

Week Beginning:

Educators:

**Daily Routine**

**Indoor Experiences**

|                             | Monday   | Tuesday   | Wednesday   | Thursday  | Friday   | Follow up   |
|-----------------------------|--|---|---|---|--|---|
| <b>Arrival</b>              | Gluing & Pasting - Cutting Pictures From A Magazine That Represent What Child Is Interested In<br>L/o: <input type="text" value="1.1"/> <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/> | Take Photo Of Individual Child - Fill In "All About Me" sheet. Add to wall display.<br>L/o: <input type="text" value="1.2"/> <input type="checkbox"/> AM <input type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/>  | Take Photo Of Individual Child - Fill In "All About Me" sheet. Add to wall display.<br>L/o: <input type="text" value="1.2"/> <input checked="" type="checkbox"/> AM <input type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/> | Take Photo Of Individual Child - Fill In "All About Me" sheet. Add to wall display.<br>L/o: <input type="text" value="1.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/>                 | Gluing & Pasting - Cutting Pictures From A Magazine That Represent What Child Is Interested In<br>L/o: <input type="text" value="1.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/>       | Ask each family to bring in a family photo. Have children write about their family. Add to wall display.  |
| <b>Snack</b>                | Plain Crackers W Toppings + Fruit Salad With Custard. Water To Drink.<br>L/o: <input type="text" value="3.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Input"/>                                   | Cheese and Tomato Sandwiches & Frozen Orange Qaurters. Water to Drink<br>L/o: <input type="text" value="3.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Family Input"/>             | Mini Pizzas (assorted toppings) + Assorted Fruits. Water to Drink.<br>L/o: <input type="text" value="2.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Group Experience"/>                      | Pikelets With Jam + Assorted Fruit. Milk with Milo to drink.<br>L/o: <input type="text" value="3.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Input"/>   | Vegetable Pasta Bake W Tomato Sauce. Water To Drink.<br>L/o: <input type="text" value="3.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Family Input"/>   | Each day select 2 different snack options and the children vote which snack they prefer.<br><br>Discuss what foods children eat at home.                        |
| <b>General Meeting</b>      | What did you do on the weekend? Gather Information From Children.<br>L/o: <input type="text" value="5.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Group Experience"/>                                  | Brainstorm Ideas For Snacks During The Afternoon<br>L/o: <input type="text" value="3.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Group Experience"/>                              | Group Discussion On Special Interests and Show N Tell.<br>L/o: <input type="text" value="1.4"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Focus Child"/>                                       | Group Discussion On Dental Hygiene and Our Teeth - Healthy foods to eat, foods to avoid etc.<br>L/o: <input type="text" value="4.3"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Focus Child"/>                 | Feedback on activities throughout the week. Discuss what children will like to add into the program.<br>L/o: <input type="text" value="4.3"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/> | Add a feedback and suggestion box for children to let us know any problems or issues that need to be discussed during meetings.                                 |
| <b>Book Area</b>            | Add Animal Puppets With Animal Books On Shelf - Jungle<br>L/o: <input type="text" value="2.4"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>                             | Add Animal Puppets With Animal Books On Shelf - Polar<br>L/o: <input type="text" value="2.4"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>         | Add Animal Puppets With Animal Books On Shelf - Sea<br>L/o: <input type="text" value="2.4"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>                     | Add Animal Puppets With Animal Books On Shelf - Farm<br>L/o: <input type="text" value="2.4"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>   | Add Animal Puppets With Animal Books On Shelf - Pets<br>L/o: <input type="text" value="2.4"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>                                     | Provide extra lighting, include small table with pencils and paper. Add cushions and blankets. Quiet Space  |
| <b>Quiet Space</b>          | Beading Using Fishing Line Thread and Assorted Beads<br>L/o: <input type="text" value="4.3"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Input"/>   | Playdough With Cookie Cutters, Rolling Pins, etc.<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Input"/>                       | Pattern Shapes With Pattern Cards<br>L/o: <input type="text" value="5.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/>  | Computer Time - Children will able to play on the computer for 5 minutes each.<br>L/o: <input type="text" value="5.3"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Interest"/>                 | Origami<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Input"/>  | Provide a shelf for board games that can also be used in this area.<br><br>Add assortment of puzzles.   |
| <b>Art / Craft</b>          | Water Colour Painting<br>L/o: <input type="text" value="4.3"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Spontaneous Learning"/>   | Charcoal Drawing<br>L/o: <input type="text" value="5.1"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Interest"/>   | Self Portraits Using A Mirror<br>L/o: <input type="text" value="1.3"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>   | Handmade Puppets Using Paper Bag<br>L/o: <input type="text" value="1.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Input"/>  | Knitting<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Family Input"/>  | Setup a collage tray where the children can access materials and items themselves.<br><br>Add objects in the centre of the table for children to look and draw. |
| <b>Construction / Games</b> | Introduce Wood Work Area - Add small hammers, nails, wooden boards, rulers pencils.<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/> | Mobilo<br>L/o: <input type="text" value="4.1"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>  | Wooden Blocks With Wooden Ramp, Cars etc.<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>                               | Introduce Wood Work Area - Add small hammers, nails, wooden boards, rulers pencils.<br>L/o: <input type="text" value="3.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>                | Meccano<br>L/o: <input type="text" value="4.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Extension of Learning"/>  | Evaluate wood work area. See if anything needs to be changed or included. Discuss In general meeting.   |
| <b>Creative Play</b>        | Add Fabrics To Dress Up Area - Include Shiny and Sparkley.<br>L/o: <input type="text" value="4.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Spontaneous Learning"/>                                     | Hair Dressers - Include Gel, Fake Hair, Clips, Rollers, Plastic Combs & Brushes Etc.<br>L/o: <input type="text" value="5.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Community"/> | Musical Instruments - Include Keyboard, Drums, Microphone etc.<br>L/o: <input type="text" value="1.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Community"/>                                 | Add Puppet Theater to Home Corner. Use chairs to create an audience, encourage children to create a show.<br>L/o: <input type="text" value="2.4"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Interest"/> | Sensory Station Filled With Cooked Noodles and Cooking Utensils on Table.<br>L/o: <input type="text" value="3.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Focus Child"/>                                     | Face Painting - Get parent permission.<br><br>Record children playing musical instruments.<br><br>Add handbags, backpacks. shoes.                               |

|                            |                             | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  | Follow up  |
|----------------------------|-----------------------------|---|---|---|---|---|--|
| <b>Outdoor Experiences</b> | <b>Playground Equipment</b> | Assorted Balls and Hoops<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Group Experience"/>                           | Skipping<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Group Experience"/>   | Assorted Balls and Hoops<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Interest"/>                             | Hop Scotch<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Group Experience"/>   | Assorted Balls and Hoops<br>L/o: <input type="text" value="3.2"/> <input checked="" type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Group Experience"/>                           | Add target on wall for children to throw ball at - use points system.<br><br>Find a longer skipping rope to include more than one child at a time. |
|                            | <b>Sports / Games</b>       | Tag Football<br>L/o: <input type="text" value="1.4"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Outdoor Play"/>  | Dodgeball<br>L/o: <input type="text" value="4.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Child Input"/>  | French Cricket<br>L/o: <input type="text" value="3.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Outdoor Play"/>  | Badminton<br>L/o: <input type="text" value="2.4"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Intentional Teaching"/>   | Soccer<br>L/o: <input type="text" value="2.1"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Outdoor Play"/>  | Use coloured crepe paper on child's wrist to identify team they are on.<br><br>Tennis<br><br>Continue Badminton & Dodgeball                        |
|                            | <b>Sandpit</b>              | Add Pipes, Shovels, Wooden Boards, Buckets, Wooden Blocks<br>L/o: <input type="text" value="4.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Spontaneous Learning"/> | Add Pipes, Shovels, Wooden Boards, Buckets, Wooden Blocks<br>L/o: <input type="text" value="4.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Spontaneous Learning"/> | Add Pipes, Shovels, Wooden Boards, Buckets, Wooden Blocks<br>L/o: <input type="text" value="4.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Spontaneous Learning"/> | Add Pipes, Shovels, Wooden Boards, Buckets, Wooden Blocks<br>L/o: <input type="text" value="4.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Spontaneous Learning"/> | Add Pipes, Shovels, Wooden Boards, Buckets, Wooden Blocks<br>L/o: <input type="text" value="4.2"/> <input type="checkbox"/> AM <input checked="" type="checkbox"/> PM<br>I: <input type="text" value="Spontaneous Learning"/> | Add buckets of water in the sand pit. Add figurines (people, animals).<br><br>More smaller shovels needed.   |

**My Time Our Place Outcomes:**

**Input Key**

-  Group Experience
-  Child Interest
-  Intentional Teaching
-  Community
-  Extension of Learning
-  Family Input
-  Focus Child
-  Child Input
-  Spontaneous Learning
-  Outdoor Play

**Learning Outcome 1**  
Children have a strong sense of identity

- 1.1 Children feel safe, secure, and supported.
- 1.2 Children develop their autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self-identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.

**Learning Outcome 2**  
Children are connected with & contribute to their world

- 2.1 Children develop a sense of belonging to groups & communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- 2.2 Children respond to diversity with respect.
- 2.3 Children become aware of fairness.
- 2.4 Children become socially responsible and show respect for the environment.

**Learning Outcome 3**  
Children have a strong sense of wellbeing

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

**Learning Outcome 4**  
Children are confident & 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.

**Learning Outcome 5**  
Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from these texts.
- 5.3 Children collaborate with others, express ideas and make meaning using a range of media and communication technologies.

**Parent Input / Suggestions**

Mary Anne would like to spend an afternoon baking with the children. - Follow Up what day she is available.

Scott suggested a science incursion. Recently had one at Matt's party and was a hit. Find out more info.

**Curriculum Reflection Questions:**

1) Do the experiences and activities planned cover each of the MTOP Learning Outcomes? If no, what's missing?  Yes  No

2) Has parent input / feedback been added onto the curriculum plan? If no, why not?  Yes  No

3) Does the curriculum assist in the development of Belonging, Being, Becoming? Why?  Yes  No

Yes we enable all children within the program to develop their skills and abilities and promote independency through the daily routines.

4) Was the group broad goal achieved? How is it reflected in the curriculum plan? If no, why?  Yes  No

Yes, group goal has been achieved through an experience planned as "intentional teaching".

5) Were there sufficient resources for all the experiences planned? If no, why not?  Yes  No

6) Was the level of supervision appropriate in all areas of the curriculum plan? If yes, how? If no, why not?  Yes  No

Yes, ratio was covered by all educators.

7) Is there anything that needs to be followed up with regards to children, parents, curriculum or staff?  Yes  No

8) How did the experience / goals planned connect to service philosophy?  Yes  No

The service philosophy was represented through the community experience we provided.



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