

Animal
Fun
Planner

NATIONAL QUALITY STANDARD

<p>Quality Area One</p>	<p>1.1 The educational program enhances each child's learning and development.</p> <p>1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, well being, confidence as learners and effectiveness as communicators</p> <p>1.1.2 Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program</p> <p>1.1.3 All aspects of the program, including routines are organised in ways that maximise opportunities for all children to learn</p> <p>1.2 Educators facilitate and extend each child's learning and development.</p> <p>1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions</p> <p>1.2.2 Educators respond to children's ideas and play and extend children's learning through open ended questions</p> <p>1.2.3 Each child's agency is promoted, enabling them to make choices and decision that influence events and their world.</p> <p>1.3 Educators and coordinators take a planned and reflective approach to implementing the program for each child.</p> <p>1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection</p> <p>1.3.2 Critical reflection on children's learning and development, both as individuals and in groups drives program planning and implementation</p> <p>1.3.3 Families are informed about the program and their child's progress</p>
<p>Quality Area Two</p>	<p>2.1 Each child's health and physical activity is supported and promoted</p> <p>2.1.1 Each child's well being and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation</p> <p>2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented</p> <p>2.1.3 Healthy eating and physical activity are promoted and appropriate for each child</p> <p>2.2 Each child is protected</p> <p>2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p> <p>2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p>2.2.3 Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.</p>
<p>Quality Area Three</p>	<p>3.1 The design of the facilities is appropriate for the operation of a service.</p> <p>3.1.1 Outdoor and indoor spaces, buildings, fixtures are suitable for their purpose, including supporting the access of every child.</p> <p>3.1.2 Premises, furniture and equipment are safe, clean and well maintained</p>

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<p>Quality Area Three</p>	<p>3.2 The service environment is inclusive, promotes competence and supports exploration and play based learning</p> <p>3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage in quality experiences in both built and natural environments.</p> <p>3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play based learning.</p> <p>3.2.3 The service cares for the environment and supports children to become environmentally responsible</p>
<p>Quality Area Four</p>	<p>4.1 Staffing arrangements enhance children's learning and development</p> <p>4.1.1 The organisation of educators across the service supports children's learning and development</p> <p>4.1.2 Every effort is made for children to experience continuity of educators at the service</p> <p>4.2 Management, educators and staff are collaborative, respectful and ethical</p> <p>4.2.1 Management, educators and staff are work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills</p> <p>4.2.2 Professional standards guide practice, interactions and relationships</p>
<p>Quality Area Five</p>	<p>5.1 Respectful and equitable relationships are maintained with each child</p> <p>5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included</p> <p>5.1.2 The dignity and rights of every child are maintained</p> <p>5.2 Each child is supported to build and maintain sensitive and responsive relationships.</p> <p>5.2.1 Children are supported to collaborate, learn from and help each other.</p> <p>5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</p>
<p>Quality Area Six</p>	<p>6.1 Respectful relationships with families are developed and maintained and families are supported</p> <p>6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <p>6.1.2 The expertise, culture, values and beliefs of families are respected and families share in decision making about their children's learning and wellbeing.</p> <p>6.1.2 Current information is available to families about the service and relevant community services and resources to support parenting and family well being.</p>

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<p>Quality Area Six</p>	<p style="text-align: center;">6.2 Collaborative partnerships enhance children's inclusion, learning and well being</p> <p>6.2.1 Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.</p> <p>6.2.2 Effective partnerships support children's access, inclusion and participation in the program.</p> <p>6.2.3 The service builds relationships and engages with it's community</p>
<p>Quality Area Seven</p>	<p style="text-align: center;">7.1 Governance supports the operation of a quality service</p> <p>7.1.1 A statement of philosophy guides all aspects of the service's operation.</p> <p>7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.</p> <p>7.1.3 Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.</p> <p style="text-align: center;">7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community</p> <p>7.2.1 There is an effective self assessment and quality improvement process in place.</p> <p>7.2.2 The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.</p> <p>7.2.3 Educators, co-ordinators and staff members performance is regularly evaluated and individual plans are in place to support learning and development.</p>

CURRICULUM LINKS

Early Years Learning Framework

Belonging	<p>Identity</p> <p>CHILDREN HAVE A STRONG SENSE OF INDENTITY</p> <p>Children feel safe, secure, and supported</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> <p>Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</p> <p>Children develop knowledgeable and confident self identities</p>
	<p>Community</p> <p>CHILDREN ARE CONNECTED WITH AND CONTRIBBUTE TO THEIR WORLD</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children respond to diversity with respect</p> <p>Children become aware of fairness</p> <p>Children become socially responsible and show respect for the environment</p>
Being	<p>Well Being</p> <p>CHILDREN HAVE A STRONG SENSE OF WELLBEING</p> <p>Children become strong in their social and emotional wellbeing</p> <p>Children take increasing responsibility for their own health and physical wellbeing</p>
Becoming	<p>Learning</p> <p>CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Children transfer and adapt what they have learned from one context to another</p>
	<p>Communication</p> <p>CHILDREN ARE EFFECTIVE COMMUNICATORS</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children begin to understand how symbols and pattern systems work</p> <p>Children engage with a range of texts and gain meaning from these texts</p> <p>Children express ideas and make meaning using a range of media</p> <p>Children use information and communication technologies to access information, investigate ideas and represent their thinking</p>

KINDERGARTEN CURRICULUM GUIDELINES

1.1 Feel safe, secure, accepted and supported	Build a sense of stability and trust Build a sense of belonging
1.2 Act with increasing autonomy, interdependence, resilience and sense of agency	Show resilience Make choices and decisions (by themselves and with others) Manage routines, organise self and belongings
1.3 Build knowledgeable and confident self-identities	Show confidence in own learning and capabilities Display a positive image of self, their family and culture
1.4 Interact with others with care, empathy and respect	Participate positively as part of a group Respond to others appropriately
2.1 Work with others to develop skills for communication and inquiry about themselves and their	Develop skills for working with others Develop inquiry and communication skills
2.2 Explore diversity and respond with respect (connects to the Humanities and Social Sciences Curriculum)	Explore the diversity of culture, heritage, background and tradition Respond respectfully to diversity
2.3 Show respect for the environment (connects to the Science Curriculum)	Explore natural and constructed environment Respect, care and sustain the environment Investigate the interactions between the environment and it's people
3.1 Become strong in their social and emotional wellbeing (connects to the Health and Physical Education Curriculum)	Interact positively to form relationships and friendships Recognise simple emotions and build self-regulation
3.2 Take increasing responsibility for their own health and physical wellbeing (connects to the Health and Physical Education Curriculum)	Build knowledge, skills and positive attitude to physical movement Explore ways to promote own and others health and safety
4.1 Develop positive dispositions for learning	Build enthusiasm, confidence, cooperation, commitment, persistence Develop curiosity, resourcefulness and flexibility
4.2 Develop a range of skills and processes for learning and thinking	Develop problem solving, investigation and inquiry strategies Reflect on thinking and learning and transfer and adapt what they have learned Make choices and organise self for learning
4.3 Engage in creative and inventive ways of thinking and doing (connects to The Arts Curriculum)	Use imagination and innovation Represent ideas, feelings and experiences in creative ways

4.4 Engage in and extend numeracy in personally meaningful ways (connects to the Mathematics Curriculum)	Develop knowledge of number and algebra Develop knowledge of measurement and geometry Develop knowledge of statistics and probability
5.1 Interact verbally and non verbally with others for a range of purposes (connects to the English Curriculum)	Build aural and oral language Develop phonological awareness skills Convey and construct messages for a range of purposes in a variety of contexts
5.2 Engage in and extend literacy practices in personally meaningful ways (connects to the English Curriculum)	Develop understanding of purpose and meanings of a range of texts Engage in reading, writing and viewing behaviours
5.3 Understand how symbols and pattern systems work (connects to the English Curriculum)	Develop concepts of print Investigate symbols and pattern systems Develop knowledge and probability (connects to Mathematics Curriculum)
5.4 Express ideas and make meaning using a range of media (connects to The Arts Curriculum)	View and create with media Investigate the properties of a range of media
5.5 Explore resources, tools and information communication technologies to represent ideas and their thinking (connects to the Technologies Curriculum)	Use tools, resources and technologies in play, thinking and learning Develop simple ICT skills

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Being Healthy, Safe and Active	Communicating and Interacting for Health and Well-being	Contributing to Healthy and Active Communities
Personal strengths of individuals (ACPPS001)	Personal and Social skills to interact with others: expressing needs, active listening and self discipline (ACPPS004)	Actions that promote health, safety and wellbeing such as : eating healthy food, practising appropriate hygiene routines, identify tying household substances that can be dangerous and following safety symbols and procedures (ACPPS006)
The different parts of the body and where they are located (ACPPS002)	Emotional responses individuals may experience in different situations, such as feeling: happy, sad, excited, tired, angry, scared and confused (ACPPS005)	Safe and active play in outdoor settings and the natural environment (ACPPS007)
Protective behaviours to keep us safe and healthy: saying no, moving away, telling an adult and asking for help (ACPPS003)	Appropriate language and actions to communicate feelings in different situations (ACPPS005)	
Trusted people in the community who can help individuals feel safe (ACPPS003)		

MOVEMENT AND PHYSICAL ACTIVITY

Moving our body	Understanding Movement	Learning Through Movement
Body management skills: static balance and line walk (ACPMP008)	The ways in which regular physical activity keeps individuals healthy and well (ACPMP010)	Cooperate with others when participating in physical activities, including partner games, small groups and whole class (ACPMP012)
Locomotor skills: run, jump (two feet), hop and gallop (ACPMP008)	Ways to maintain a balanced position when walking, running, hopping and jumping (ACPMP011)	Rules when participating in physical activities: use of boundaries, safe use of equipment and responding to a whistle and commands/ instructions (ACPMP014)
Object Control Skills: kick off the ground and catch (ACPMP008)		
Fundamental Movement Skills in simple games with or without equipment (ACPMP009)		

Animal

Fun

Planning

Animal Fun Basket

Gum Tree Ritual- triangle, thunder tube,
rain stick

Balance Beam

Chalk

A Frame

Treasure Basket- Lego, treasures,
pebbles, counters

Beanbags- one per student

Lily pads- sounds/colours/numbers/
subitising

Monkey on Hot Sand- towel pieces/hand
towels/ flannels

Stockings and tennis balls
Newspaper/string/masking tape

20cm balls (10)

Hoops

Basket that holds ten balls

Tennis Balls

Buckets (Mr Maker/Collage or Box
Construction Tubs and Sponges)

Blindfolds

Transition Walk and Movement Planner				
To Bathroom				
	Term 1	Term 2	Term 3	Term 4
Week 1	Emu Walk	Flamingo	Emu Walk	Flamingo
Week 2	Heron Fishing	Duck Waddle	Heron Fishing	Duck Waddle
Week 3	Cockatoo Walking	Possum Walking	Cockatoo Walking	Possum Walking
Week 4	Meerkat	Frog Jumps	Meerkat	Frog Jumps
Week 5	Horse Bucking	Bear Walk	Horse Bucking	Bear Walks
Week 6	Skipping Crow	Camel Walk	Skipping Crow	Camel Walk
Week 7	Elephants on Patrol	Crab Walk	Elephants on Patrol	Crab Walk
Week 8	Millipede	Brolga Skipping	Millipede	Brolga Skipping
Week 9	Slow Elephants	Bear Walk	Slow Elephants	Bear Walk
Week 10	Children Pick	Children Pick	Children Pick	Children Pick

Walking out to Obstacle Course and back inside					
		Term 1	Term 2	Term 3	Term 4
Week 1	Horse	Horse	Horse	Horse	Horse
	Galloping	Galloping	Galloping	Galloping	Galloping
Week 2	Kangaroo	Kangaroo	Kangaroo	Kangaroo	Kangaroo
	Jumps	Jumps	Jumps	Jumps	Jumps
Week 3	Horse	Horse	Horse	Horse	Horse
	Prancing	Prancing	Prancing	Prancing	Prancing
Week 4	Millipede	Millipede	Millipede	Millipede	Millipede
Week 5	Slow	Slow	Slow	Slow	Slow
	Elephants	Elephants	Elephants	Elephants	Elephants
Week 6	Elephants on	Elephants on	Elephants on	Elephants on	Elephants on
	Patrol	Patrol	Patrol	Patrol	Patrol
Week 7	Horse	Horse	Horse	Horse	Horse
	Bucking	Bucking	Bucking	Bucking	Bucking
Week 8	Crab	Crab	Crab	Crab	Crab
	Walking	Walking	Walking	Walking	Walking
Week 9	Revision &	Revision &	Revision &	Revision &	Revision &
	Children Choose	Children Choose	Children Choose	Children Choose	Children Choose
Week 10	Revision &	Revision &	Revision &	Revision &	Revision &
	Children Choose	Children Choose	Children Choose	Children Choose	Children Choose

Outside to Inside Transition
Getting Rid of the Poop- Maggie Dent Style

Rocking Starfish

Dog Rituals

Dog Walking, Dog Panting, Dog Weeing, Dog Scratching, Dog Shaking Water

Bowerbird

Parrot

Cat Stalking Mice

Penguin Egg Walk

One Legged Seagull

Centipede

Millipede

Monkey on Hot Sand

Cobra

Wombat Stew

Brain Breaks for Individual Students

Squirrel Climbing

Chimpanzee Swing

Chimpanzee Swinging Branch from Branch

Ball Skills/ Add into Obstacle Course				
	Term 1	Term 2	Term 3	Term 4
Week 1				
Week 2	Kitten Hit	Kitten Hit	Seals Showing Of	Seals Showing Of
Week 3	Baby Monkeys	Baby Monkeys	Dolphins	Dolphins
Week 4	Feeding Pelicans	Feeding Pelicans	Itchy Monkey Throw	Itchy Monkey Throw
Week 5	Cassowary Kicking	Cassowary Kicking	Ants Working Hard	Ants Working Hard
Week 6	Kangaroo Boomerang Kick	Kangaroo Boomerang Kick	Cat Stalking Mice	Cat Stalking Mice
Week 7	Elephant Toss	Elephant Toss	Itchy Monkey Throw	Itchy Monkey Throw
Week 8	Cow Kicking	Cow Kicking	Ants working hard	Ants working hard
Week 9	Squirrels	Squirrels	Revision and Favourites	Revision and Favourites
Week 10	Emu Kicking	Emu Kicking	Revision and Favourites	Revision and Favourites

Balance and Rolls- After Morning Tea or Lunch or add to Obstacle Course				
	Term 1	Term 2	Term 3	Term 4
Week 1	Gum Tree	Gum Tree	Gum Tree	Gum Tree
Week 2	Gum Tree	Gum Tree	Gum Tree	Gum Tree
Week 3	Pencil Pine	Pencil Pine	Pencil Pine	Pencil Pine
Week 4	Forest	Forest	Forest	Forest
Week 5	Rocking Starfish	Rocking Starfish	Rocking Starfish	Rocking Starfish
Week 6	Dolphin Roll	Dolphin Roll	Dolphin Roll	Dolphin Roll
Week 7	Seal Roll	Seal Roll	Seal Roll	Seal Roll
Week 8	Echidna Roll	Echidna Roll	Echidna Roll	Echidna Roll
Week 9	Crocodile Crawl	Crocodile Crawl	Crocodile Crawl	Crocodile Crawl
Week 10	Blue Whales Playing	Blue Whales Playing	Blue Whales Playing	Blue Whales Playing

Mat Time and Partner Sessions/ After Lunch					
		Term 1	Term 2	Term 3	Term 4
Week 1					
Week 2	Skipping Crow	Eagle	Skipping Crow	Eagle	
Week 3	Monkey on hot sand	Croc Hunter	Monkey on hot sand	Croc Hunter	
Week 4	Crocodile Crawl	Push me pull you race	Crocodile Crawl	Push me pull you race	
Week 5	Blue Whales Playing	Friendly Rabbits	Blue Whales Playing	Friendly Rabbits	
Week 6	Albatross	Sea Sponge Squeeze	Albatross	Sea Sponge Squeeze	
Week 7	Fighting Antelopes	Centipede	Fighting Antelopes	Centipede	
Week 8	Armadillo	Croc Hunter Row your boat	Armadillo	Croc Hunter Row your boat	
Week 9	Cobra	Push Me Pull Me Races	Cobra	Push Me Pull Me Races	
Week 10	Eagle	Kookaburras	Eagle	Kookaburras	

		Hot Weather			
		Term 1	Term 2	Term 3	Term 4
Week 1					
Week 2		Sponge Squeeze			Sponge Squeeze

		Mindfulness Time and Relaxation			
		Term 1	Term 2	Term 3	Term 4
		Slow Breathing	Slow Breathing	Slow Breathing	Slow Breathing
		Muscle Relaxation	Muscle Relaxation	Muscle Relaxation	Muscle Relaxation