

Learning Through... Music and Movement



Language	Music and movement develops childrens' language skills both verbally and non-verbally. Music has a tempo and teaching young children songs that have rhythms and beats can help them learn the rhythm of speaking and improve their communication skills. Exposing children to music and familiar nursery rhymes helps enhance their language as children learn from repetition.	EYLF Outcome: 3.1, 4.3, 5 AEDC: Language & cognitive skills, communication skills & general knowledge.
Cognitive	Music and movement such as clapping to music or jumping in time to a beat stimulate brain function and help the brain to organise thoughts and behaviours. Children enhance their cognitive learning by thinking about the words to a song or copying large movements whilst dancing.	EYLF Outcome: 3 AEDC: Communication skills & general knowledge, language skills.
Social & Emotional	Childrens' social skills are enhanced while participating in music and moment. It helps the child build their creativity, self-esteem and emotional well-being. Children can become social whilst singing together. It can help build connections.	EYLF Outcome: 1, 2, 3 AEDC: Social competence, emotional maturity, language & cognitive skills and communication skills.
Physical	Children develop and enhance their physical development while involving in music and movement activities. During finger rhymes or musical instrument play they further develop their fine motor skills. Children enhance their large gross motor skills and whole body movement by dancing, copying the beat or actions. It helps improve balance and co-ordination.	EYLF Outcome: 3, AEDC: Physical health & wellbeing, language & cognitive skills.

EYLF - Early Years Learning Framework. AEDC - Australian Early Development Census

Learning Through Series Playgroup Posters is an initiative of the Child and Parent Centre Gosnells

Source: <https://www.hellomotherhood.com/importance-of-music-movement-in-the-education-of-young-children-8205897.html>

<https://aussiechildcarenetwork.com.au/articles/childcare-programming/eylf-learning-outcomes>

<https://www.aedc.gov.au/>

Learning Through... Physical Activities



Language	Children develop language skills whilst participating in physical play. Movement games enable children to follow instructions and gain understanding skills vital for good communication and language. Children express themselves and tell stories about their activity and experience.	EYLF Outcome: 3.1, 4.3, 5 AEDC: Language & cognitive skills, communication skills & general knowledge.
Cognitive	Physical development allows children to make decisions. Whilst outdoors, they chose what they may climb or ride on. It helps encourage coordination and hand eye movement whilst catching and throwing a ball. Children learn to explore, discover and problem solve through a variety of activities. When a child participates in a fine motor activity such as playdough, they are discovering, experimenting and enhancing their cognitive thinking skills.	EYLF Outcome: 3, 4 AEDC: Physical health & health well -being, communication skills and general knowledge.
Social & Emotional	Physical development helps develop self-esteem, confidence, mental well-being and independence. Children develop social skills by participating a group play and playground play. Physical play can help reduce anxiety and stress. It can help with energy levels and concentration.	EYLF Outcome: 1, 2, 3 AEDC: Social competence, emotional maturity.
Fine and Gross Motor Skills	Physical play helps develop fine motor and gross motor skills. Gross motor skills are large movements children make with their arms, legs, feet, and entire body. Examples of these are: crawling, running, and jumping . Fine motor skills are smaller actions used by hands. Examples are: using fingers to manipulate playdough, hold a paintbrush or pencil and using hands in a finger play song. By having children participating in physical activity such as dancing, climbing, obstacle courses, playdough, arts & craft or block building, they are enhancing their fine & gross motor skills.	EYLF Outcome: 3 AEDC: Physical health and well being

Learning Through...

Cognitive Tasks

(thinking, processing & understanding)



Language	Children develop their language skills by talking about the activity they have completed or are participating in. Their language extends whilst exploring, tasting, seeing and hearing. Children participating in cognitive activities, can enhance their language skills by identifying colours, shapes, counting the amount of blocks they used to build their tower. Children use language to express themselves and to complete the task.	EYLF Outcome: 5 AEDC: Language and cognitive skills
Social & Emotional	Cognitive activities such as puzzle play, helps to build a child's self-esteem and confidence. It helps children co-operate and collaborate. Children involving in cognitive activities such as puzzle play or block building helps further develop their social awareness.	EYLF Outcome: 1, 2, 3 AEDC: Social competence, emotional maturity
Math & Science	Children help to develop their mathematical and science skills through cognitive play by participating in activities such as puzzle play, counting, block play and sensory activities. By participating in these activities, children learn skills such as cause and effect, making predictions and observations, problem solving, learning colours, shapes, and numbers, remembering and watching.	EYLF Outcome 4.2 AEDC: Language and cognitive skills
Sensory	By being involved in cognitive activities children develop sensory skills. Through touch, smell, hearing, seeing and tasting, they are developing their sensory skills. As children play, they investigate and explore, using their sensory skills to enhance their cognitive development.	EYLF Outcome 4.1 AEDC: Communication skills & general knowledge

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Sources: <https://raisingchildren.net.au/preschoolers/play-learning/play-preschooler-development/thinking-play-preschoolers>

<https://aussiechildcarenetwork.com.au/articles/childcare-programming/eylf-learning-outcome>

<https://www.aedc.gov.au/>

Learning Through...

Art and Craft



Language	As children develop and share their artwork, as well as their process , they develop language skills. You can encourage this development by actively listening and asking open-ended questions in return (as opposed to "yes", "no" questions). It is also a great opportunity to learn new words relating to their project (eg: texture).	EYLF Outcome: 5 AEDC: Language and cognitive skills
Cognitive	Art can help children learn and practice skills like patterning and cause and effect (i.e. if I push hard with a crayon the colour is darker). They can also practice critical thinking skills by making a mental plan of a picture of what they intend to create and following through on their plan.	EYLF Outcome: 3, 4 AEDC: Communication skills and general knowledge.
Fine motor skills	Grasping pencils, crayons, chalk and paint brushes helps children develop their fine motor muscles. This development will help your child with writing, buttoning a coat and other tasks that require controlled movements.	EYLF Outcome: 3 AEDC: Physical health and well being
Math	Children can learn, create and begin to understand concepts like size, shape, making comparisons, counting and spatial reasoning.	EYLF Outcome 4.1 AEDC: Communication skills & general knowledge

Learning Through... Social & Emotional Development



Language	When children participate in social and emotional activities such as role playing in a home corner, they develop language skills. They learn to play alongside and interact with other children and learn to express themselves. Children that are in a group social setting such as a mat session, learn new language and further develop their language skills by listening and joining in songs and stories.	EYLF: Outcome 1, 2, 3 AEDC: Social competence, emotional maturity, language & cognitive skills and communication skills.
Creative	Through social and emotional play, children learn to express themselves, use their imagination and be creative in so many ways. It builds self-esteem and confidence within the child. Children who participate in an activity such as playdough, develop creativity and imagination by exploring and expressing themselves. They can tell stories about what they have created. Social play allows children to share and express feelings.	EYLF Outcome: 4, 5 AEDC: Communication skills & general knowledge.
Physical	Children develop their physical development through social play. They display fine motor and gross motor skills. Children learn to run, jump, climb, and dance with other children. Fine motor skills are displayed by role playing, arts and crafts and construction play. All these skills help develop the child's self-esteem and wellbeing as well as develop their physical development.	EYLF Outcome: 3 AEDC: Physical health & well-being, emotional maturity.

Learning Through... Playdough



Fine Motor Skills & Hand Eye Coordination	Playdough can help develop children's fine motor skills. As children roll, squish, poke and manipulate playdough they are building the strength of their fine motor skills and hand eye coordination. They gain strength and improve dexterity in their hands and fingers, which helps them get ready for pencil and scissor control and other activities like writing and drawing.	EYLF Outcome: 3 AEDC: Physical health & well- being
Language & Literacy	Playdough can help develop children's language and literacy skills. As children are building and experimenting with playdough, they can communicate through their creativity. This happens by a child explaining what they are creating. Children can also learn language by communicating and describing the playdough. They may talk about the colour, how it feels. Is it lumpy, sparkly and/or cold? Magnetic letters can be added to playdough to further support language skills.	EYLF: Outcome 5 AEDC: Language & cognitive skills & communication & General Knowledge..
Creativity & Imagination	As children are experimenting with playdough they are learning new creative skills and extend on their imagination. Children do this by communicating what they have made. For example , a child may have a lump of playdough with coloured pipe cleaners, and feathers and communicate that they have made a bird. Playdough is an open ended activity that allows the child to decide what they are making. Playdough can be used in role playing. For example, children may make a cake, or roll sausages. Materials can be added to help with creative development, such as straws, pop sticks, glitter, dinosaurs, or shapes.	EYLF: Outcome 4 AEDC: Social Competence, emotional maturity, language & cognitive skills & communication skills.
Science	Different materials can be added to playdough such as sand to create a different texture. Children learn through sensory play with the playdough - that it feels lumpy or grainy and that it feels or looks different to regular playdough. Colours can be added to plain playdough such as adding glitter or using textas and allowing the children to colour the playdough themselves. Children learn "cause and effect" by experimenting with materials.	EYLF: Outcome 4 & 5 AEDC: Social Competence, Language & Cognitive skills
Math	Playdough can help childrens' mathematical development. Children can learn about measurement, comparisons, discover and problem solve and make decisions when playing with playdough. Materials such as magnetic numbers, and shape cutters can be added to playdough to further help the development of mathematical skills.	EYLF: Outcome 4 & 5 AEDC: Social Competence, Language & Cognitive skills ,Communication & General Knowledge skills.