

## Program Plan Week Beginning: 20th March

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>Battle blocks / spaceball</b></p> <ul style="list-style-type: none"> <li>• Battle blocks and spaceball equipment in sports cupboard in front yard</li> </ul>	<p><b>ASC</b> <b>Planned experience:</b> <b>CRAFT:</b> <b>Harmony day craft</b> Message on a hand</p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Sharpies</li> <li>• Scissors</li> </ul> <p>Ideas in program book</p>	<p><b>ASC</b> <b>Planned experience:</b> <b>SPORT:</b> <b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>• Soft balls</li> <li>• Cones</li> </ul>	<p><b>ASC</b> <b>Planned experience</b> <b>ACTIVITY:</b> <b>Backroom Stations</b> Sketch table / paper plane making table / Woolworths Lego table</p> <ul style="list-style-type: none"> <li>• Sketch paper</li> <li>• Sketch pencils</li> <li>• Eraser</li> <li>• Sharpener</li> <li>• Learn to draw books</li> <li>• Woolworths Lego</li> <li>• Paper plane making book</li> <li>• Creative paper</li> </ul>	<p><b>ASC</b> <b>Planned experience:</b> <b>Craft:</b> <b>Cotton ball painting</b></p> <ul style="list-style-type: none"> <li>• Cotton balls</li> <li>• Large sheets of paper</li> <li>• Sticky tape</li> <li>• Paint</li> <li>• Bowls for paint</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 13.3.23</b></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>• <b>Cultural Inclusion</b></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 (13.3.23 , J.G)</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:</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Observation</li> <li>• <b>Child's Request (8.3.23 , E.H)</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:</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 Learning Outcomes</b>  <b>Learning Outcome 1:  Children have a strong sense of identity</b>  1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency  1.3 Children develop knowledgeable and confident self identities  1.4 Children learn to interact in relation to others with care, empathy and respect  <b>Learning Outcome 2:  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  2.4 Children become socially responsible and show respect for the environment</p>	<p><b>Link to Learning Outcomes</b>  <b>Learning outcome 2:  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  2.2 Children respond to diversity with respect  <b>Learning Outcome 4:  Children are confident and involved learners</b>  4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity  4.3 Children transfer and adapt what they have learned from one context to another</p>	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 2:  Children are connected with and contribute to their world</b>  2.3 Children become aware of fairness  <b>Learning Outcome 3:  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:  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:  Children have a strong sense of identity</b>  1.3 Children develop knowledgeable and confident self identities  <b>Learning Outcome 2:  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 4:  Children are confident and involved learners</b>  4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p>
	<p><b>Intentional Teaching</b>  Children need a variety of activities to help further develop existing skills and being introduced to new ideas broadens interests. There are also different ways to work in collaboration with others and build on partnerships.</p>	<p><b>Intentional Teaching</b>  Harmony day is an important day to acknowledge and educate children on reflecting respect in how one interacts with others. Also, to embrace one's differences as well as similarities, showing a sense of understanding. Each child can write a special message or word after they trace and cut out the shape of their hand.</p>	<p><b>Intentional Teaching</b>  Dodgeball is a sport that rotates between the groups due to popularity. It teaches children about fairness, collaboration, good sportsmanship and teamwork. Also, most importantly it is about participation and effort.</p>	<p><b>Intentional Teaching</b>  Back room free play was suggested so stations are to be set up to meet different interests to keep the group engaged throughout the hour. Also, to have the opportunity to do three different activities.</p>	<p><b>Intentional Teaching</b>  Painting has been a popular suggestion and cotton ball painting is just another form for children to explore through the use of colour and cause and effect of throwing the cotton ball against the paper.</p>

