with opportunities to be creative and imaginative.

### Outcome

Children are effective communicators – children use information and communication technologies to communicate, learn and play.

Learning  
Experience

96



# Flight paths to fun

Look at the Melbourne Airport flight radar site: [goo.gl/U2bHZ3](https://goo.gl/U2bHZ3)

Ask the children: Why do we fly in an airplane? Where are people going? Why would people fly to Melbourne? Are there more planes on the map in the morning or at other times of the day?

## Follow-up learning experiences

- Show the children a video of a plane landing or taking off. Talk about who flies a plane. Ask the children: Have you been on a plane? Was it fun? If we didn't have planes, how would you get to where you were going?
- Create passports for the children. They could decorate them and paste-in images of places they would like to go.
- As a group, learn to make different types of paper airplanes from templates found online.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators provide intentional learning experiences for children to connect with and understand their world.

### Outcome

Children are connected with and contribute to their world – children demonstrate increasing knowledge of and respect for constructed environments.

Learning  
Experience

97



# Bushfires and house fires

Look at the fire incidents interactive map for Victoria at: [emergency.vic.gov.au/respond](https://emergency.vic.gov.au/respond)

Then, as a group, discuss: How do fires start? Are there more fires in the city or the country? Why? Are there more fires in summer than in winter? Who needs to be aware of a high fire danger rating? What do fire fighters do?

## Follow-up learning experiences

- Talk to the children about what to do if there is a fire in their house.
- Talk about the emergency practices that the group will undertake in case there is a fire at your service.
- Visit a local fire station or invite a fire fighter into your service.
- Provide fire fighters props for dramatic play.

## VEYLDF connections

### Principle

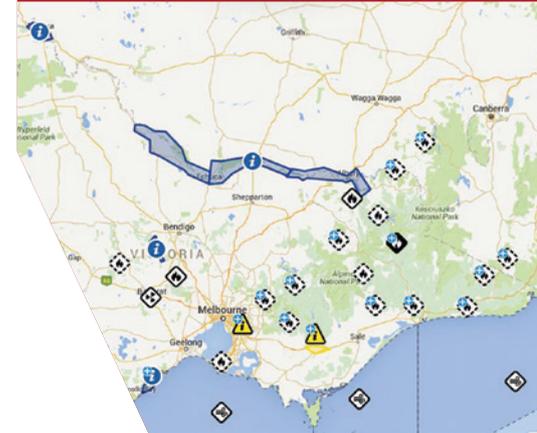
Integrated teaching and learning approaches – educators intentionally plan for children’s learning in the case of an emergency.

### Outcome

Children have a strong sense of wellbeing – children develop a sense of wellbeing and confidence in emergency routines when they have practiced them many times.

Learning  
Experience

98



# Forecasting the weather

Watch the weather forecasts and radar images on the Bureau of Meteorology website. Also look at weather images at: [bom-wow.metoffice.gov.uk/gallery](http://bom-wow.metoffice.gov.uk/gallery) and Google Images and ask the children to describe them.

## Follow-up learning experiences

- Ask the children about the weather. What is it? What happens at different times of the year?
- Talk about the seasons and how they affect what we eat, what we wear and even how we feel.
- Set up a rain gauge or a thermometer at your service.
- Look at weather events such as droughts, floods, bush fires and cyclones.
- Encourage the children to draw the seasons.

## VEYLDF connections

### Principle

Integrated teaching and learning approaches – educators extend children’s learning.

### Outcome

Children are confident and involved learners – children use their senses to explore the world around them, for example the seasons.

Learning  
Experience

99

