

## CREATIVE 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"> <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>	<b>ASC</b> <b>Planned experience:</b> <b>CREATIVE PLAY:</b> <b>Beaded wind chimes</b> <ul style="list-style-type: none"> <li>● Sticks</li> <li>● Beads</li> <li>● String</li> <li>● Wool</li> </ul>	<b>ASC</b> <b>Planned experience:</b> <b>CREATIVE PLAY:</b> <b>Finger puppets</b> <ul style="list-style-type: none"> <li>● See program for sample templates , encourage children to use their imagination and provide a variety of materials eg. Felt, fabric etc.</li> </ul>	<b>ASC</b> <b>Planned experience:</b> <b>CREATIVE PLAY:</b> <b>Paddle pop stick houses</b> <ul style="list-style-type: none"> <li>● Paddle pop sticks</li> <li>● Materials from loose parts</li> <li>● Craft glue</li> <li>● Extra materials children need</li> </ul>	<b>ASC</b> <b>Planned experience:</b> <b>CREATIVE PLAY:</b> <b>Self portraits</b> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Sketch pencils</li> <li>● Erasers</li> </ul>	<b>ASC</b> <b>Planned experience:</b> <b>CREATIVE PLAY:</b>
	<b>Link to:</b> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● <b>Observation (27.3.24)</b></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>● Extension/Follow up</li> </ul>	<b>Link to:</b> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Observation</li> <li>● <b>Child's Request (J.D 2.4.24)</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>	<b>Link to:</b> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● <b>Observation (27.3.24)</b></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>● Extension/Follow up</li> </ul>	<b>Link to:</b> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● <b>Observation (27.3.24)</b></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>● Extension/Follow up</li> </ul>	<b>Link to:</b> <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>● Extension/Follow up</li> </ul>

	<p><b>Link to Learning Outcomes</b>  <b>Learning outcome 1:</b>  <b>Children have a strong sense of identity</b>          1.3 Children develop knowledgeable and confident self identities  <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</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 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          4.4 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 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  <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>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 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  <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>Link to Learning Outcomes</b></p>
	<p><b>Intentional Teaching</b>          Although a simple concept, children can add their own artistic style with use of colour, design etc. It is also something that could be a keepsake or gift for someone special.</p>	<p><b>Intentional Teaching</b>          Finger puppets are great for children to explore the arts through role playing. They can also put their own stamp on it by choosing subjects of choice, interest eg. animals, family etc.</p>	<p><b>Intentional Teaching</b>          The combination of loose parts, crafts, and construction are popular with many children. This task takes much patience and focus but the end result is very effective.</p>	<p><b>Intentional Teaching</b>          This activity is all about interpretation and how one sees themselves. It also helps children to learn about proportion, symmetry . It is hard to consider how one looks so maybe they could start by drawing a friend so they can discuss different features of a face.</p>	<p><b>Intentional Teaching</b></p>