

## Program Plan Week Beginning: 28th November

Year group: 1-2

	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>SPORT:</b> <b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>• Dodgeballs</li> <li>• Cones</li> </ul> <p>This was a follow up activity from last week's mixed ball games.</p>	<p><b>ASC</b> <b>Planned experience:</b> <b>CRAFT:</b> <b>Dot painting</b></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Paper or cardboard</li> <li>• Paint shirts</li> <li>• Paint materials</li> <li>• Cotton tips</li> </ul> <p>The children can design any type of dot painting.</p>	<p><b>ASC</b> <b>Planned experience:</b> <b>PHYSICAL ACTIVITY:</b> <b>Among us</b></p> <p>This activity can be played on the school playground. Educators can get the children to decide on rules.</p>	<p><b>ASC</b> <b>Planned experience</b> <b>CRAFT:</b> <b>Friendship bracelets</b></p> <ul style="list-style-type: none"> <li>• Materials can be found in the jewellery making box.</li> </ul>	<p><b>ASC</b> <b>Planned experience</b> <b>SPORT:</b> <b>Pac-Man</b></p> <p>This activity was suggested a few times by the 1-2's. This activity can be on the school basketball court or oval.</p>
	<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.J)</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 15.11.22)</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>• New Experience</li> <li>• Parent Feedback</li> <li>• Cultural Inclusion</li> <li>• <b>Extension/Follow Up</b> (Daily Journal 9.11.22)</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> (E.R)</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>• <b>Child's Request</b></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 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>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          4.3 Children transfer and adapt what they have learned from one context to another</p>	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 1:</b>  <b>Children have a strong sense of identity</b>          1.4 Children learn to interact in relation to others with care, empathy and respect  <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          2.3 Children become aware of fairness  <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 3:</b>  <b>Children have a strong sense of wellbeing</b>          3.1 Children become strong in their social and emotional wellbeing  <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 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  <b>Learning Outcome 5:</b>  <b>Children are effective communicators</b>          5.1 Children interact verbally and non-verbally with others for a range of purposes</p>
	<p><b>Intentional Teaching</b>          Dodgeball helps the children to learn about teamwork, hand eye coordination and physical activity.</p>	<p><b>Intentional Teaching</b>          Dot painting teaches the children about different colours and creativity using fine motor skills.</p>	<p><b>Intentional Teaching</b>          There is a strong interest in the game among us amongst the children. This game teaches the children about strategy and team work as well as promoting physical activity.</p>	<p><b>Intentional Teaching</b>          Friendship bracelets teach the children about hand eye coordination, creativity, imagination and promoting healthy friendships.</p>	<p><b>Intentional Teaching</b>          Pac-Man teaches the children about coordination, team work, physical activity. Encourage input from the children about rules to extend on the games through the activity.</p>