

## ACTIVE PROGRAM

### Program Plan Week Beginning: 4th November

	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>ACTIVE PLAY:</b> <b>Pacman</b> <ul style="list-style-type: none"> <li>● Sashes</li> </ul> Can be played on the basketball court	<b>ASC</b> <b>Planned experience:</b> <b>ACTIVE PLAY:</b> <b>Bullrush/Red Light Green Light</b> Can be played on the oval or basketball court	<b>ASC</b> <b>Planned experience:</b> <b>ACTIVE PLAY:</b> <b>Soccer</b> <ul style="list-style-type: none"> <li>● Soccer ball</li> </ul> Can be played on the oval	<b>ASC</b> <b>Planned experience:</b> <b>ACTIVE PLAY:</b> <b>Touch Footy</b> <ul style="list-style-type: none"> <li>● Touch football</li> </ul> Can be played on the oval	<b>ASC</b> <b>Planned experience:</b> <b>ACTIVE PLAY:</b> <b>Dodgeball</b> <ul style="list-style-type: none"> <li>● Cones</li> <li>● Dodgeballs</li> </ul> To be done in the hall
	Link to: <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Observation</li> <li>● Child's Request</li> <li>● QIP</li> <li>● SIP</li> <li>● <b>New Experience</b></li> <li>● Parent Feedback</li> <li>● Cultural Inclusion</li> <li>● Extension/Follow up (17.10.24)</li> </ul>	Link to: <ul style="list-style-type: none"> <li>● Reflection</li> <li>● <b>Observation</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>	Link to: <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Observation</li> <li>● <b>Child's Request (E.M 20.10.24)</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>	Link to: <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Observation</li> <li>● <b>Child's Request (R.W 24.10.24)</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>	Link to: <ul style="list-style-type: none"> <li>● Reflection</li> <li>● <b>Observation</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>

	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 1:  Children have a strong sense of identity</b>  1.1 Children feel safe, secure, and supported  1.4 Children learn to interact in relation to others with care, empathy and respect  <b>Learning Outcome 3:  Children have a strong sense of wellbeing</b>  3.1 Children become strong in their social and emotional wellbeing  3.2 Children take increasing responsibility for their own health and physical wellbeing  <b>Learning Outcome 4:  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:  Children have a strong sense of identity</b>  1.1 Children feel safe, secure, and supported  1.4 Children learn to interact in relation to others with care, empathy and respect  <b>Learning Outcome 2:  Children are connected with and contribute to their world</b>  2.3 Children become aware of fairness  <b>Learning Outcome 4:  Children are confident and involved learners</b>  4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating  <b>Learning Outcome 5:  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 2:  Children are connected with and contribute to their world</b>  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  <b>Learning Outcome 3:  Children have a strong sense of wellbeing</b>  3.2 Children take increasing responsibility for their own health and physical wellbeing  <b>Learning Outcome 5:  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:  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 2:  Children are connected with and contribute to their world</b>  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  <b>Learning Outcome 3:  Children have a strong sense of wellbeing</b>  3.1 Children become strong in their social and emotional wellbeing  3.2 Children take increasing responsibility for their own health and physical wellbeing</p>	<p><b>Link to Learning Outcomes</b>  <b>Learning Outcome 1:  Children have a strong sense of identity</b>  1.1 Children feel safe, secure, and supported  1.4 Children learn to interact in relation to others with care, empathy and respect  <b>Learning Outcome 2:  Children are connected with and contribute to their world</b>  2.3 Children become aware of fairness  <b>Learning Outcome 3:  Children have a strong sense of wellbeing</b>  3.1 Children become strong in their social and emotional wellbeing  3.2 Children take increasing responsibility for their own health and physical wellbeing</p>
	<p><b>Intentional Teaching</b>  Staying on the lines lets the children test their balance and speed. It also involves strategic thinking and spatial awareness. Making the game more complex by creating additional roles such as the doctor can make the game more exciting.</p>	<p><b>Intentional Teaching</b>  These novel tip games encourage the kids to dodge and run around the oval. Giving the kids equal turns to play as tippers and callers lets them take on new roles and become increasingly aware of fairness.</p>	<p><b>Intentional Teaching</b>  Soccer fosters strong teamwork, as kids are encouraged to communicate with their teams verbally. It is also a good exercise for their kicking, accuracy and endurance.</p>	<p><b>Intentional Teaching</b>  Touch footy is a great way to develop gross motor skills generally. They can work in teams to pass and outrun their opponents. It is a good test of sportsmanship and overall resilience.</p>	<p><b>Intentional Teaching</b>  Dodgeball exercises their ability to dodge and throw. The game can be made more complex by introducing new rules, such as cricket stumps, time limits on holding balls and a secret king on each team.</p>