

<INSERT SERVICE NAME HERE>

## Creating Possibilities for Learning

<b>EYLF OUTCOMES</b> (Highlight goal/s for program)			Date: Program	Educators:	EYLF OUTCOME: 3.1
1. Strong sense of identity	1.1	Feel safe secure, accepted and supported	<b>Children's interests / family input</b> <ul style="list-style-type: none"> <li>Mask making (after Abby and James went to Children's festival last weekend)</li> <li>Children repeating Animal Fun Frog Jumps activity in their group play.</li> </ul>	<b>Animal Fun and outdoor activities</b> <ul style="list-style-type: none"> <li>Use module 9 activities (social and emotional development)</li> <li>Build on last week's Animal Fun card - <i>Frog Jumps</i> and give the children a range of loose parts materials for them to create an imaginary play scene for jumping frogs.</li> </ul>	<b>Observations / assessment activities:</b> Educator to observe Frog Jumps this week using the <i>Individual Progress Report</i> .
	1.2	Act with increasing autonomy, interdependence, resilience and sense of agency			
	1.3	Build knowledgeable and confident self-identities			
	1.4	Interact with others with care, empathy and respect			
2. Connected with and contribute to their world	2.1	Work with others to develop skills for communication and inquiry about themselves and their world			
	2.2	Explore diversity and respond with respect			
	2.3	Become aware of fairness			
	2.4	Become socially responsible and show respect for the environment			
3. Children have a strong sense of wellbeing	3.1	<b>Become strong in their social and emotional wellbeing.</b>			
	3.2	Take increasing responsibility for their own health and physical well being			
4. Confident and involved learners	4.1	Develop positive dispositions for learning	<b><u>Group Learning experiences</u></b> <ul style="list-style-type: none"> <li>- Read <i>When I'm Angry</i></li> <li>- Introduce art activity with paper plates and variety of materials to make feeling faces (card 93)</li> <li>- Sing songs to include - '<i>If Your Happy and You Know it</i>, Change words to suit different emotions (card 92)</li> <li>- Play group games like <i>Baked Beans</i>, <i>Circle of Laughter</i> and <i>Feeling Statues</i> (Cards 90, 91,95)</li> <li>- Photocopy some Animal Fun cards and leave near role-play areas for children to practice independently.</li> </ul>	<b><u>Individual learning experiences</u></b> <ul style="list-style-type: none"> <li>- Madison needs more opportunities to practice <i>Frog Jumps</i></li> <li>- Sophie, Caley and Scarlett - Set up fine motor activities (such as play dough with googly eyes, wool, matchsticks, add paper, textas and clipboards to different learning areas to encourage more mark making).</li> </ul>	
	4.2	Develop a range of skills and processes for learning and thinking			
	4.3	Engage in inventive and creative ways of thinking and doing			
	4.4	Explore and extend numeracy practices			
5. Effective Communicators	5.1	Interact verbally and non verbally with others for a range of purposes in a variety of contexts			
	5.2	Engage in and extend literacy practices in personally meaningful ways			
	5.3	Begin to understand how symbols and pattern systems work			
	5.4	Express ideas and make meaning using a range of media			
	5.5	Explore resources, tools and information communication technologies to represent ideas and represent their thinking			

**How did this program go? Ideas for next time**