

Program Plan Week Beginning: 28th November

Year group: Kindergarten

	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"> • Art & Craft materials • Books and music • Board games • Construction • Card Games • Recycled materials • Balls and bats • Hula Hoops and skipping ropes • Bean Bags and witches hats 	<p>ASC Planned experience: SPORT: Pacman</p> <p>To be done on the school courts or oval. Extensions suggested by the children are red light, green light and hide & seek tips</p>	<p>ASC Planned experience: SPORT: Dodgeball & Gymnastics</p> <ul style="list-style-type: none"> • Dodgeballs • Cones • Gymnastic mats <p>To be run simultaneously in the hall</p>	<p>ASC Planned experience: ART: Finger Painting</p> <ul style="list-style-type: none"> • Paint shirts • Paint • Paper <p>Extend the activity using other materials such as corks or cotton buds.</p>	<p>ASC Planned experience OUTDOOR PLAY: Loom Bands & Table Tennis</p> <ul style="list-style-type: none"> • Loom bands box • Table tennis rackets and balls <p>Ensure that the table tennis table is reserved only for this group. If it is a nice day, loom bands can be set up outside, or otherwise, in the backroom.</p>	<p>ASC Planned experience COOKING: Cupcakes</p> <p>See recipe on packet</p>
	<p>Link to:</p> <ul style="list-style-type: none"> • Reflection • Observation • Child's Request (I.B. 18.11.22) • QIP • SIP • New Experience • Parent Feedback • Cultural Inclusion • Extension/Follow Up (Daily Journal 17.11.22) 	<p>Link to:</p> <ul style="list-style-type: none"> • Reflection • Observation • Child's Request (S.S. 11.11.22) • QIP • SIP • New Experience • Parent Feedback • Cultural Inclusion • Extension/Follow Up (Daily Journal 22.11.22) 	<p>Link to:</p> <ul style="list-style-type: none"> • Reflection • Observation • Child's Request (A.M. 11.11.22) • QIP • SIP • New Experience • Parent Feedback • Cultural Inclusion • Extension/Follow Up (Daily Journal 22.11.22) 	<p>Link to:</p> <ul style="list-style-type: none"> • Reflection • Observation • Child's Request (E.W. 18.11.22) • QIP • SIP • New Experience • Parent Feedback • Cultural Inclusion • Extension/Follow Up (Daily Journal 17.11.22) 	<p>Link to:</p> <ul style="list-style-type: none"> • Reflection • Observation • Child's Request (I.B. & A.M. 18.11.22) • QIP • SIP • New Experience • Parent Feedback • Cultural Inclusion • Extension/Follow Up

	<p>Link to Learning Outcomes Learning Outcome 2: Children are connected with and contribute to their world 2.3 Children become aware of fairness</p> <p>Learning Outcome 3: Children have a strong sense of wellbeing 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>Learning Outcome 5: Children are effective communicators 5.1 Children interact verbally and non-verbally with others for a range of purposes</p>	<p>Link to Learning Outcomes Learning Outcome 2: Children are connected with and contribute to their world 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</p> <p>Learning Outcome 3: Children have a strong sense of wellbeing 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>Link to Learning Outcomes Learning Outcome 4: Children are confident and involved learners 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 4.3 Children transfer and adapt what they have learned from one context to another 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p>	<p>Link to Learning Outcomes Learning Outcome 1: Children have a strong sense of identity 1.3 Children develop knowledgeable and confident self identities 1.4 Children learn to interact in relation to others with care, empathy and respect</p> <p>Learning Outcome 2: Children are connected with and contribute to their world 2.3 Children become aware of fairness</p> <p>Learning Outcome 3: Children have a strong sense of wellbeing 3.1 Children become strong in their social and emotional wellbeing</p>	<p>Link to Learning Outcomes Learning Outcome 1: Children have a strong sense of identity 1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency</p> <p>Learning Outcome 4: Children are confident and involved learners 4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Learning Outcome 5: Children are effective communicators 5.2 Children engage with a range of texts and gain meaning from these texts</p>
	<p>Intentional Teaching. Pacman tests children's balance and agility as they move around the court, staying on the lines. Gain children's input in rule modifications to extend on the activity through the session.</p>	<p>Intentional Teaching Two highly requested activities, discuss with the children how they can run simultaneously in the best way possible. Children will build on their coordination and gross motor skills in these activities.</p>	<p>Intentional Teaching Finger painting offers a sensory aspect to an art activity. Children can get creative and messy in their play, as well as extend on it with other varieties of painting.</p>	<p>Intentional Teaching The younger group have not had much experience playing table tennis as it is often ruled by the older groups so this activity offers an opportunity for them to work on their skills. Loom bands have been requested and encourage collaboration as the children teach each other different techniques.</p>	<p>Intentional Teaching . The kindergarten group has shown an interest in cooking activities and cupcakes is the next activity they have requested. Give children as much input in the process as possible and allow them to read along with the recipe and learn basic cooking language and terms.</p>