

## MIXED 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><br><b>Planned experience:</b><br><b>PLAY:</b> | <b>ASC</b><br><b>Planned experience:</b><br><b>INDOOR PLAY:</b><br><b>Games Room Play</b> <ul style="list-style-type: none"> <li>● Lego</li> <li>● Dress ups</li> <li>● Play kitchen</li> <li>● Cards</li> <li>● Board Games</li> </ul>  | <b>ASC</b><br><b>Planned experience:</b><br><b>CREATIVE PLAY:</b><br><b>Mud Kitchen Masterchef</b> <ul style="list-style-type: none"> <li>● Mud kitchen resources</li> <li>● Water tank</li> <li>● Prizes</li> </ul>   | <b>ASC</b><br><b>Planned experience:</b><br><b>INDOOR PLAY:</b><br><b>Dress Ups and Role Playing</b> <ul style="list-style-type: none"> <li>● Dress ups</li> <li>● Play kitchen resources</li> </ul>   | <b>ASC</b><br><b>Planned experience:</b><br><b>CELEBRATION:</b><br><b>School Playground Play</b> <ul style="list-style-type: none"> <li>● Balls</li> <li>● Gym mats</li> <li>● Other sports resources that the children request</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> | <b>Link to:</b> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Observation</li> <li>● <b>Child's Request (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>● 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 (2.4.24)</b></li> </ul> | <b>Link to:</b> <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> |

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|--|---|--|--|--|---|
|  | <p><b>Link to Learning Outcomes</b></p> | <p><b>Link to Learning Outcomes</b><br/> <b>Learning Outcome 1:<br/> Children have a strong sense of identity</b><br/> 1.4 Children learn to interact in relation to others with care, empathy and respect<br/> <b>Learning Outcome 2:<br/> Children are connected with and contribute to their world</b><br/> 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<br/> <b>Learning Outcome 3:<br/> Children have a strong sense of wellbeing</b><br/> 3.1 Children become strong in their social and emotional wellbeing<br/> <b>Learning Outcome 5:<br/> Children are effective communicators</b><br/> 5.1 Children interact verbally and non-verbally with others for a range of purposes</p> | <p><b>Link to Learning Outcomes</b><br/> <b>Learning Outcome 3:<br/> Children have a strong sense of wellbeing</b><br/> 3.1 Children become strong in their social and emotional wellbeing<br/> <b>Learning Outcome 4:<br/> Children are confident and involved learners</b><br/> 4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity<br/> 4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating<br/> 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><br/> <b>Learning Outcome 1:<br/> Children have a strong sense of identity</b><br/> 1.4 Children learn to interact in relation to others with care, empathy and respect<br/> <b>Learning Outcome 2:<br/> Children are connected with and contribute to their world</b><br/> 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<br/> <b>Learning Outcome 3:<br/> Children have a strong sense of wellbeing</b><br/> 3.1 Children become strong in their social and emotional wellbeing<br/> <b>Learning Outcome 5:<br/> Children are effective communicators</b><br/> 5.1 Children interact verbally and non-verbally with others for a range of purposes</p> | <p><b>Link to Learning Outcomes</b><br/> <b>Learning Outcome 1:<br/> Children have a strong sense of identity</b><br/> 1.1 Children feel safe, secure, and supported<br/> <b>Learning Outcome 2:<br/> Children are connected with and contribute to their world</b><br/> 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<br/> 2.3 Children become aware of fairness<br/> <b>Learning Outcome 3:<br/> Children have a strong sense of wellbeing</b><br/> 3.1 Children become strong in their social and emotional wellbeing<br/> 3.2 Children take increasing responsibility for their own health and physical wellbeing</p> |
|  | <p><b>Intentional Teaching</b></p>      | <p><b>Intentional Teaching</b><br/> Opening up the games room is designed to give the children an extra environment for their play. Educators can leave the room as it is for the children to manipulate and facilitate their own play.</p>  | <p><b>Intentional Teaching</b><br/> This activity gives the children their own space to be creative and messy in their play. Educators can facilitate the activity by giving the children ideas for their creations and adding a competitive aspect to the activity.</p>   | <p><b>Intentional Teaching</b><br/> We have a lot of children who love role playing and dressing up and keeping the Games Room open for them allows them their own space for expression.</p>   | <p><b>Intentional Teaching</b><br/> For the last day of the term, the children can spread out down at the school playground and oval. They can take resources down with them for their play.</p>  |