



## **LEARNING FRAMEWORK (EYLF & VEYLDF)**

Tonyi the Worm is an interactive educational worm and the star of a sustainability focused children's incursion. Tonyi is on a mission to educate young learners aged 3-7 on:

- Which everyday waste items can be fed to composting worms instead of adding to landfill
- The environmental benefits of feeding scraps to composting worms
- The important role healthy soils play in our food growing system.

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### **Using experimental play to investigate, Tonyi the Worm will embed and explore the concept of sustainability through:**

- Encouraging in-group work to solve problems and contribute to group outcomes
- Develop a respect and increased knowledge of the natural environment
- Develop an understanding of the relationship between land, people, plants and animals
- Explore, observe and respond to changes in the environment
- Develop an awareness of the impact human activity can have on the environment
- Provide an example how individuals can embed sustainability into their daily routines and practices.

Tonyi the Worm is heavily reliant on using play to scaffold this learning incursion. By providing play opportunities not only allows new understandings to be built but also engages critical thinking whilst promoting a positive disposition towards learning.

### **Tonyi the Worm will work in alignment with the Early Years Learning Framework (EYLF):**

- Learning Outcome 2: show awareness of environmental issues and problem solve for solutions to environmental issues
- Learning Outcome 2: show understanding of the interdependence between land, people and animals
- Learning Outcome 2: engage in positive interactions to explore ideas and concepts

- Learning Outcome 2: will interact and cooperate with others to explore key ideas and concepts, clarify and challenge thinking
- Learning Outcome 2: use play to investigate, role-model and explore new ideas.

- Learning Outcome 3: show enthusiasm for participating in play and games with others

Learning Outcome 3: increasingly co-operate and work collaboratively with others through sharing and turn taking

Learning Outcome 3: feel empowered to make food choices independently with an understanding of how food fuels the body

- Learning Outcome 4: take an active role in the projects, recognising the contribution they make to shared projects and experiences.
- Learning Outcome 4: engage in a process for solving problems to activate a wide range of thinking strategies
- Learning Outcome 4: explore a cycle of research that includes investigating, hypothesising, experimenting, collecting and recording data and interpreting results
- Learning Outcome 4: use reflective thinking to consider why things happen and what can be learned from this
- Learning Outcome 4: Build confidence and persistence through active engagement in creative play-based learning experiences.
- Learning Outcome 4: Use investigation, problem solving and experimentation skills to make sense of and explore the world in different ways.
- Learning Outcome 4: Draw on already developed skills and knowledge to reflect, transfer and adapt these from one context to another using a range of expressive mediums.

National Quality Standard (NQS)

Quality Area 3: Physical Environment:

- Standard 3.2: The environment is inclusive, promotes competence, independent exploration and learning through play
- Element 3.3.1: Sustainable practices are embedded in service operations
- Element 3.3.3: Children are supported to become environmentally responsible and show respect for the environment.



**Tonyi the Worm will work in alignment with the Victorian Early Years Learning & Development Framework (VEYLDF):**

Early Years Learning Framework: Birth to 5 Years

VELS Level 1: Prep

VELS Level 2: Grade 1 & 2

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● **Outcome 1 – Children have a strong sense of Identity**

Children confidently explore and engage with social and physical environments through relationships and play.

Increasingly cooperate and work collaboratively with others.

Take considered risks in their decision-making and cope with the unexpected.

Explore their responsibilities and rights and those of others in familiar contexts such as the family, the classroom, the school playground and local recreation areas.

Develop their social and cultural heritage through engagement with Elders and community members.

● **Outcome 2 – Children are connected with and Contribute to their World**

Participate in reciprocal relationships.

Use play to investigate, project and explore new ideas.

Explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals.

Show growing appreciation and care for natural and constructed environments.

Explore relationships with other living and non-living things and observe, notice and respond to change.

Participate in activities such as wearing protection from the sun, saving energy, saving water, and recycling.

Learn that materials can be recycled and reused to produce new products.

Begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources.

Are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence.

Investigate the ways individuals, families, groups and communities can work to improve their environment.

Investigate ways of reducing waste in their classroom for example, recycling and composting.

- **Outcome 3 – Children have a Strong Sense of Wellbeing**

Are introduced to the basic principles of living an active and healthy life.

- **Outcome 4 – Children are Confident and involved Learners**

Make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify, and communicate these using mathematical language and symbols.

Ask and answer simple questions for information and clarification.

Experience the benefits and pleasures of shared learning exploration.

Explore the purpose and function of a range of tools, media, sounds and graphics.

Experiment with different technologies.

Use information and communications technologies (ICT) to investigate and problem-solve.

Use feedback from themselves and others to revise and build on an idea.

Begin to understand that listening to the responses of others can assist them to make sense of new

experiences and provide useful cues for learning

Learn characteristics and properties of materials, for example 'rough', 'soft' and 'flexible', and processes, for example 'measure', 'mix' and 'cut'.

Think about, discuss and describe the characteristics and properties of materials (for example 'strong', 'sweet') and why they are suitable for products and systems.

- **Outcome 5 – Children are Effective Communicators**

Contribute their ideas and experiences in play and small and large group discussion.

Interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings.

Ask and answer simple questions.

Listen to others and respond appropriately to what has been said.

Contribute to group activities by making relevant comments and asking clarifying questions.

Listen to short live or recorded presentations, then recall some of the main ideas and information presented.

Use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world.