

# Nature Play the Animal Way



The *Nature Play the Animal Way* learning experience addresses the following Victorian Early Years Learning and Development Framework outcomes: Birth to 8 years

Outcomes	Key components of outcomes	Evidence of learning. Children:
1. IDENTITY: Children have a strong sense of identity	Children feel safe, secure and supported	<ul style="list-style-type: none"> <li>• confidently explore and engage with social and physical environments through relationships and play</li> <li>• explore aspects of identity through role-play</li> </ul>
	Children develop knowledgeable and confident self-identities	<ul style="list-style-type: none"> <li>• explore different identities and points of view in dramatic play</li> <li>• develop their social and cultural heritage through engagement with Elders and community members</li> </ul>
	Children learn to interact in relation to others with care, empathy and respect	<ul style="list-style-type: none"> <li>• engage in and contribute to shared play experiences</li> </ul>
2. COMMUNITY: Children are connected with and contribute to their world	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation	<ul style="list-style-type: none"> <li>• cooperate with others and negotiate roles and relationships in play episodes and group experiences</li> <li>• broaden their understanding of the world in which they live</li> </ul>
	Children become socially responsible and show respect for the environment	<ul style="list-style-type: none"> <li>• explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals</li> <li>• show growing appreciation and care for natural and constructed environments</li> <li>• explore relationships with other living and non-living things and observe, notice and respond to change</li> <li>• develop an awareness of the impact of human activity on environments and the interdependence of living things.</li> </ul>
3. WELLBEING: Children have a strong sense of wellbeing	Children become strong in their social, emotional and spiritual wellbeing	<ul style="list-style-type: none"> <li>• seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others</li> <li>• increasingly cooperate and work collaboratively with others</li> </ul>
	Children take increasing responsibility for their own health and physical wellbeing	<ul style="list-style-type: none"> <li>• use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world</li> <li>• demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely</li> </ul>

<b>4. LEARNING: Children are confident and involved learners</b>	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity	<ul style="list-style-type: none"> <li>• express wonder and interest in their environments</li> <li>• use play to investigate, imagine and explore ideas</li> </ul>
	Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating	<ul style="list-style-type: none"> <li>• explore their environment</li> </ul>
	Children transfer and adapt what they have learnt from one context to another	<ul style="list-style-type: none"> <li>• engage with and co-construct learning</li> <li>• make connections between experiences, concepts and processes</li> <li>• use the processes of play, reflection and investigation to problem-solve</li> <li>• transfer knowledge from one setting to another</li> </ul>
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials	<ul style="list-style-type: none"> <li>• experience the benefits and pleasures of shared learning exploration</li> <li>• explore ideas and theories using imagination, creativity and play</li> </ul>
<b>5. COMMUNICATION: Children are effective communicators</b>	Children interact verbally and non-verbally with others for a range of purposes	<ul style="list-style-type: none"> <li>• contribute their ideas and experiences in play and small and large group discussion</li> <li>• attend and give cultural cues that they are listening to and understanding what is said to them</li> <li>• show increasing knowledge, understanding and skill in conveying meaning</li> </ul>
	Children express ideas and make meaning using a range of media	<ul style="list-style-type: none"> <li>• use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music and story-telling, to express ideas and make meaning</li> </ul>
	Children begin to understand how symbols and pattern systems work	<ul style="list-style-type: none"> <li>• use symbols in play to represent and make meaning</li> <li>• begin to sort, categorise, order and compare collections and events and attributes of objects and materials in their social and natural worlds</li> </ul>
	Children use information and communication technologies to access information, investigate ideas and represent their thinking	<ul style="list-style-type: none"> <li>• identify the uses of technologies in everyday life and use real or imaginary technologies as props in their play</li> <li>• use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world</li> <li>• use information and communications technologies as tools for designing, drawing, editing, reflecting and composing</li> <li>• engage with technology for fun and to make meaning</li> </ul>