

## CREATIVE 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>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Cardboard Food Creations</b></p> <ul style="list-style-type: none"> <li>● Cardboard boxes</li> <li>● Paper plates</li> <li>● Coloured paper</li> <li>● Glue</li> <li>● Scissors</li> <li>● Sticky Tape</li> </ul> <p>To be done in the back room.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Loom Bands</b></p> <ul style="list-style-type: none"> <li>● Loom Band boxes</li> </ul> <p>To be done in the front yard.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Kinetic Sand</b></p> <ul style="list-style-type: none"> <li>● Kinetic sand</li> <li>● Coloured trays</li> <li>● Sand moulds</li> </ul> <p>To be done in the front yard.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Cubby Making</b></p> <ul style="list-style-type: none"> <li>● Sheets</li> <li>● Pegs</li> <li>● Rope</li> </ul> <p>To be done in the front yard.</p>	<p><b>ASC</b>  <b>Planned experience:</b>  <b>CREATIVE PLAY:</b>  <b>Watercolour Painting</b></p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Watercolours</li> <li>● Paint brushes</li> </ul> <p>To be done in the back room.</p>
	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Observation</li> <li>● <b>Child's Request (A.P. 29.10.24)</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>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● Observation</li> <li>● <b>Child's Request (S.C. 29.10.24)</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>	<p><b>Link to:</b></p> <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>	<p><b>Link to:</b></p> <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</b></li> </ul>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● Reflection</li> <li>● <b>Observation (24.10.24)</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>

	<p><b>Link to Learning Outcomes</b>  <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            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  <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 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>            1.4 Children learn to interact in relation to others with care, empathy and respect  <b>Learning Outcome 2:</b>  <b>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:</b>  <b>Children have a strong sense of wellbeing</b>            3.1 Children become strong in their social and emotional wellbeing  <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 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>Intentional Teaching</b>            This activity has been programmed after cardboard pizza became a popular craft for some of the children. Educators can get out additional resources for the children to use in this activity and extend on their creations.</p>	<p><b>Intentional Teaching</b>            Loom bands have been continuously requested this term and Educators can find a suitable, calming location in the front yard for this activity to promote conversation and social play.</p>	<p><b>Intentional Teaching</b>            Kinetic sand offers the children a passive, sensory activity for the children in what can otherwise be a chaotic afternoon. The children can work in small groups and build items together or share ideas.</p>	<p><b>Intentional Teaching</b>            Cubby making fills the front yard with colour and creativity as the children work in small groups to create hammocks, bases and cubby houses for the afternoon. Encourage group play and collaboration.</p>	<p><b>Intentional Teaching</b>            This activity will remain open for the group to paint what they would like. Educators can facilitate the activity with ideas and patterns if the children are stuck on what to paint.</p>