



Children's Week

PLAYGROUP SESSION PLANNER





Play Spaces

Theme: Children's Week

Every year in Australia we celebrate Children's Week from the 22nd to the 31st of October. This year's theme is "Children have the right to meet with other children and young people and to join groups and organisations as long as this does not stop other people from enjoying their rights." From the United Nations Convention on the Rights of the Child – Article 15.

FACT:
Children's Week
has been celebrated
here in South
Australia for 40
years.



Creative Space

Koinburi Flags

CHILDREN WILL NEED: In Japan on Children's Day they fly Koinburi Flags to celebrate, as in Japanese mythology, the carp represents strength and courage just like our children.

INSTRUCTIONS: Cut the paper towel rolls in half, cut scales out of the different coloured tissue or crepe paper. Also, some strips for the fish's tail. Glue the scales onto the cardboard roll covering the entire roll. Glue or sticky tape the strips around the bottom of the roll and add eye stickers at the opposite end. Cut a length of string and secure inside the eye end of the roll with sticky tape.

EXTENSION IDEAS: Once everyone has completed their Koinburi Flag, you could tie them all on to one length of string or ribbon and make Koinburi Bunting that you can hang up at you Playgroup to admire for the Term. Each Koinburi will be individual, strong, and courageous like each child, and therefore celebrated.

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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 *Playdough Self Portrait*

You can pretend to be a Zookeeper and help clean up the animal enclosures.

You will need: Make 3 different colour batches of playdough, recipe is in the Coordinators Section – Resources – Messy Play Recipes on the Playgroup SA website.

Instructions: Place the 3 different coloured playdough on the table and let the children make their own face, add eyes, nose, mouth, even hair. You could take a photo of the child with their Playdough Self Portrait and display it up in your Playroom.



Outdoor Activity *Games*



Play some outdoor games that all the Children can participate in such as Hopscotch – using outdoor chalk draw up a hopscotch grid, and some small bean bags or pebbles; Hide & Seek – hide some items of your choosing around your outdoor space, show the children what you are hiding first, so they know what they are looking for. Get them to return what they find to you, encourage them to work together to find the items; Sponge Bullseye – draw a round circle with the bullseye in the centre in chalk on the concrete, have a small bucket with some water in it and sponges, let the children take a sponge and throw it on the bullseye to see who can get the closest to the target; Round up the Balls – place a Hula hoop in the middle of the outdoor area or indoor, hide lots of balls of all different sizes around the space and ask to the children to find the balls and place them inside the Hula Hoop. Once all balls have been found, count how many balls



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.



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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

Children's Week

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

Song Time



Please see the last page for this session planner's song.
Join in with your group.



Shared Experience

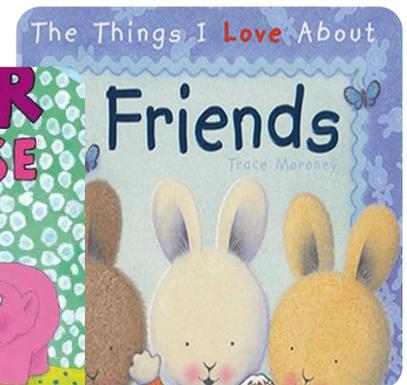
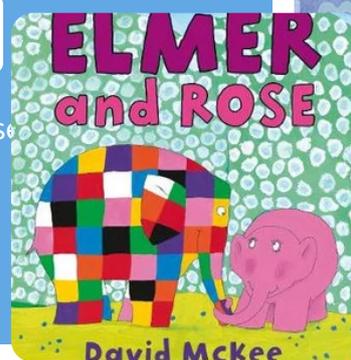


Talk to the children about what you have all done at Playgroup today to celebrate Children's Week. Ask the Children what they love best about being a child. Ask the parents what they loved most about being a child, and what it is that they love about their own child/children.

Story Time



Have a look at the local library or bookstore for these books:
Elmer and Rose by David McKee
The Things I Love About Friends by Trace Moroney



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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!



Head Shoulders Knees and Toes

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees, and toes, knees and toes.

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