

Learning Outcome 1: Children have a strong sense of identity

What do I want my child to learn?

- Develops resilience and can make decisions about their learning
- Develops a positive self-identity
- Interacts with others in positive ways, such as developing empathy and respect

How can I support their progress?

- Provide opportunities for your child to be open to new challenges and discoveries
 - Encourage them to take small but measured risks. For example, encourage them to attempt play equipment that is new and challenging
 - Explore new ways to use materials, such as sorting, stacking, connecting
 - Provide strategies to make informed choices about risks
- Provide opportunities for your child to co-operate and collaborate with others on a task or project.
 - Show delight, encouragement and enthusiasm when they cooperate with others
 - Set a challenge for the day and provide interesting materials to achieve it.
- Initiate negotiating and sharing behaviours with your child
 - Support them in completing an undesired task such as tidying up. Demonstrate effective ways to negotiate. “I’ll pick up the red blocks, and you put them in the tub”
- Explore different identities and points of view.
 - Set up a dramatic play area such as a play kitchen and support your child in play acting different characters
 - Read a story and ask how different characters might be feeling, or why they are reacting in certain ways.
- Model explicit communication strategies to support your child in joining play or social experiences.
 - Set up a play date and model introductions, sharing of toys, deciding on activities. For example; “I heard Sharon saying she wants to keep making paper aeroplanes, but you want to play outside on the slide. How can we make a decision that’s fair for everyone?”

- Support your child to express their emotions in positive ways. “ I can see that you’re angry with your brother. It’s ok to be angry, but it’s not ok to hit him. What can we say to him so he understands?”

How will I know if my child is learning?

- They are becoming more confident and willing to take small but considered risks in their learning
 - They will have a go at challenging tasks, and ask for help if they need it
 - Will experiment with toys/learning equipment in different and creative ways
 - Will show confidence (and not fear for doing something wrong) in attempting learning tasks
- They will show increasing awareness of the needs and rights of others. For example:
 - Show empathy when a friend is crying
 - Say sorry (independently, or after a suggestion) if they realise they have hurt someone
 - Recognise the different roles and perspectives of characters in story books or TV
- Celebrate and share their contributions and achievements with others
 - Draw your attention to something they have done or made
 - Ask to put a painting on the fridge
 - Express positive emotions after accomplishing something
- Express a range of emotions, thoughts and views constructively
 - Be more able to talk about their feelings
 - Feel supported when they are feeling strong emotion
 - Understand how others might be feeling
 - Express ideas about things that are happening
 - Tell you about their likes and dislikes

Tips for learning at home

- Try to follow your child’s lead as much as possible and allow your child choice about which play experiences and activities, they want to participate in
- Give you child as much or as little time as they need for each learning experience
- Provide your child with uninterrupted play time where possible
- Support your child when they ask or show signs that they need help with their task
- Offer praise and encouragement for any learning attempts, even if they don’t get it quite right
- Engage in discussion with your child about their play and what they are learning
- It doesn’t matter if the suggested experiences don’t go according to plan, allow your child to lead the play and learning

Developing resilience and decision making

Having a go

Materials

A selection of different things you might find around the yard or a friends yard such as logs, planks, old tyres, rope, large rocks, a ladder, hoops, large sticks

What to do

Ask your child to help you build an obstacle course with the materials. Encourage them to make decisions about how to place the items and how to make sure it isn't too easy. Celebrate your child's decision making and successes. Make suggestions about the level of challenge that you think your child is capable of.

Hula hoop challenge

Materials

3-5 children or family members, and a hula hoop

What to do

Have the kids form a circle while holding hands, but before the last pair connect, place a hula-hoop over one arm. Without letting each others hands go, the challenge is to get the hula-hoop to move across the circle. Kids will have to work together to move the hoop and support each other so they don't fall over. At the end, talk about what made it difficult and the ideas they came up with to solve problems.

SOURCE: <https://www.tomsofmaine.com/good-matters/healthy-feeling/building-resilience-in-children-using-fun-games>

Developing a positive self-identity

My messy room

It's a mess

A mess or untidy place in the house

What to do

Make this a fun and enjoyable task by expressing delight in getting things tidy. Negotiate who will do what, and model positive ways to do this. Make the tidying fun by counting how many things your child can hold in one hand, or collect in their t-shirt. Problem solve together how to make sure things fit on the shelf. Talk about the reasons certain things go together and why other items don't belong. Time how long it takes and celebrate this by making a sign or note to compare with tomorrow's tidying. Take a photo of before and after to share with other family members. Sing a tidy up song as you work. Challenge your child to finish before the song ends.

Tidy song:

<https://www.bing.com/videos/search?q=tidy+up+song+youtube&view=detail&mid=8EF47B4DFA5FC38317D28EF47B4DFA5FC38317D2&FORM=VIRE>

Learning suggestions

Interacting positively with others

Helping others

Materials

You, your child, and something that needs help

What to do

Find ways to help others and involve your child in the process. Collect canned goods from your pantry and donate them to a needy cause; select toys that another needy child would enjoy and donate them to a charity; share some book at a street library; visit an elderly relative; make a get well card for someone who is sick and send it in the post.

Talk with your child and try to involve them as much as possible. Encourage them to come up with other ideas for helping and assist them in achieving it.

My special moments

Materials

A journal or scrap book

What to do

Celebrate special moments in the day with your child by writing them in a journal. Encourage your child to express what was special and write it in the journal for them, using their exact words. Encourage them to add their own writing and illustrations.

Special moments can be simple things like seeing a rainbow, feeling the soft fur of a kitten or smelling fresh baked cookies.

Share the journal with others and be enthusiastic about your child's expression of ideas.

Ideas to extend the learning

- Challenge your child by encouraging them to do things that you would normally do for them more independently. Some ideas might include: putting on their own socks, signing their own name, setting the table, buying a snack at the shop.
- When your child is upset, mirror their feelings back to them so they hear the words and descriptions of strong emotion. Wonder about how others are feeling. For example: "I think you are feeling very sad about the lizard getting away. You wanted to keep him. I wonder how the lizard is feeling. I think he might be relieved. What do you think?"
- Start an affirmation poster and write special things on it about your child, adding to it regularly. Over time encourage your child to come up with their own.
 - I am caring
 - I am helpful
 - I am capable

Learning Outcome 2: Children are connected with and contribute to their world

What do I want my child to learn?

- Express an opinion in matters that affect them and show concern for others
- Become aware of connections, similarities and differences between people
- Listen to others' ideas and respect different ways of being and doing
- Become aware of ways in which people are included or excluded from physical and social environments
- Develop the ability to recognise unfairness and bias and the capacity to act with compassion and kindness
- Use play to investigate, role-model and explore new ideas
- Demonstrate an increasing knowledge of, and respect for the environment
- Show growing appreciation and care for land, people, plants and animals
- Explore relationships with living and non-living things and observe, notice and respond to change
- Develop an awareness of the impact we have on natural environments.

How can I support their progress?

- Model language that your child can use to express ideas, negotiate roles and collaborate to achieve goals. It's also a great time to remind your child of what they can do to help at home. Negotiate chores such as tidying up a shared living space, setting the table for mealtimes or helping to hang small washing items.
- Allow your child to investigate ideas, complex concepts and ethical issues that are relevant to their lives. Avoid making assumptions or using language that might blame others. Talk to your child about issues like illness and how anyone can get sick regardless of race or ethnicity.
- Demonstrate positive responses to diversity and ethical issues. Give your child information that is truthful and talk to them about how some information they may see on the TV or the internet may not be true or accurate. Talk to your child about how there are researchers and doctors learning as much as they can, as quickly as they can, about different illnesses all the time to keep everyone safe.
- Engage in interactions that promote respect for diversity. Remember that discrimination hurts everyone and can create fear or anger towards others. Role

model empathy and support to those who are unwell, as this will help your child to do the same.

- While you are at home with your child, explore your family culture, background and traditions. Tell stories which were shared with you as a child. Look through photos which have been taken during special occasions or cultural celebrations and talk with your child about the significance of those occasions.
- Notice and listen carefully to your child's concerns and discuss their perspectives on issues of inclusion and exclusion and what they perceive as fair and unfair behaviour. Try to remain calm and reassuring as your child will pick up cues from the conversations you have with them and with others. Your child will react to what you say and how you say it. Make time to talk with them and listen to and respond to their questions.
- Encourage outdoor play time during the day or visit your local park or community garden.
- Embed sustainability in daily routines and practices. Open windows and turn off lights when not needed, add food scraps to compost, reuse items like cereal boxes and egg cartons for construction or creative art.

How will I know if my child is learning?

- They participate collaboratively in everyday routines and experiences such as:
 - gardening
 - reusing empty boxes or milk bottles for play experiences
 - cooking with you
 - setting up and cleaning up after mealtimes
 - helping with other simple chores around the house.
- They confidently contribute to daily decisions, for example:
 - what to have for dinner
 - which game they would like to play
 - what time they should eat lunch
- They ask questions about your family's cultural background, values and traditions.
- They enjoy listening to the stories you share with them about your family and your traditions.
- They ask questions about things that they are unsure of or concerning them and feel happy with your response.

Tips for learning at home

- Try to follow your child's lead as much as possible and allow your child choice about which play experiences and activities, they want to participate in
- Give you child as much or as little time as they need for each learning experience
- Provide your child with uninterrupted play time where possible
- Support your child when they ask or show signs that they need help with their task
- Offer praise and encouragement for any learning attempts, even if they don't get it quite right
- Engage in discussion with your child about their play and what they are learning
- It doesn't matter if the suggested experiences don't go according to plan, allow your child to lead the play and learning

Recycled materials experience

- Spend time daily collecting a variety of materials which may be reused. Talk to your child about sorting and reusing items and allocate a space at home to gather materials daily.

Materials

- Recycled materials such as tissue boxes, hand towel rolls, egg cartons and milk bottle lids, empty cereal boxes, magazines, catalogues
- Glue
- Tape
- Scissors

What to do

- Set up a space where your child can explore materials and be creative. Allow them plenty of time to work on their creations and the opportunity to revisit the play space throughout the day.

Consider

- How does your child work independently to repurpose recycled materials? Do they have any other ideas about what may be reused in your home?

Ideas to extend the learning

- Talk to your child about sorting and recycling waste in your home. Do they know what goes into the different bin for council pick-up?
- Encourage your child to return materials and equipment to their allocated location once they are finished playing in this space.

Learning Outcome 3: Children have a strong sense of wellbeing

What do I want my child to learn?

Children take increasing responsibility for their own health and physical wellbeing

- Children show an increasing awareness of healthy lifestyles and can recognise a range of healthy foods
- Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity)
- Children are independently demonstrating personal hygiene practices
- Children manipulate equipment and manage tools with increasing competence and skill (see attached for experience ideas)
- Children show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others

How can I support my child's progress?

- Allow children to explore a range of healthy food through a variety of play based experiences, for example cooking together, pretending to shop with food at home or visit the shops together
- Role modelling and teaching children correct hand washing and teeth brushing techniques and creating play based experiences where they can continue to practice these skills
- Have discussions with children about germs and hygiene practices while participating in play
- Plan for and participate in energetic physical activity with children, including dance, drama, movement and games
- Provide a range of active and restful experiences throughout the day and support children to make decisions about what and where they would like to play
- Provide a range of play materials and games for both small and big muscle development, for example playdough, threading, cutting, jumping, throwing, running

How will I know that my child is learning?

- They show an interest in their own health and personal care by:
 - Making food choices independently and enjoying a range of foods
 - Remembering to wash their hands and clean their teeth
 - Recognising when they are hungry and thirsty
 - Enjoying being physically active
- See increased confidence in using their fingers and hands to control smaller objects and participate in fine motor activities like:
 - Cutting
 - Sorting small objects
 - Threading material
 - Manipulating playdough in small pieces
- Improved co-ordination and confidence in physical activity:
 - Throwing and catching
 - Running and manoeuvring through play spaces

Tips for learning at home

- Try to follow your child's lead as much as possible and allow your child choice about which play experiences and activities, they want to participate in
- Give you child as much or as little time as they need for each learning experience
- Provide your child with uninterrupted play time where possible
- Support your child when they ask or show signs that they need help with their task
- Offer praise and encouragement for any learning attempts, even if they don't get it quite right
- Engage in discussion with your child about their play and what they are learning
- It doesn't matter if the suggested experiences don't go according to plan, allow your child to lead the play and learning

Fine motor experiences

Nuts and bolts

Materials

- A selection of different sized screws with nuts they will screw into

What to do

- Give your child several sized bolts with matching nuts. Explain to your child that they need to try and find the bolt that fits onto the screw as they are all different sizes.
- Demonstrate how to screw on one of the nuts (thumb and two fingers)
- Allow your child some time to problem solve as they use trial and error to find the matching bolts and screws.
- Whilst your child is screwing the nuts on watch the way that they are holding the bolts and try to encourage your child to screw it on using their thumb and two fingers.

Cutting

Materials

Scissors (child size)

Different textures: paper, foil, material, playdough

What to do

Demonstrate to your child the correct way of holding scissors. Ask them to hold their scissors the same way. (Thumb in small loop face up and two fingers in larger loop faced down)

Provide some different types of materials on a table for your child to cut up. Whilst your child is cutting talk to them about the different textures and encourage them to have a go at cutting all of the provided materials. Ask you child if any of the materials are harder to cut.

Once your child gets the hang of holding the scissors correctly you can challenge your child to cut zig zags or cut out shapes.

Note: When your child is cutting encourage them to hold onto the paper with their other hand and when cutting out shapes encourage them to hold and turn the paper as they cut.

Threading

What to do

- Beads
- Dry spaghetti
- Ball of playdough

What to do

Stand some pieces of dried spaghetti in a ball of play dough. Provide your child with some beads of various sizes and encourage your child to thread them onto the pasta.

Ideas to extend the learning

To further extend your child's fine motor skill development you could:

- Ask your child to help around the house with intricate tasks like sorting buttons into piles or putting sultanas into a container one by one
- Provide playdough or clay to continue building your child's finger and hand strengths
- Provide a range of pencils and textas of different sizes for drawing
- Practice tying shoe laces with your child

Gross motor experiences

Balancing

- Stand on one leg with the other foot supported on a small box and the opposite arm lightly touching a table or wall.
- Hold this position for 10 seconds.
- Stand on one leg with the other foot supported on a small box.
- Hold this position for 10 seconds
- Stand facing a wall. Lightly touch the wall with your fingers. Lift one leg and stay in this position for 10 seconds.
- Stand on one leg, keeping the trunk erect and hold this position for 10 seconds.

Ideas to extend the learning

- Explain to your child that you are going to turn on some music. When the music is playing they need to dance but when the music stops they need to try to balance on one foot until the music comes back on.

Consider

- Was your child able to independently stand on one leg?
- Was your child wobbly when standing on one leg?
- How long could they stand on one leg for?

Ball catching

What to do

- Balls of a variety of sizes

What to do

- Tell your child that you are going to throw a ball to them and you want them to try to catch it.
- Start by showing your child the 'How to catch a ball' pictures.
- Focus on one step at a time.

If your child is:

- Not watching the ball, encourage them to keep watching.
- If your child is holding their hands too far apart, encourage them to try keeping just a small space between their wrists.

Ideas to extend the learning

- Water balloons

What to do

- Fill up some water balloons and stand a short distance away from your child.
- Try to encourage your child to catch the water bomb. Each time your child catches the water balloon take one step back and throw it again.
- If your child misses the catch they will have lots of fun getting wet.

Consider

- Did your child find this challenging or easy?

Learning Outcome 4: Children are capable and confident learners

What do I want my child to learn?

- An understanding of mathematical concepts
- Develop problem solving and experimentation skills
- Use literacy & numeracy in play
- Children show curiosity, cooperation, confidence, creativity and imagination through their play and learning
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people and things

How can I support my child's progress?

- Encourage your child's active involvement in play and learning.
- Provide a play environment that are flexible and open-ended, for example have a range of toys and play spaces for your child to choose from
- Encourage your child to engage in both independent and joint play with you
- Listen carefully to your child's ideas and have a conversation about them
- Role model showing wonder, curiosity and using your imagination in play and through everyday experiences
- Support your child to try out their new ideas and take on challenges
- Talk to your child about what they have learned after a play experience
- Build on the knowledge that your child already has – how can you extend it?
- Provide your child with unhurried time and repeated exposure to the same experience so that they have time to experiment and solve problems independently.
- Include numbers and words around your home, for example, hang up newspaper clippings, have books available, print some numbers
- Find opportunities in everyday routines that will support learning, for example:

- Counting steps on the way to another room or outside
- Communicate the process of what you are doing when you are cooking or doing
- Draw your child's attention to patterns and relationships in the environment

How will I know that my child is learning?

- Your child expresses wonder and interest in their play
- Your child is curious and enthusiastic in their learning
- Your child uses play to investigate, imagine and explore ideas
- Your child follows and extends their own interests with enthusiasm, energy and concentration
- Your child initiates and contributes to play experiences emerging from their own ideas
- Your child participates in a variety of play experiences
- Your child perseveres and experiences the satisfaction of achievement when they are trying to solve a problem
- Your child persists, even when they are having difficulty

Tips for learning at home

- Try to follow your child's lead as much as possible and allow your child choice about which play experiences and activities, they want to participate in
- Give your child as much or as little time as they need for each learning experience
- Provide your child with uninterrupted play time where possible
- Support your child when they ask or show signs that they need help with their task
- Offer praise and encouragement for any learning attempts, even if they don't get it quite right
- Engage in discussion with your child about their play and what they are learning
- It doesn't matter if the suggested experiences don't go according to plan, allow your child to lead the play and learning

Maths

More or less

What to do

Choose any items and group the items into two groups. Encourage your child to tell you which group has more in it and which group has less.

Ideas to extend the learning

- Start by telling a story
- Bree has 4 sheep in one paddock and 2 horses in another paddock
- Have your child place the animals into the paddocks (two different coloured counters if you don't have animals)
- How many animals does Bree have?
- Push all of the animals together so that your child can count them all.

Consider

- Was your child able to recognise which group had more and which group had less?
- Did your child use the words more/less?
- Did your child count each group before deciding which group had more or less or did they recognise which group had more or less without counting?
- Did your child show an understanding of joining the two parts to make a whole?
- Was your child able to place the correct amount of animals into each paddock?
- Was your child able to work out how many animals there were all together?

Ideas to extend the learning

- Encourage your child to find other materials in the house that you could play this game with
- Incorporate discussions about more and less, and how many in daily conversations and routines, for example how many toilet rolls do we have left?
- Use these [literacy and numeracy cards](#) for further ideas

Construction

What can you build?

What to do

- Set up a table with materials that your child can construct with. This could include but is not limited to things such as pegs, paddle pop sticks, cans, corks, blocks, boxes.
- Allow your child some time to construct something of their choice with these materials.
- After your child has made their construction they may then want to draw a picture of it or take a photo of it.

Consider

- Did they have any difficulties or face any challenges?
- How did they react to those challenges?
- Did they use problem solving strategies etc when building?

Ideas to extend the learning

- Set up a play space with blocks and pictures of buildings and structures for inspiration.
- Look at the pictures with your child and discuss the shapes of the building. Look at the blocks with your child and ask which blocks they could use to create that building. Encourage your child to build the structure with their blocks.
- Allow your child to build something of their choice if they do not want to build the structure in the picture.
- Give your child uninterrupted time to build and support if needed.

Literacy

What to do

- Set up a play space that gives your child the opportunity to practice their writing skills.
- We do not expect the children to write actual words/letters. Simply encourage them to do their own type of writing.
- You can play with your child and do things to encourage “writing” such as playing shops and asking them to write down your order.

Learn your name

What to do

- Incorporate the letters of your child’s name into one of their interests.
- For example, creating letters from playdough or cutting shapes that look like the letters of their name.
- Discuss the letters of your child’s name with them as they play.

Consider

- Was your child able to recognise some or all of the letters of their name?

Ideas to extend the learning

- Encourage your child to write their name on cards to family members
- Tell your child what you are writing when you are writing a shopping list or filling in a form
- Encourage your child to recognise their name in a list
- Sing songs that spell out your child's name
- Encourage your child to write whenever they choose
- Use your child's drawings to create a story and write the words that they say to match the pictures
- Use these [literacy and numeracy cards](#) for further ideas

Creative arts

Materials

- Paint
- Pictures of your child's choice

What to do

- Set up an art space with pictures of your child's choice. These could be things such as animals, flowers, buildings etc.
- Place the pictures on the table/easel and ensure that you have paint colours that have been used in the pictures.
- Sit with your child and talk about the pictures before encouraging your child to have a go at painting their own version of the picture.
- It is ok if your child chooses to paint something else.
- Take a photo of your child's masterpiece and also the inspirational piece

Consider

- Did they have difficulty with this task? Did they persist if they found difficult or did they give up?

Ideas to extend the learning

- Provide a range of mediums for your child to create art with using paints, example water paints, crayons, chalk, fingers, sticks, different sized paint brushes
- Give your child uninterrupted time to engage in art experiences if and when they choose

Creative crafts

Materials

- A variety of craft materials such as paper, patty pans, pom poms, fabric, pipe cleaners, paddle pop sticks, paper bags, paper plates etc.
- Scissors
- Glue
- Sticky tape

What to do

- Set up a table with a variety of craft materials for your child. Allow your child time to get creative.

Consider

- Were they able to create their masterpiece independently using their own ideas or did they want you to help them?

Ideas to extend the learning

- Ask your child what other materials they would like in the craft area
- Encourage natural, recyclable materials where possible – what can you find around the house or in the recycling that could be used for craft?

Learning Outcome 5: Children are effective communicators

What do I want my child to learn?

- Develops dispositions such as creativity and persistence
- Expresses ideas and makes meaning in different ways
- Uses literacy in play
- Experiments with drawing and writing
- Explores concepts of print and text
- Develops a positive attitude to reading and writing
- Begins to understand how symbols and pattern systems work
- Uses beginning literacy skills in everyday activities
- Interacts verbally and non-verbally for a range of purposes
- Responds to and interacts positively with adults engaging in literacy

How can I support their progress?

- Provide lots of literacy play opportunities where your child is encouraged to explore concepts of print (books, magazines, pamphlets) and other communication styles (drawing and artwork, computer technology, speaking and listening, songs and rhymes).
- Provide an attractive nook for your child to choose and read books. You can access picture books at second hand book stores, street libraries and community libraries. Create an inviting space such as a bean bag and a small shelf or basket of books.
- A small writing centre can be provided nearby. If you don't have a small table and chairs use a tub or large pencil case. Provide various types of paper and writing/drawing implements. Including tape, scissors, sticky notes and a stapler can further encourage your child's creativity.
- Role model reading to your child and draw their attention to early concepts (such as directionality of print, title of books, differences between pictures and writing, title page, book cover, simple sounds that are of interest).
- Make reading joyful and exciting whenever you have an opportunity to read with your child. Aim for three times a day.
- Role model writing and focus on concepts such as where to start, how to form letters and some sounds for simple words in the context of the activity (eg: m-u-m). Try to write for real life circumstances (eg: birthday card for family member, shopping list, reminder notes, sending a text to Granny).
- Write what your child says about a painting or drawing and talk out loud about how you're going about it. "I'm going to spell out the word 'dog' while I write it. Hmmm,

what does it start with? Oh yes, 'd'; "oh dear, I nearly forgot the full stop". "Would you read it with me?"

- Talk to your child about choosing items during the day, such as cereal. Draw your child's attention to such things as the signage on a food packet and compare this to another packet (eg: weetbix and cornflakes).
- Make a scrapbook of all the words your child can read from common signage such as packaging, icons in junk mail, photos of local signs.
- Encourage your child to predict what a sign might say while you're out and about, and celebrate their confidence to have try. Avoid correcting mistakes. Say something like "That was a good suggestion, I can see you were thinking. It says 'mobile phones sold here'. You can tell because it starts with a 'm, and there's a picture of a mobile phone". If your child nearly got it right, celebrate their attempt.

How will I know if my child is learning?

- They are showing an interest in using literacy in their play. Some examples might include:
 - They take on roles as literacy users
 - sing and chant rhymes, jingles and songs
 - use creative arts to express meaning
 - engage with technology for fun and to make meaning
 - continue a remembered sequence in play
 - use symbols in play
 - imagine and create roles during dramatic play.
- They are beginning to experiment with resources and use literacy in every-day activities. Some examples might include:
 - Playing with menu's, tickets, recipes or labels
 - Use keyboards to play being in an office
 - Create various texts to support their play (such as a police charge form or a menu)
 - Make use of various literacies available around the home.
- They view them self as a reader and writer by 'having a go'. Some examples might include:
 - telling stories from the pictures in a book
 - confidently reading signage in the local environment
 - stringing symbols together to represent writing
 - making their own books or writing letters/cards to a family member or friend
 - labelling items on drawings
 - asking you to write things for them to copy
 - recognising significant words such as their name, mum, dad, granny

Tips for learning at home

Try to follow your child's lead as much as possible and allow your child choice about which play experiences and activities, they want to participate in

Give you child as much or as little time as they need for each learning experience

Provide your child with uninterrupted play time where possible

Support your child when they ask or show signs that they need help with their task

Offer praise and encouragement for any learning attempts, even if they don't get it quite right

Engage in discussion with your child about their play and what they are learning

It doesn't matter if the suggested experiences don't go according to plan, allow your child to lead the play and learning

Story time: The noisy, noisy farm

View the story

- Open the story on youtube: <https://www.youtube.com/watch?v=9OWMRmQ6wTA>
- Enjoy the story.
- Read the story with your child. Encourage them to guess what will be on the next page, make the noises sound interesting and encouraging them to make the noises too.

Ideas to extend the learning

- Make your own book of the sounds you hear in your environment. Help your child to illustrate it and ask them to tell you what to write. Encourage your child to add their own writing to the book (you could also use photos from around your house/locality and print these for the book)
- Make a farm with blocks and plastic animals. Use the blocks for fences or buildings. Place the same animals within the fences and buildings. Make up labels for the animals and place them with the corresponding animal. Read the labels with your child. If they are interested, draw their attention to the sounds in the words.
- Make a dice or cards with animal characters pictured. Roll the dice and enact the noise and actions of the animal. (see next page for larger version)

Story time: The three little pigs

Click on the [link](#) to view the story with your child.

Ideas to extend the learning

- Use collage materials to create a scene from the story. Ask your child to describe the picture and write this on the artwork.
- Re-tell the story verbally and support your child to say the repetitive parts of the story, such as “Little pig, little pig, let me in!” and “Not by the hair of my chinny chin chin”. Use expression and draw your child's attention to the different voices.
- Support your child to illustrate their favourite part of the story. Help them notice features of the characters and draw these. “I notice the little pig has a round circular face”; his body is round” “He needs eyes, and pointy ears” “His snout is a circle too, with two little nostrils”
- Cut out the pictures from the three little pigs and stick them onto paddle pop sticks. Encourage your child to retell the story using the puppets or they may like to create their own version of the story.