



Beach

PLAYGROUP SESSION PLANNER





Play Spaces

Theme: Beach

We are lucky to have many beautiful beaches here in South Australia. Beaches are where the land meets the sea, though you can have beaches near lakes and rivers too. Beaches are generally made up of sand, but are known to have pebbles, and shingles also. Beaches are wonderful places we can explore, build sandcastles, look for shells, and wildlife. We can also explore rock pools and cool down by swimming in the ocean. Maybe you have been lucky to visit a beach over the summer holidays.

FACT:
The largest
sandcastle ever made
was in Connecticut,
USA. It was 11.53
metres



Creative Space

Crab Cups

CHILDREN WILL NEED: Paper cups, paint, paintbrushes, pipe cleaners (cut in half), small pom-poms, or googly eye stickers, glue, scissors, sticky tape.

INSTRUCTIONS: Paint the paper cup, allow it to dry. Take your cup and with the help of an adult make some cups into the bottom of the cup (6), and two in the top of the cup. Insert the pipe cleaners into the bottom of the cup. You can bend them a little inside the cup and then sticky tape them down to make them secure. Then bend the ends of the pipe cleaners to make feet/claws. Put two pipe cleaners into the top of Crabs head, bend the ends inside of the cup like the legs and secure with sticky tape. Glue on the pom-poms or stick the eye stickers on.

EXTENSION IDEAS: Paint the cup and leave to dry. Make a cut at the top of the cup. Loop some string or ribbon and tie in a knot at the end, poke through the incision on the top and secure with sticky tape inside. Cut up strips of coloured paper/tissue paper and stick individual multi-coloured paper pieces to the inside of the cup and you have a Jelly Fish.



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 *Beach Water Tray*

You will need: A large tray/bowl, water, sea animal figures like crabs, fish, seals, and shells. Sand if you have access to some. Small utensils to use as spades.

Instructions: Pour sand into the corner of the tray/bowl. Then fill with water, enough for the sand to still be exposed. Place the animals in the bowl and let the children explore the beach



Outdoor Activity *Beach Sensory Walk*



Place some sand on a tarp or in a tray, water in another and let the children walk through the sand and the water, in bare feet. Talk about how the sand feels on their feet, between their toes. Is it soft, or hard? Does it stick to your feet? Is it cold or warm? Then let them step into the water, again ask how it feels on their feet.



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

Beach

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

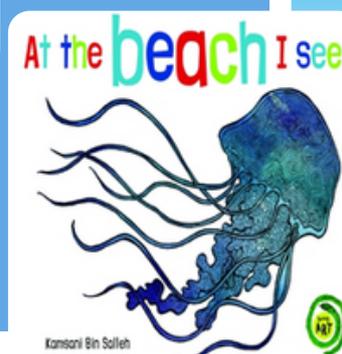


Talk about what the children might find at the beach. Have they been to the beach before? If not, get the children who have been to the beach to describe it to those who haven't. Ask about Slip, Slop, Slap and do they know what that means? Talk about being safe at the beach, water safety. Do the Five is a great resource around water safety.

Story Time



Have a look at the local library or bookstore for these books that include the beach
At the Beach I See by Kamsani Bin Salleh
At the Beach by Kerry Argent



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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!

Waves in the Sea

Sing to "Wheels on the Bus" melody

The waves in the sea go

Up and down,

Up and down,

Up and down.

The waves in the sea go

Up and down.

All day long.

...Fish in the sea go

Swish, swish, swish...

...Boats in the sea go

Toot, toot, toot...

...Sharks in the sea go

Snap, snap, snap...

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