



Implementing GymZOOnasium within the Early Years Learning Framework for Australia

The Early Years Learning Framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication, language, social and emotional development.

The Framework draws on conclusive international evidence that early childhood is a vital period in children's learning and development. Fundamental to the Framework is a view of children's lives as characterised by *belonging*, *being* and *becoming*. The Framework identifies five Learning Outcomes, designed to capture the integrated and complex learning and development of all children across the birth to five age range. The Learning Outcomes are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

This document provides examples of the application of the GymZOOnasium program for each of the five Learning Outcomes.

**Information sourced from Belonging, Being and Becoming - The Early Years Learning Framework

<https://www.education.gov.au/early-years-learning-framework-0>



GymZOOnasium Mapping for the Early Years Learning Framework

Learning Outcome	Key Components	GymZOOnasium Elaborations
Children have a strong sense of identity	Children feel safe, secure, and supported	Children are provided with the opportunity to explore indoor and outdoor play environments using GymZOOnasium animal movements and active play When participating in GymZOOnasium activities, children are provided with the opportunity to engage in play and learning with peers and familiar adults Children are provided with opportunities to follow directions and communicate their needs for comfort and assistance as required Children use GymZOOnasium animal movements as part of their routine to help make predicted transitions smoothly Children openly express their feelings and ideas about the GymZOOnasium animals, movements, sessions and games Children respond to ideas and suggestions from others when creating GymZOOnasium Obstacle Courses and games Children initiate conversations about animals and physical activity with trusted educators Children initiate and join in play inspired by the GymZOOnasium program Children explore aspects of identity through role play (e.g. GymZOOnasium characters, teacher and animals) Educators support children to try new exercises and bridge the gap between the familiar and the unfamiliar Educators acknowledge each child's uniqueness in positive ways, verbally and by awarding GymZOOnasium Certificates



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Children develop their emerging autonomy, inter-dependence, resilience and sense of agency	Children are provided with the opportunities to make choices and decisions around games, activities and animal movements in which they participate. GymZOOnasium equipment (e.g. Flashcards, Books) provide children with the opportunity to organise resources and materials for play. Children are provided with opportunities to follow directions and request help if/when required. Children demonstrate awareness of the needs and rights of others by being inclusive of others in GymZOOnasium games and activities. Children are open to the challenge of trying new GymZOOnasium exercises and activities, and approach these with confidence. Children co-operate and work collaboratively with others during GymZOOnasium sessions, games and active play. Children take considered risk in their decision-making and cope with unexpected outcomes. Children recognise their individual achievements and the achievements of others, particularly through the GymZOOlympics, Journal, My Achievements sheets and Certificates. Children demonstrate an increasing capacity for self-regulation, by using self-regulating exercises in times of need. Children begin to initiate negotiating and sharing behaviours when using GymZOOnasium in active play and when using GymZOOnasium equipment (e.g. Flashcards, Books). Children persist when faced with challenging GymZOOnasium movements and when their first attempts are not successful. Children are provided time and space to engage in both individual and collaborative GymZOOnasium activities. Educators support each child's GymZOOnasium efforts, assisting and encouraging as appropriate. Educators provide opportunities for children to engage independently with GymZOOnasium games and play.
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	Educators motivate and encourage children to succeed when they are faced with challenges (e.g. overcoming challenging exercises; differences in abilities between them and other children). Educators promote children's sense of belonging, connectedness and wellbeing by assisting children with modifying exercises to ensure all children are included; by including GymZOOnasium within the daily routine; and by celebrating each child's GymZOOnasium achievements and progress. Educators display delight, encouragement and enthusiasm for children's attempts in the GymZOOnasium program. Educators maintain high expectations of each child's unique capabilities, and support them to achieve their best throughout the program.
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Children develop knowledgeable and confident self identities	Children feel recognised, respected and included for who they are in all GymZOOnasium activities. Children reach out and communicate for assistance with exercises and activities they find challenging. Children participate in a variety of GymZOOnasium games (e.g. Crab Soccer, Animal Relays, Simon Says, Freeze and Obstacle Courses) and explore which ones they enjoy and what makes them enjoyable. Children can express pride and confidence in their abilities performing animal movements and GymZOOnasium games. Children receive My Achievements sheets, Journal and Certificates to acknowledge their own and others strengths and identify aspects for improvement. Children's unique contributions and achievements are celebrated and shared with others (verbally and by being awarded Certificates). Team activities are utilised to develop interpersonal skills. Children are encouraged to engage their families in physical activity by sharing some of the GymZOOnasium exercises and resources with them. Children are provided with opportunities to follow directions and request help if/when required. Educators ensure all children experience pride and confidence in their GymZOOnasium achievements. Educators share children's GymZOOnasium successes with families via My Achievements sheets, Certificates and verbal communication. Educators build on children's knowledge, languages and understandings in relation to animals and physical activity. Educators talk with children in respectful ways about similarities and differences in people.
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	Children learn to interact in relation to others with care, empathy and respect	Children show interest in being part of group GymZOOnasium activities. Children empathise and express concern for others during GymZOOnasium activities. GymZOOnasium games (Crab Soccer, Animal Races and Obstacle Courses) and equipment (Flashcards and Books) promote small group interactions and play experiences. Children join in GymZOOnasium play and social experiences in ways that sustain productive relationships with other children. Children are encouraged to be inclusive and respectful of others throughout the GymZOOnasium program.
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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 community participation	Children are provided with sharing, turn-taking and team work opportunities. Children participate in team activities to develop interpersonal skills. Children cooperate with others when using GymZOOnasium equipment (Flashcards and Books) and participating in GymZOOnasium active play. Children take action to assist other children to participate in GymZOOnasium games and active play. GymZOOnasium exercises can be utilised for children to include others. Children express their opinions in GymZOOnasium games and active play. Children contribute to fair decision-making in GymZOOnasium games and active play. Children listen and work with others during a variety of games to achieve agreed outcomes. Children have opportunities to encourage others and work together to help others achieve goals in GymZOOnasium team activities. Children participate in games that assist them to recognise that being kind and fair to others can support the group's health and wellbeing. Children develop skills in cooperation, conflict management and problem solving by discussing procedures for participating in GymZOOnasium. Children use words and body language to communicate their intentions when participating in GymZOOnasium exercises and activities. When participating in GymZOOnasium, children can demonstrate appropriate language for encouraging others.
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Children respond to diversity with respect	Children are provided with opportunities to respond positively to diversity in other people such as others strengths and weaknesses, likes and dislikes with the animal movements. Children begin to show concern for others (e.g. by comforting, supporting and encouraging other children while participating in the GymZOOnasium program). Through the games and activities (Animal Races, Animal Relays and GymZOOlympics), children become aware of connections, similarities and differences between people, and respect different ways of being and doing. Children listen to others' ideas when negotiating which GymZOOnasium games and activities to play. Children devise creative and inclusive ways for children of all abilities to participate in GymZOOnasium active play together. Children notice and react in positive ways to similarities and differences in fundamental movement skill levels. Educators demonstrate positive responses to diversity by celebrating each child's unique achievements and by modifying GymZOOnasium exercises to support children of all abilities to participate.
Children become aware of fairness	Children become aware of ways in which people are included or excluded when participating in GymZOOnasium games and active play. Children recognise unfairness when participating in GymZOOnasium games. Children act with compassion and kindness when others are experiencing difficulty achieving challenging GymZOOnasium movements. Children are empowered to make choices and problem solve to meet their needs, by selecting modifications or progressions as needed for the exercises.



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	Children become socially responsible and show respect for the environment	Children are provided with the opportunity to be respectful towards people, objects and spaces when completing GymZOOnasium activities. Children use play to investigate, project and explore new ideas in relation to physical activity. When designing and completing GymZOOnasium Obstacle Courses children participate with others to solve problems. When planning and participating in GymZOOnasium games (such as Animal Relays and Crab Soccer) children participate with others to contribute to group outcomes. GymZOOnasium's 'Fun Facts' develop children's knowledge about various animals; awareness of the impact of human activity on environments; and the interdependence of living things. Children strengthen their connectedness to the land and care for living things through this animal-themed program.
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Children have a strong sense of wellbeing	Children become strong in their social and emotional wellbeing	Children are provided with the opportunity to make decisions and choices in relation to exercises and activities in which they participate. Children participate in games that assist them to recognise that being kind and fair to others can support class health and wellbeing. Children are provided with an opportunity to show empathy, help and care for others while completing GymZOOnasium activities. Children are provided with the opportunity to show an awareness of others' interests, feeling and needs by discussing achievements and challenges with animal movements. When participating in GymZOOnasium activities, children are provided with opportunities to manage change, frustrations, challenges and the unexpected. When participating in GymZOOnasium, children participate in new interactions, routines and experiences. Children are provided with opportunities to follow directions and request help if/when required. Within the GymZOOnasium program children will experience a range of emotions, including share humour, happiness and satisfaction. Within the GymZOOlympics children recognise and celebrate their own efforts and achievements, and those of others. Children co-operate and work collaboratively with others when planning and participating in GymZOOnasium games and sharing GymZOOnasium equipment (e.g. Flashcards, Books). Children can enjoy moments of solitude practising GymZOOnasium exercises or yoga with or without equipment (Flashcards and Books). When participating in new or more challenging exercises children accept challenges and take considered risks. Children recognise the contributions they make to shared projects and experiences (e.g. planning and building GymZOOnasium Obstacle Courses). Participating in GymZOOnasium activities provides children with ways to have fun with others.
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	Children learn particular exercises that are helpful for self-regulation, and start using these exercises to assist with emotional regulation as needed. Children experience personal successes by taking home Certificates they've earned and talking about these in their home language with their family. Children acknowledge and accept affirmation received during GymZOOnasium activities. When planning and participating in GymZOOnasium games and the GymZOOlympics, children assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others. Educators document each child's GymZOOnasium achievements and share their successes with their families verbally and via Certificates and My Achievements sheets. Educators challenge and support children to engage in and persevere at GymZOOnasium games and activities. Educators value children's personal decision-making (e.g. when and how to participate, and which movements they would like to do).
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	Children take increasing responsibility for their own health and physical wellbeing	Children can explore the benefits of participating in physical activities such as GymZOOnasium regularly, and identify opportunities they can participate in exercises at home or in the community. Children recognise and communicate their bodily needs (e.g. by choosing to do GymZOOnasium when they feel a need to be physically active; and by recognising thirst and needing a rest when doing GymZOOnasium exercises). Children are supported to be happy, healthy, safe and connected through group physical activity participation. Children engage in increasingly complex sensory-motor skills and movement patterns, by participating in new GymZOOnasium movements; progressing the difficulty of movements; and by doing ball skills and fine motor activities in various GymZOOnasium positions). Children combine gross and fine motor movement and balance to achieve increasingly complex GymZOOnasium movements and sequences to music. Children are provided with multi-sensory prompting to engage their sensory capabilities while doing the animal movements. Children demonstrate spatial awareness by moving around and through their environments confidently and safely (doing movements within the available space, around any obstacles such as trees or furniture and alongside other moving children). Children respond through movement to music, animal names and exercise instructions. Children show an increasing awareness of healthy lifestyles and the importance of physical activity. Children show increasing independence and competence in safety for themselves and others, by making safe choices within GymZOOnasium sessions, games and activity play. Children show enthusiasm for participating in physical play. Children negotiate play spaces to ensure the safety and wellbeing of themselves and others. Educators plan for and participate in GymZOOnasium physical activity with children. Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation.
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		Educators provide a wide range of tools and materials to resource children's fine and gross motor skills (e.g. GymZOOnasium Flashcards and Books, and other physical activity equipment and materials). Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all when participating in GymZOOnasium.
Children are confident and involved learners	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity	Children are curious and enthusiastic participants in their learning about physical activity and animals in the GymZOOnasium program. Children use play to investigate, imagine and explore ideas around physical activity and animals. Children build on their experience of GymZOOnasium by initiating and contributing to play experiences emerging from their own ideas. Children follow and extend their own interests in physical activity and animals with enthusiasm, energy and concentration. Children experience the satisfaction of achievement within the GymZOOnasium program. Children are supported to persist even when they find GymZOOnasium movements or tasks challenging. GymZOOnasium provides learning activities that are flexible and open-ended (e.g. create GymZOOnasium performance, obstacle course or game, individually or as a group). Children engage in both individual and collaborative explorative learning processes. Educators are encouraged to reflect with children on what and how they have learned in the GymZOOnasium program. GymZOOnasium builds on children's knowledge, languages and understandings of physical activity and animals, and stimulates children's curiosity to ask questions to learn more. GymZOOnasium promotes in children a strong sense of who they are by acknowledging and celebrating each child's unique strengths and achievements. Children display the confidence to request help if or when required.



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Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating	Children develop thinking skills (inferring, predicting, hypothesising, testing, experimenting, evaluating and generalising) when participating in animal movements and discussing which body parts are 'working' or what will happen during a movement activity. Children are provided with opportunity to explore relationships including cause-effect (e.g. "What caused us to fall down?" or "What could we do to make this easier?"). Children are provided with the opportunity to learn by copying, repeating and practising animal movement actions. Children participate in measuring, organising, recording and communicating mathematical ideas and concepts within the GymZOOlympics. Children apply a wide variety of thinking strategies to GymZOOnasium challenges such as playing GymZOOnasium Simon Says; and planning, building and completing a GymZOOnasium Obstacle Course. Children explore their environment (e.g. by discovering which tree branches they can reach when doing the Giraffe Reach and by finding a suitable wall for the Gorilla Squat). Children are encouraged to investigate and solve problems when figuring out how to complete new GymZOOnasium movements; when trying to figure out how to progress their abilities; when completing animal movements and ball or fine motor tasks at the same time; and when participating in GymZOOnasium inspired active play with others. Children perceive, plan and complete movements as described and/or demonstrated by an instructor. Children contribute to learning conversations regarding GymZOOnasium movements and activities.
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	Children transfer and adapt what they have learned from one context to another	Children develop an ability to mirror, repeat and practise the actions of others by replicating movements performed by an instructor or educator. Children transfer knowledge from one setting to another by sharing knowledge about physical activity or animals from home to kindy; and by sharing GymZOOnasium exercises and activities with their families.
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials	Children experience the benefits and pleasures of shared learning exploration through participating in GymZOOnasium together. Children explore physical activity ideas and theories using imagination, creativity and play. Children use feedback from themselves and others to revise and build on an idea (such as making improvements to a GymZOOnasium game or obstacle course they've created). Educators introduce evidence-based age-appropriate tools, technologies and media such as GymZOOnasium. GymZOOnasium provides the skills, knowledge and techniques to enhance children's learning in relation to physical activity, health and wellbeing. Children can develop an interest in equipment and tools related to movement and physical activity such as music, visual materials and videos. Children can utilise animal exercises to create their own games.



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Children are effective communicators	Children interact verbally and non-verbally with others for a range of purposes	Children are provided with opportunities to follow directions and request help if/when required. Children perceive, plan and complete movements as described and/or demonstrated by an instructor. Children use words and body language to communicate intentions when participating in animal exercises. When participating in GymZOOnasium, children can demonstrate appropriate language for encouraging others. Children are provided listening and communication opportunities including introductions, instructions, discussions around animals, and sensations in body when or after participating in exercises. Children participate in activities that require them to respond to questions, express ideas and opinions, make decisions and evaluate the viewpoint of others (e.g. turn-taking activities to answer the question "What is your favourite animal movement?"). Children interpret and discuss body positions required for specific movements, such as strong middle, straight back, bent knees, lean on your elbows. Children engage in enjoyable interactions using verbal language (e.g. Simon Says) and non-verbal language (e.g. GymZOOnasium Miming). Children convey and construct messages with purpose and confidence (e.g. in the 'show and share' activity to show us your favourite GymZOOnasium exercise). Children respond with movement in response to what they hear (music, sounds and instructions), see (images and videos of the movement) and feel (feelings in their body when performing the movement). Children contribute their ideas and experiences about GymZOOnasium, physical activity and animals in play, small and large group discussions. When participating in GymZOOnasium children are attentive and give cultural cues that they are listening to and understanding what is said to them. When engaging in GymZOOnasium games and play children exchange ideas, feelings and understandings. When participating in GymZOOnasium games and activities children express their ideas and feelings, and understand and respect the perspectives of others.
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	Children demonstrate an increasing understanding of measurement through participating in measurement and timing activities in the GymZOOlympics.
Children engage with a range of texts and gain meaning from these	Children listen and respond to sounds and patterns in GymZOOnasium poems and instructions. Children respond to GymZOOnasium multimedia and respond with relevant movements and gestures.
Children express ideas and make meaning using a range of media	Children use language and engage in play to imagine and create roles, scripts and ideas (e.g. creating a GymZOOnasium performance; being a GymZOOnasium instructor; or pretending they're the GymZOOnasium characters or animals). Children can use the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas (e.g. to express their favourite GymZOOnasium animals or exercises; or to express their ideas about being physically active). Children ask and answer questions during the reading or discussion of GymZOOnasium books.
Children begin to understand how symbols and pattern systems work	Children notice and predict the patterns of regular routines (e.g. times of the day they can participate in GymZOOnasium activities). Children notice symbols within the GymZOOnasium program (e.g. an animal illustration representing a corresponding animal movement). Children draw on memory of a sequence to complete a task (e.g. the sequence to perform a challenging movement such as the Caterpillar Crawl).
Children use information and communication technologies to access information, investigate ideas and represent their thinking	Children and/or educators use technology to access GymZOOnasium exercise images, information and videos.