

ACTIVE PROGRAM

Program Plan Week Beginning: 8th April

	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: ACTIVE PLAY: T-Ball</p> <ul style="list-style-type: none"> ● T-ball kits ● Cones <p>To be done on the astroturf near the school play equipment.</p>	<p>ASC Planned experience: ACTIVE PLAY: AFL</p> <ul style="list-style-type: none"> ● AFL balls ● Cones <p>To be done on the oval.</p>	<p>ASC Planned experience: ACTIVE PLAY: Relay Races</p> <ul style="list-style-type: none"> ● Batons ● Cones <p>To be done on the oval.</p>	<p>ASC Planned experience: ACTIVE PLAY: Basketball</p> <ul style="list-style-type: none"> ● Basketballs ● Netballs ● Bibs <p>To be done on the school basketball court.</p>	<p>ASC Planned experience: ACTIVE PLAY: Soccer</p> <ul style="list-style-type: none"> ● Soccer balls <p>To be done on the oval.</p>
	<p>Link to:</p> <ul style="list-style-type: none"> ● Reflection ● Observation ● Child's Request (25.3.24) ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up 	<p>Link to:</p> <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:</p> <ul style="list-style-type: none"> ● Reflection ● Observation ● Child's Request (25.3.24) ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up 	<p>Link to:</p> <ul style="list-style-type: none"> ● Reflection ● Observation (19.3.24) ● Child's Request ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up 	<p>Link to:</p> <ul style="list-style-type: none"> ● Reflection ● Observation ● Child's Request (25.3.24) ● 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 2.1 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</p> <p>Learning Outcome 3: Children have a strong sense of wellbeing 3.2 Children take increasing responsibility for their own health and physical wellbeing</p> <p>Learning Outcome 4: Children are confident and involved learners 4.3 Children transfer and adapt what they have learned from one context to another</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 1.3 Children develop knowledgeable and confident self identities</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 3.2 Children take increasing responsibility for their own health and physical wellbeing</p>	<p>Link to Learning Outcomes Learning Outcome 1: Children have a strong sense of identity 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 3.2 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 1: Children have a strong sense of identity 1.1 Children feel safe, secure, and supported</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 3.2 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 1: Children have a strong sense of identity 1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency 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 3.2 Children take increasing responsibility for their own health and physical wellbeing</p>
	<p>Intentional Teaching Coinciding with the end of the summer PSSA season, T-ball has been highly requested recently as the children are missing playing it at school. T-ball is a great game for building confidence, developing throwing and catching skills and improving team communication and acts as an accessible transitional game to other small ball sports like softball, baseball and cricket.</p>	<p>Intentional Teaching A lot of the children follow the AFL and have been observed enjoying kicking an AFL ball around during free play in the front yard. This activity provides a dedicated time and space for this. The children can improve their hand-eye coordination skills, teamwork and communication with peers, as well as overall fitness and athleticism.</p>	<p>Intentional Teaching Relay races are a great way to encourage teamwork, respectful communication and cooperation in a fun, low-stakes competitive environment. It also promotes cardio-vascular fitness, hand-eye coordination and concentration, due to the importance of timing when passing the baton between teammates. Educators can run warm up races first to allow time to practise these skills.</p>	<p>Intentional teaching The children have been really enjoying basketball and related court games recently. These games promote coordination, fitness, teamwork and throwing and catching skills. Educators can facilitate and run a single larger basketball game or smaller mini games, depending on the group's response. Can also be extended into other court games such as netball or one bounce.</p>	<p>Intentional Teaching Soccer is always very popular and the children's familiarity with the game means it can become a more child-led activity. Educators can choose older children to be team captains to provide leadership and role model opportunities. Children can also delegate themselves into positions/roles on the field. Soccer encourages children to not only improve their physical skills but also their mental resilience through their understanding of fairness.</p>

