

BEFORE CARE PROGRAM

Program Plan Week Beginning: 22nd July

	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 	BSC Planned experience: CREATIVE PLAY: VACATION CARE	BSC Planned experience: CREATIVE PLAY: Board and Card Games <ul style="list-style-type: none"> ● Chess sets (office) ● Uno cards ● Go Fish cards ● Guess Who! To be done in the Games Room	BSC Planned experience: CREATIVE PLAY: Bracelet Making <ul style="list-style-type: none"> ● Jewellery making box ● Elastic ● Scissors To be done in the back room	BSC Planned experience: CREATIVE PLAY: Floor is Lava <ul style="list-style-type: none"> ● Floor is lava set Can be done in the back room or games room	BSC Planned experience: CREATIVE PLAY: Loom Bands <ul style="list-style-type: none"> ● Loom bands ● S clips To be done in the back room
	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 (O.E. 2.7.24) ● 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 ● QIP ● SIP ● New Experience ● Parent Feedback ● Cultural Inclusion ● Extension/Follow up

	<p>Link to Learning Outcomes</p>	<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 Learning Outcome 3: Children have a strong sense of wellbeing 3.1 Children become strong in their social and emotional wellbeing 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 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 4.3 Children transfer and adapt what they have learned from one context to another 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 1.2 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 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 1: Children have a strong sense of identity 1.4 Children learn to interact in relation to others with care, empathy and respect 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</p>
	<p>Intentional Teaching:</p>	<p>Intentional Teaching: This is a relaxing way to start term 3 as the children can play in small groups with their friends. Educators can encourage healthy competition and for the children to learn new games.</p>	<p>Intentional Teaching: Jewellery making requires fine motor skills and the children can experiment with patterns and different sized and shaped beads. They could also make bracelets for their friends and family in the activity.</p>	<p>Intentional Teaching: Floor is lava games are a great way for the children to stay active while being indoors. The group can rotate the person spinning the colours and eliminate squares throughout the game to increase the difficulty.</p>	<p>Intentional Teaching: Making items out of loom bands is a quiet, relaxing way to start the day for the children and they use their fine motor skills to craft items for themselves or their friends. Children who don't know how to use loom bands can look to their peers for instructions.</p>