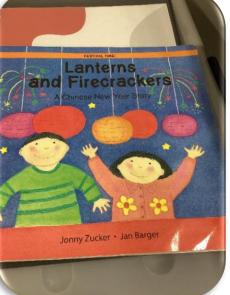
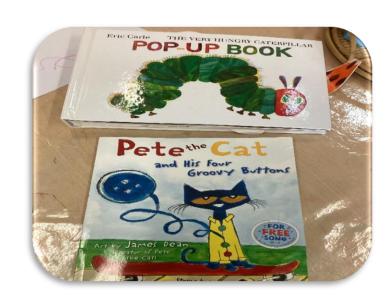
Sourced from the Victorian Early Learning and Development Frameworks and Belonging, Being and Becoming: Early Years Learning Framework V2.0, 2022.









Curriculum Reflection- Date: February 22,2 2024





The children are doing well in terms of following the routine of the room and their emerging independence skills, such as signing in with their photo at the start of the day, putting away their belongings throughout the day. The children and educators celebrated Chinese New Year and Valentine's Day with reading books, discussions and engaging in creative art experiences. The children are building on their bathroom and hygiene practices at their own individual pace. The children's interests at the moment are block building, singing songs, playdough, puzzles, group time stories, water play, learning about bugs and role playing with dolls and equipment. Outdoors the children enjoying the slide, jumping onto the large gym mat, making mud pies. James and Alec are very enthusiastic and curious about looking for worms by turning up large rocks outside. The children are also keen to water the plants when asked. The children also displayed a calm but curious attitude when having a group time and picnic lunch outdoors.

Learning Outcome: LEARNING OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

LEARNING OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.

This is evident, for example, when children: Cooperate with others and negotiate roles and relationships in play episodes and group experiences

Develop movement patterns, mobility and gross motor skills to manage and explore the physical environment.

Linked to the National Quality Standards: Quality Area 1- Educational Program and Practice, and TRCC Philosophy.

