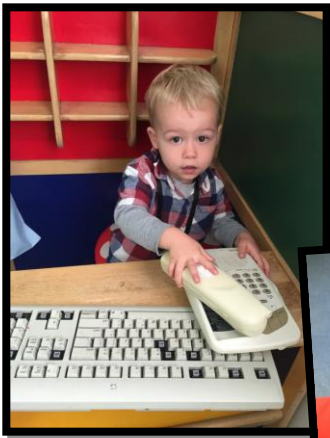


# REFLECTIONS OF OUR DAY

Room: Butterflies (2-3)

Date: 27<sup>th</sup> May 2015



## OUR JOURNEY:

*What happened / what changed / what was planned / spontaneous / children's comments about their experience.*

### Intentional/Planned Experiences:

Our butterflies are enjoying our travel agent home corner this week. The children have explored home corner in a number of different ways. Leo today was pretending to talk on the phone, Christina and Mannix loved looking through our brochures at all the different cultural pictures. Niko was also going around to his peers pretending to take pictures saying "Cheese".

For our multicultural craft today we created Italian pizza's. Creating our pizza's we used small paper plates, glue, yellow, red and green paper. Our butterflies did a wonderful job as you can see them hanging up in the room.

In construction area this morning Beau, Mannix and Joshua all enjoyed building a road with our big wooden blocks. The boys also used our road signs to place on there road that they created. They all interacted with care, empathy and respect.

**Group times:** For multicultural week today we talked about Italy. We talked about what colours of the flag, where Italy is, what kind of food they have there, about their language and also about their famous gelato ice cream. We then had a discussion about what pizza we all loved. Mannix said garlic pizza, Niko said tomato pizza and Christina said pink pizza.

For group time this morning we continued on with our colour book. Our colour book has the colours red, orange, yellow, green, blue and purple. After we finished reading the story educator pointed to a colour and the children would say which colour it was. We are developing our colour knowledge quite well. Keep up the good work butterflies.

## WHERE TO GO FROM HERE:

Date: 3 /6/15

• Colour Collage

• Kinetic Sand

• Colour sorting boxes

• Puzzles

## PRACTICE:

Secure, respectful and reciprocal relationships ■  
 Partnerships ■  
 High expectations and equity ■  
 Respect for diversity ■  
 Ongoing learning and reflective practice ■

## PRINCIPLE:

Holistic approaches ■  
 Responsiveness to children ■  
 Learning through play ■  
 Intentional teaching ■  
 Learning environments ■  
 Continuity of learning and transitions ■  
 Cultural competence ■  
 Assessment for learning ■



# REFLECTIONS OF OUR DAY

## LEARNING OUTCOMES

### LEARNING OUTCOME 1

**Children have a strong sense of identity**

- 1.1 Children feel safe secure and supported.
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.



### LEARNING OUTCOME 2

**Children are connected and contribute to their world.**

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially responsible and show respect for the environment



### LEARNING OUTCOME 3

**Children have a strong sense of wellbeing**

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.



### LEARNING OUTCOME 4

**Children are confident and involved learners**

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination
- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising and investigating
- 4.3 Children transfer and adapt what they have learned from one context to another
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials



### LEARNING OUTCOME 5

**Children are effective communicators**

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.2 Children engage with a range of texts and gain meaning from these texts
- 5.3 Children express ideas and make meaning using a range of media
- 5.4 Children begin to understand how symbols and pattern systems work
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking



### QIP GOALS

- 1.1.5/1.2.3 Each child is supported to participate in the program/critical reflections on individual and group learning
- 2.3.1 Supervision
- 3.2.1 Sustainability/natural environments both indoors and out
- 5.2.2 Behaviour management
- 6.3.4 Connection with the community

