



# Cleland Wildlife Park

## PLAYGROUP SESSION PLANNER





# Play Spaces

## Theme: Cleland Wildlife Park

Cleland Wildlife Park is a part of Cleland National Park in the Mt Lofty Ranges, approximately 20 mins from Adelaide. The park is a wonderful natural environment where you can explore and see animals such as koalas, kangaroos, wombats, dingoes, wild birds and even the elusive echidna in their natural habitat. You can feed some of the animals as you explore the park and listen to keepers talking about the animals that live in this area of natural beauty.

### FACT:

**Cleland Wildlife Park has been around since 1967. You can take up-close and personal photos with many of the animals!**



## Creative Space

### Echidna Nature Painting

**CHILDREN WILL NEED:** A4 Paper, brown paint, paintbrush, black texta, thin sticks, glue.

**INSTRUCTIONS:** Paint the Echidna's head and body onto the paper, don't forget its long nose and mouth. Glue sticks onto the paper from the head, to make the spikes that the Echidna has on its body. Draw on some little feet. You have a 3D Echidna.

**EXTENSION IDEAS:** Collect some leaves and glue them onto your picture under the Echidna's feet. Echidnas eat ants and termites; you can draw them onto the paper under the Echidna's nose.



*For the little ones, try to practise small brush strokes to paint the Echidna. This is great use of Fine Motor Skills.*



# Play Spaces

Easy and fun outdoor activity!

Providing a diverse range of activities will support children's experience and whole developmental experience. Play spaces and activities can be set up as opportunities for free play.

## Sensory Activity

### Mud Play

**You will need:** A tray, clean dirt, water, sticks, leaves and pebbles.

**Instructions:** Add water to the dirt in the tray, to make it the consistency of mud. Let the children use their hands, sticks, pebbles, and anything else that children can find to explore the mud. Mud pies might be on the menu.



## Outdoor Activity

### Mud Run



Nature Walk – set up some trays outside, each one having one of the following - water, sand, leaves, mud. Get the children to take off their shoes and socks and explore each tray. How does it feel on their feet – soft, wet, crunchy?



# Play Spaces

How to set up your Play Space...

## Baby Play



Setting up a Baby Play area can be very simple. A soft mat and some pillows are a great start. Items to include could be a mirror on the wall, treasure baskets, musical instruments, surprise box with different texture materials or scarves. Board books and some open space so that baby can explore and roll.



## Quiet Corner



A sensory tent or area is valuable for children who are overstimulated and need some quiet time or space away from the group. You can include pillows, a blanket, sensory toys such as glitter wands, stress balls, bubble timers, poppits, wooden fidget toys, reversible sequins cushions, books and ear muffs.

## Social Space



Social spaces include role play opportunities where children can play out scenarios such as kitchens, cafes, supermarkets, doctors, florists, bakeries, airports, work bench with tools and many others. You may provide dress ups, items for sale or production or service. This can also include playing families and home making.



[www.playgroupsa.com.au](http://www.playgroupsa.com.au)

## Builder's Corner



Ways to set up a builders corner include duplo, cars and train sets, loose parts play, box construction, wooden blocks, stacking and building games, cup stacking, building a fort with blankets, arranging materials on a lightbox, sand play and plasticine.

# Group Time

## Cleland Wildlife Park

Routines provide predictability for children

### Activities to include in your Playgroup Routine

#### Welcome Song



Ninna Marni [Niina Marni]

Niina marni? Niina marni? >> Marni'ai. Marni'ai

Wanti niina? Wanti niina? >> Wardli-ana, Wardli-ana.

© Cherie Watkins



#### Shared Experience



Talk about Cleland Wildlife Park. Ask the Children if they have seen any animals up close. Were they native animals? What were they? The parents may be able to share their experiences of visiting the Park or somewhere similar.

#### Story Time

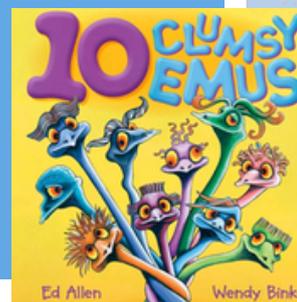


Have a look at the local library or bookstore for:

10 Clumsy Emus by Ed Allen & Wendy Binks

What If Wombats Wore Wetsuits? By

Alexandra Robinson & Ed Miller



[www.playgroupsa.com.au](http://www.playgroupsa.com.au)

#### Goodbye Song



Where are the children? Where are the children?

Here they are! Here they are!

We had fun at Playgroup! We had fun at Playgroup!

Bye for now, Bye for now!

# Framework



Playgroup SA's Playgroup Planning Framework has been designed to ensure that there is an evidence-informed approach to the planning of activities and experiences. There are five play types drawing on Mildred Partens work, the Australian Early Development Census (AEDC) domains of development are covered, and the five outcomes in the Early Years Learning Framework. The Programming framework ensures that children attending Playgroup are engaged, are participating and have a diverse set of activities and experiences to support them to thrive. When programming we make sure there are opportunities for purposeful play, we think development and plan for outcomes.

## Play Types

'Play' is synonymous with how children spend most of their time in the first few years of life. People of all ages benefit from play and play-based activities. Play is the central mechanism, providing a strong foundation for learning. When activities programmed at Playgroup align with each of the Play Types, children will enjoy a rich and diverse learning experience at Playgroup. When children interact and experiment in the Playgroup environment, they will better organise and make sense of the world around them as they play.



Functional Play



Construction Play



Role Play



Explorative Play



Creative Play

## AEDC Domains

AEDC developmental domains help to provide a common language for families, and educators to understand and discuss outcomes through a developmental lens when children engage in different play-based activities. The AEDC domains can be particularly useful for reflecting on how individual children's development is progressing, and programming activities that work toward achieving optimal outcomes for each child. Understanding these domains of development can help families connect the activities and experiences that will support children to develop the skills in preparation for transitioning into the pre-school and school environments.



Physical health and wellbeing



Social competence



Emotional maturity



Language and cognitive skills



Communication skills and general knowledge

## Early Years Learning Framework

The EYLF is used as the central framework in Early Childhood Education settings. The EYLF was designed to ensure that children in all early childhood education and care settings have access to meaningful activities and experiences that will support children's learning from birth through to five years. EYLF is Play-based and recognises families as children's first educators. A quality experience at Playgroup aligned with EYLF outcomes will ensure that children will have the best chance of positive experiences in the learning environment at school.



Outcome 1 Children have a strong sense of identity



Outcome 2 Children are connected with & contribute to their world



Outcome 3 Children have a strong sense of wellbeing



Outcome 4 Children are confident & involved learners



Outcome 5 Children are effective communicators