

KINDY PROGRAM

Program Plan Week Beginning: 11th March

	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 	ASC Planned experience: PASSIVE PLAY: Fairy Gardens <ul style="list-style-type: none"> ● Gems ● Animals ● Sand ● Flowers/leaves ● Takeaway containers To be done in the backyard	ASC Planned experience: COGNITIVE PLAY: Parachute Play <ul style="list-style-type: none"> ● Parachutes ● Tennis balls ● Parachute Activity Book Can be done at the school playground or front yard astroturf	ASC Planned experience: ACTIVE PLAY: School Equipment Play <ul style="list-style-type: none"> ● Soccer balls ● Skipping ropes ● Hula Hoops ● Sandpit equipment To be done at the School Grounds	ASC Planned experience: CREATIVE PLAY: Jewellery Making <ul style="list-style-type: none"> ● Jewellery making box ● Trestle tables To be done in the front yard	ASC Planned experience: PASSIVE PLAY: N/A
	Link to: <ul style="list-style-type: none"> ● Reflection ● Observation ● Child's Request ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up 	Link to: <ul style="list-style-type: none"> ● Reflection ● Observation ● Child's Request ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up 	Link to: <ul style="list-style-type: none"> ● Reflection ● Observation ● Child's Request (27.2.24) ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up 	Link to: <ul style="list-style-type: none"> ● Reflection ● Observation (5.3.24) ● Child's Request ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up 	Link to: <ul style="list-style-type: none"> ● Reflection ● Observation ● Child's Request ● 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 2.4 Children become socially responsible and show respect for the environment Learning Outcome 3: Children have a strong sense of wellbeing 3.1 Children become strong in their social and emotional wellbeing 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 4.4 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 1.1 Children feel safe, secure, and supported 1.4 Children learn to interact in relation to others with care, empathy and respect 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 Learning Outcome 4: Children are confident and involved learners 4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</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 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 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 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 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</p>
	<p>Intentional Teaching Fairy gardens offer the children a unique way to be creative as they combine natural and unnatural materials together to create their ideal garden. Educators can provide a range of materials to facilitate the activity and the children can gain satisfaction from their work by taking it home or displaying it at the centre for the other children to see.</p>	<p>Intentional Teaching Parachute play is a great way to get the body moving while also getting the children to think intently while playing. Educators can plan activities involving balls, tip games and colours to keep the children on their toes.</p>	<p>Intentional Teaching The Kindergarten group enjoys getting out into the school grounds and changing up their environment. The school playground offers lots of active play for them as well as passive spaces on the rocks and in the sandpit. Educators can ask the children what other materials they would like to take down.</p>	<p>Intentional Teaching Jewellery making has been an interest for the kindy children as they have seen the older groups doing this activity. They have to be patient and persistent to reach their desired outcomes which also requires fine motor skills to thread the beads.</p>	<p>Intentional Teaching</p>

