



## Programme Planning Term 4

**Current group focus:** This term, we are expecting higher numbers in attendance, so the programme will remain flexible and open ended and where possible conducted outside. This allows children time and space to explore the joy of being with their peers, in an exciting learning environment.

**Identity:** Supporting children and families to have a positive transition back into the kindergarten routine. To manage separation anxiety at the door/gate in a supportive, caring manner.

**Community:** Work together with children and families to re- connect our relationship, and build an understanding of the requirements during the pandemic.

**Wellbeing:** Guide children to develop a sense of responsibility for their own health and safety, and that of others. Support children's social, emotional and spiritual wellbeing, to ensure they feel valued and confident in their surroundings.

**Learning:** Focus on providing an engaging and stimulating learning environment, where children are encouraged to use their sense of curiosity, imagination and creativity.

**Communication:** Provide an environment rich in language, music, drama, songs, storytelling, poetry, conversations, humour and fun.

Individual goals are set for every child.

Main Focus is:

- Language development
- Motor skills
- Social Competence
- Emotional intelligence

EYLF Goals	Teacher Focus	Learning Experiences	Modifications/Reflections
<p><b>IDENTITY</b></p> <p>Children have a strong sense of identity- children are supported to settle back into kindergarten.</p>	<ul style="list-style-type: none"> <li>• Create a calming environment</li> <li>• Keep environment familiar to enhance settling procedures</li> <li>• Meet families at the door, greet children in an open, warm and friendly way</li> <li>• Children to enter the kindergarten independently.</li> <li>• If having difficulty, encourage to enter with a friend</li> <li>• On arrival take temperature, sanitise/wash hands, children to place belongings in locker</li> <li>• Provide children with space to self soothe</li> </ul>	<ul style="list-style-type: none"> <li>• Water play</li> <li>• Sandpit with waterplay</li> <li>• Mud Kitchen</li> <li>• Trickle Creek</li> <li>• Sensory play</li> <li>• Play dough</li> <li>• Family photos for children to link with their families and provide comfort</li> <li>• Small wooden figures and animals</li> <li>• Shaving cream</li> <li>• Lux flakes</li> </ul>	
<p><b>COMMUNITY/ENVIRONMENT</b></p> <p>Children are connected with and contribute to their world.</p> <p>Broaden our understanding of the diverse communities in which we live, including Aboriginal and Torres Strait Islander cultures.</p>	<ul style="list-style-type: none"> <li>• Discussion/exploration around where we live- talk about our homes where we have been spending more time due to lock down – rooms, gardens – creating links with the surrounding community</li> <li>• Extend relevant aspects of learning from remote</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings of our House</li> <li>• Dramatic play area – home corner</li> <li>• Spring nature table including flowers, nest, birds and natural materials such as seeds and pods, cinnamon sticks, lavender to include the senses</li> <li>• Explore the Aboriginal cullin calendar</li> <li>• introduce a rain gauge and</li> </ul>	

To think about our natural world incorporating science and sustainability.

programme

- Sharing of resources that children created at home from home learning pack – discussion and using meta-cognition to support children’s thought processes
- Encourage the children to listen and share each other’s stories
- Teach and share discussion around sustainable practices, being mindful about resources such as paper, water and rubbish. For example, encourage children to use both sides of the paper, being mindful about how much water is being used.
- Science experiments to include hypothesis, observation and evaluation of the outcomes

develop a weather chart to record our findings

- Present silk worm eggs (if available)  
Observe growth  
provide posters and books on lifecycles
- observational drawings of silk worms
- recycling materials
- composting /worm farm food scraps
- Care for vegetable garden/flowers – children to take responsibility – watering plants

Revisit learning about the Birrarung, from the book Wilam a Birrarung story by Wurundjeri Elder Auntie Joy Murphy, Riverkeeper Andrew Kelly, and the beautiful illustrations of Lisa Kennedy, Trawlwoolway people.

<p><b>WELLBEING</b>  For children to share and play together in an environment that focuses on hygiene safety during the pandemic.</p> <p>Encourage children to learn new routines and to develop agency over their environment.</p> <p>To experience the joy of being together after a long absence.</p>	<ul style="list-style-type: none"> <li>• Intentional teaching around hand hygiene, covering cough and social distancing through role play and singing</li> <li>• Be mindful, respectful and present with all children as we work to guide and manage emotions and regulate behaviours</li> <li>• Allow time and space for the children to engage in deep play together. In doing so providing an opportunity to learn and practice skills such as negotiation, sharing, waiting, turn taking, entering play, resolving conflict etc.</li> <li>• Create a space for children to practice spatial skills</li> <li>• Focus on children’s fine-motor development - cutting, drawing, threading etc.</li> <li>• Role model positive behaviours for example appreciation and gratitude</li> <li>• Support children as they</li> </ul>	<ul style="list-style-type: none"> <li>• Washing hands song</li> <li>• Social stories- Going to kinder, mask wearing</li> <li>• Tent/cubby cosy area– add books, cushions and dolls</li> <li>• Sandpit – trucks, wheel barrows, and use of greenery and natural pods from nearby vegetable garden</li> <li>• Various props for outdoor play/games – Quoits, stilts, hoops, bats and balls, signage, trolleys</li> <li>• Obstacle course – sliding, jumping, climbing</li> <li>• Practice cutting with scissor – under the verandah; ribbons of paper - Snip! Snip!</li> <li>• Relaxation - exploring mindfulness</li> <li>• Learning about our emotions- through literature and language</li>   <li>• Continue reinforcing the ‘Guidelines for Safe and Respectful Play’ for example walking inside, packing up and re setting experiences, cleaning tables for snack and lunch times as they arise</li> </ul>	

	<p>develop friendship groups – linking children who have similar interests</p>		
<p><b>LEARNING</b></p> <p>For children to continue learning about Aboriginal and Torres strait Islander culture and care for country</p> <p>For children to follow and initiate own ideas in their play - to investigate, explore and imagine</p> <p>To create an environment where children are stimulated and challenged to become aware of their learning and reflect and revisit when appropriate</p>	<ul style="list-style-type: none"> <li>• Create an environment that encourages children’s appreciation of Art</li> <li>• Follow every child’s lead to engage and connect with them for short periods during the day</li> <li>• Facilitate and support the children’s creative ideas</li> <li>• Introduce name cards for children and draw their attention to their name written in their home language. Provide lots of positive feedback at children’s attempts to copy.</li> <li>• Provide experiences where children are required to work together as a team</li> <li>• Provide mathematical language such as more, less, inside, on top of, next to etc.</li> <li>• Have high expectations of all children</li> <li>• Science experiments to include hypothesis, observation and evaluation of the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Easels with variety of paints and brushes</li> <li>• Inspiration still life - spring flowers, focus artist such as Van Gogh, Bronwyn Bancroft etc.</li> <li>• Art construction/Collage - scissors, glue, recycled materials, textas, masking tape etc.</li> <li>• Light box table – add variety of open-ended materials for creating/ordering/counting, sorting and classifying</li> <li>• Blocks- add props</li> <li>• Drawing Table - add textas, colouring pencils, sand tray and name cards</li> <li>• Construction play set up under verandah – coloured, mirrored and wooden blocks – add dinosaurs</li> <li>• Variety of puzzles from simple to more complex</li> <li>• Woodwork table under verandah– add wood, nails, measures, squares etc.</li> <li>• December – end of year celebrations.</li> </ul>	

<p><b>COMMUNICATION</b></p> <p>For children to freely talk about the pandemic and the changing situation in our world.</p> <p>For children to express themselves both musically and verbally. Provide opportunities to encourage children to practice their English language skills.</p> <p>To create an environment rich in language and wonder to inspire imagination and trigger curiosity.</p>	<ul style="list-style-type: none"> <li>• Staff to tune into children state of being- listen closely, observe- see, hear and value every child.</li> <li>• Encourage children to use role play as a tool to develop their vocabulary and communication skills while interacting with their peers</li> <li>• Use verbal and nonverbal language to create an open inclusive community</li> <li>• Provide opportunities for small groups</li> <li>• Encourage children to listen to one another</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic play area</li> <li>• Exploration of cultures through art, literature, music, songs and dance</li> <li>• Oral Storytelling - Hats for Sale</li> <li>• Variety of story books both fact and fiction</li> <li>• Language patterns explored through rhyme, action songs, games, poems and stories</li> <li>• Musical instruments – small groups</li> <li>• Wominjeka – (Welcome) acknowledgement - incorporate in everyday language and songs</li> <li>• Learning greetings, simple songs and numbers in home languages</li> </ul>	

❖ This Programme is a statement of possibilities and intentions based on children’s needs and current interests.