



### Blue group 3-year-old kindergarten Curriculum Reflection- Date: May 2024

With May coming to an end we have had a strong focus on building a knowledge of, and respect, for natural and constructed environments. Linking with sustainability goals and building the children's understanding of resources having multiple uses and that some materials not being infinite. In doing so we have been using recycling for box construction, watching the children use old boxes in new ways, challenging their imagination and creativity.

With the acknowledgement of National Sorry Day and Reconciliation week we also introduced the children to the story of Tiddalick the frog, who drank all the water and didn't leave any for the other animals. The children responded well to the story and we have been encouraging them to recognise the meaning behind why Tiddalick shouldn't have drunk all the water, as well as the way in which the story is structured. Working towards supporting literacy understandings as well as play skills. Stories and play with structure and narrative allow for children to role play problems and solutions, having a start, middle and end. We will continue to support this moving into June by allowing the children opportunities to revisit and enact Tiddalick as well as other well-known stories.

Over the term we have also been working towards supporting children's patience in achieving goals using regulation and exploring trial and error. Various areas of the program have been implemented for children to challenge themselves, their cognitive abilities and their fine motor skills as they work towards a desired outcome. The STEM wall, dressing dolls, magnetic fishing have all been implemented to support these outcomes. As a result we are observing many of the children remain at experiences for longer periods, work through challenges, ask for assistance and recognise their achievements. Supporting their emotional wellbeing, regulation skills as well as supporting their learning through inquiry based play and problem solving.

#### Learning Outcomes:

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

- Children become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their physical learning and wellbeing

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

#### This is evident, for example, when children:

- demonstrate an increasing knowledge of, and respect, for natural and constructed environments
- seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
- manipulate objects and experiment with 'cause and effect', trial and error, and motion

#### Future possibilities:

- Use a range of tools and materials to support motor development and sensory exploration
- Use resources to support children to explore story telling
- Provide a range of mediums for children to engage in storytelling

