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| **Date:**  26th October – 6th November 2015 | **Room:**  Kinder/ Kangaroos | **Educators:**  Hayley, Sophie, Lyzbeth, Maddie | **Programming Time: (Add date & time both staff to initial)**  Week 1:  Week 2: | | **KEY: (M) Multicultural aspect (A) Includes antibias (P) Physical Activity**  ***\*Program form 1-Wall program* Updated:** March 2015 **Source:** ‘Victorian Early Years Learning and Development Framework, Belonging, Being & Becoming (The Early Years Learning Framework for Australia). Leslie Forbes program flow seminar 2011 , Education and Care Services National Regulations 2011 - Department of Education & Training (DET), National Quality Standards Guide - Australian Children’s Education and Care Quality Authority(ACECQA) |
| **Intentional Teaching Broad Goals/Focus:**  Pirates  **Intentional Teaching Group Objectives:**   * Learn about chickens and how to properly care for them   **Intentional Teaching in relation to Routines/Hygiene Procedures/ Child Involvement in day to day operations:**   * For children to remember to wash their hands after engaging with the Henny Penny hatchlings. * For children to play appropriately with room materials, especially sensory materials, ensuring they do not go on the floor. * For children to begin using lunch boxes and opening their own packages preparing for school (funded kinder only) | | | | | **Rationale/ Where did the ideas for the intentional teaching come from:**  Recently the children have been displaying an interest in drawing maps and finding buried treasure. As a result of this educators have decided to focus on pirates for our next fortnight. Teaching children about pirates and engaging in fun activities that are associated with pirates on the sea.  **Family Input: (Please comment and sign)** |
| **Early Years Learning Framework: Learning Outcomes:** *(Choose at least one statement from each outcome to focus on in relation to intentional teaching, several others will be evident through everyday interactions and should be reflected on in daily reflections and learning portfolios.)*   1. **IDENTITY:** Children have a strong sense of Identity   **\*** For the children to confidently explore and engage with social and physical environments through relationships and play  **2) COMMUNITY:** Children are connected with and contribute to their world  **\***For the children to Listen to others ideas and respect different ways of being and doing  **3) WELLBEING:** Children have a strong sense of wellbeing  **\***For the children to recognize the contributions they make to shared projects and experiences  **4) LEARNING:** Children are confident and involved learners  **\*** For the children to Use reflective thinking to consider why things happen and what can be learnt from these experiences  **5) COMMUNICATION:** Children are effective communicators  **\*** For the children to sing and chant rhymes, jingles and songs  *These outcomes are reflected in the activities below* | | | | | |
| **Intentional Teaching Strategies and Activities:** *(These activities should be balanced between indoors/outdoors)* **Spontaneous Learning/Child initiated Strategies and Activities:** *(Added throughout program, show links to portfolios and daily reflections))*  **Art/Sensory:**   * Buried treasure hunt * Free select painting - Pirate hats   **Fine Motor:**   * Make our own treasure maps - Message in a bottle * Free select drawings   **Gross Motor:**   * Walk the plank * Stilts (outdoor)   **Social/Emotional:**   * Sandpit play * Painting with feet   **Cognitive:**   * Free select puzzles and game area * Make our own Bug habitats (construction)   **Language/Literacy:**   * Free select books * Letter sounds - Starting letters (i.e. Cat starts with ?)   **Music/Movement:**   * Christmas concert practice * Musical statues -Free select music   **Science/Nature:**   * Henny Penny hatchlings * Bug hunting | | | | | |
| **Group Experiences(Planned and incidental):**   * Henny Penny hatchlings * Letter sounds | | | | **Family Grouping Ideas:** *(If applicable) e.g. Late/early in day*  \*Please refer to bilbies and quolls plan for family grouping\* | |