

## Program Plan Week Beginning: 20th June

Year group: 3-6

	Monday	Tuesday	Wednesday	Thursday	Friday
Children are free to access equipment from the resource cupboards which include the following resources: <ul style="list-style-type: none"> <li>• Art &amp; Craft materials</li> <li>• Books and music</li> <li>• Board games</li> <li>• Construction</li> <li>• Card Games</li> <li>• Recycled materials</li> <li>• Balls and bats</li> <li>• Hula Hoops and skipping ropes</li> <li>• Bean Bags and witches hats</li> </ul>	<p><b>ASC</b> <b>Planned experience:</b> <b>ART:</b> <b>Painting</b></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Paintbrushes</li> <li>• Paper</li> </ul> <p>Open activity but children have been interested in the flags of the world and we could display these in the back room.</p>	<p><b>ASC</b> <b>Planned experience:</b> <b>SPORT:</b> <b>Tennis</b></p> <ul style="list-style-type: none"> <li>• Tennis racquets</li> <li>• Tennis balls</li> </ul> <p>To be done at the school courts.</p>	<p><b>ASC</b> <b>Planned experience:</b> <b>SCIENCE:</b> <b>Marshmallow Launchers</b></p> <ul style="list-style-type: none"> <li>• Balloons</li> <li>• Pool noodles</li> <li>• Mini marshmallows</li> <li>• Masking tape</li> <li>• Scissors</li> </ul> <p>Set up mini-games for them to compete with the marshmallow launching (aiming for a target/furthest launch)</p>	<p><b>ASC</b> <b>Planned experience:</b> <b>COOKING:</b> <b>Donut Making</b></p> <ul style="list-style-type: none"> <li>• plain flour</li> <li>• caster sugar</li> <li>• salt</li> <li>• butter</li> <li>• egg</li> <li>• milk</li> </ul> <p>Allergy</p> <ul style="list-style-type: none"> <li>• self rising flour</li> <li>• maple syrup</li> <li>• coconut oil</li> <li>• milk</li> <li>• chocolate frosting</li> </ul>	<p><b>ASC</b> <b>Planned experience:</b> <b>SPORT:</b> <b>Oz Tag</b></p> <ul style="list-style-type: none"> <li>• Oz tag belts</li> <li>• Rugby ball</li> </ul>
	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Observation</li> <li>• <b>Child's Request</b> (J.B. 14.6.22)</li> <li>• QIP</li> <li>• SIP</li> <li>• New Experience</li> <li>• Parent Feedback</li> <li>• Cultural Inclusion</li> <li>• Extension/Follow Up</li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Observation</li> <li>• Child's Request</li> <li>• QIP</li> <li>• SIP</li> <li>• New Experience</li> <li>• Parent Feedback</li> <li>• Cultural Inclusion</li> <li>• <b>Extension/Follow Up</b> (Kindy Daily Journal 9.6.22)</li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Observation</li> <li>• Child's Request</li> <li>• QIP</li> <li>• SIP</li> <li>• <b>New Experience</b></li> <li>• Parent Feedback</li> <li>• Cultural Inclusion</li> <li>• Extension/Follow Up</li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Observation</li> <li>• <b>Child's Request</b> (U.V-B 7.5.22)</li> <li>• QIP</li> <li>• SIP</li> <li>• New Experience</li> <li>• Parent Feedback</li> <li>• Cultural Inclusion</li> <li>• Extension/Follow Up</li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Observation</li> <li>• Child's Request</li> <li>• QIP</li> <li>• SIP</li> <li>• New Experience</li> <li>• Parent Feedback</li> <li>• Cultural Inclusion</li> <li>• <b>Extension/Follow Up</b> (Daily Journal 8.6.22)</li> </ul>

	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 2:</b>  <b>Children are connected with and contribute to their world</b>          2.2 Children respond to diversity with respect  <b>Learning Outcome 4:</b>  <b>Children are confident and involved learners</b>          4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity          4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p>	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 1:</b>  <b>Children have a strong sense of identity</b>          1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency  <b>Learning Outcome 3:</b>  <b>Children have a strong sense of wellbeing</b>          3.1 Children become strong in their social and emotional wellbeing          3.2 Children take increasing responsibility for their own health and physical wellbeing</p>	<p><b>Link to Learning Outcomes.</b>  <b>Learning Outcome 4:</b>  <b>Children are confident and involved learners</b>          4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity          4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating          4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p>	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 1:</b>  <b>Children have a strong sense of identity</b>          1.3 Children develop knowledgeable and confident self identities  <b>Learning Outcome 2:</b>  <b>Children are connected with and contribute to their world</b>          2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation  <b>Learning Outcome 5:</b>  <b>Children are effective communicators</b>          5.2 Children engage with a range of texts and gain meaning from these texts</p>	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 2:</b>  <b>Children are connected with and contribute to their world</b>          2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation  <b>Learning Outcome 3:</b>  <b>Children have a strong sense of wellbeing</b>          3.1 Children become strong in their social and emotional wellbeing          3.2 Children take increasing responsibility for their own health and physical wellbeing</p>
	<p><b>Intentional Teaching</b>          This is an open activity but children are encouraged to paint country flags from their backgrounds while also discussing their heritage,</p>	<p><b>Intentional Teaching</b>          Extension from the 3-6 group's play with the Kindergarten children last week. Use the space to allow children to spread out and flex their skills.</p>	<p><b>Intentional Teaching</b>          Children will use trial and error in this activity to find the optimal sizing for their materials. A competition aspect can also be introduced with children deciding on the types of games.</p>	<p><b>Intentional Teaching</b>          Cooking assists children with developing independence, self help skills, hygiene practices, mathematics and measuring skills, patience and working collaboratively.</p>	<p><b>Intentional Teaching</b>          Following on from touch footy, oz tag introduces an extra coordination aspect to extend the game. Encourage leadership from the more experienced children as this may be a newer game for others.</p>