

## CREATIVE PROGRAM

### Program Plan Week Beginning: 14th October

	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>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Hama Beads</b></p> <ul style="list-style-type: none"> <li>● Hama Beads box</li> <li>● Iron</li> </ul> <p>To be done in the back room.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Clay Moulding</b></p> <ul style="list-style-type: none"> <li>● Clay</li> <li>● Clay tools</li> <li>● Table sheets/covers</li> </ul> <p>To be done in the back room or backyard.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Jewellery Making</b></p> <ul style="list-style-type: none"> <li>● Jewellery making box</li> <li>● Elastic</li> </ul> <p>To be done in the back room.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Sand Art</b></p> <ul style="list-style-type: none"> <li>● Sand art box</li> <li>● Sand</li> </ul> <p>To be done in the front yard.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Canvas Painting</b></p> <ul style="list-style-type: none"> <li>● Canvases</li> <li>● Paint</li> <li>● Masking tape</li> </ul> <p>To be done in the back room or backyard.</p>
	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Reflection</a></li> <li>● <a href="#">Observation</a></li> <li>● <b>Child's Request (S.S. 30.9.24)</b></li> <li>● <a href="#">QIP</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">New Experience</a></li> <li>● <a href="#">Parent Feedback</a></li> <li>● <a href="#">Cultural Inclusion</a></li> <li>● <a href="#">Extension/Follow up</a></li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Reflection</a></li> <li>● <a href="#">Observation</a></li> <li>● <b>Child's Request (O.W. 24.9.24)</b></li> <li>● <a href="#">QIP</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">New Experience</a></li> <li>● <a href="#">Parent Feedback</a></li> <li>● <a href="#">Cultural Inclusion</a></li> <li>● <a href="#">Extension/Follow up</a></li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Reflection</a></li> <li>● <a href="#">Observation</a></li> <li>● <b>Child's Request (H.B. 25.9.24)</b></li> <li>● <a href="#">QIP</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">New Experience</a></li> <li>● <a href="#">Parent Feedback</a></li> <li>● <a href="#">Cultural Inclusion</a></li> <li>● <a href="#">Extension/Follow up</a></li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Reflection</a></li> <li>● <a href="#">Observation</a></li> <li>● <b>Child's Request (R.C. 2.9.24)</b></li> <li>● <a href="#">QIP</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">New Experience</a></li> <li>● <a href="#">Parent Feedback</a></li> <li>● <a href="#">Cultural Inclusion</a></li> <li>● <a href="#">Extension/Follow up</a></li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Reflection</a></li> <li>● <a href="#">Observation</a></li> <li>● <b>Child's Request (25.9.24)</b></li> <li>● <a href="#">QIP</a></li> <li>● <a href="#">SIP</a></li> <li>● <a href="#">New Experience</a></li> <li>● <a href="#">Parent Feedback</a></li> <li>● <a href="#">Cultural Inclusion</a></li> <li>● <a href="#">Extension/Follow up</a></li> </ul>

	<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 3:</b>  <b>Children have a strong sense of wellbeing</b>            3.1 Children become strong in their social and emotional wellbeing  <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</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            4.3 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><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            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><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            4.3 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><b>Link to Learning Outcomes</b>  <b>Learning Outcome 1:</b>  <b>Children have a strong sense of identity</b>            1.1 Children feel safe, secure, and supported  <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  <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>Intentional Teaching</b>            Hama Beads is a calming activity that requires patience and fine motor skills to create unique pieces of art. The children can get ideas from each other for what to make and also make items for their friends and family.</p>	<p><b>Intentional Teaching</b>            Clay is an art activity that offers hands-on, sensory play for the children. They can use tools to mould the clay and make a range of items like animals and vehicles.</p>	<p><b>Intentional Teaching</b>            Making jewellery items is a calming activity for the group where they can make items for themselves, the Educators or family and friends. The children can mix different colour patterns together and make a variety of items in the activity.</p>	<p><b>Intentional Teaching</b>            Sand art offers the children a unique opportunity to make artwork out of sand. They can experiment with different colours and also make multiple pieces of art within this activity.</p>	<p><b>Intentional Teaching</b>            With some leftover canvases from Vacation Care, the children can build on their painting interests with this activity. The children can experiment with mixing colours and patterns on the canvases.</p>