



# My favourite things

## PLAYGROUP SESSION PLANNER





# Play Spaces

## Theme: My favourite things

Toys and games engage children's curiosity, imagination and wonder, they are all part of a healthy diet of play that supports their overall development. In this fortnight's session plan, we explore some favourite toys that over time have been used to engage children's participation in Playgroup and other early childhood activities. When children have a 'go to' activity they know they can achieve, it builds their confidence and sense of achievement. More important than the completion of an activity is the process that children go through in play.

### FACT:

Many children have a favourite soft toy or blanket that can help to calm and soothe them if they're feeling unwell or scared.



## Creative Space

### My favourite things

Children and parents/caregivers can share wonderful experiences together. As caregivers, you might notice what your child's favourite things are. This activity is a chance for children to sit with their parents, talk and draw some of their favourite things,

**CHILDREN WILL NEED:** Pencil/Crayons, Favorite Things Template

#### INSTRUCTIONS:

1. Parents sit with children
2. Talk about their favourite things
3. Using the template provided encourage their children to draw their favourite toy and food.
4. There is space to decide and draw two other favourite things! These could be your child's favourite animal, book or sport or thing to do!

**EXTENSION IDEAS:** Parents could set-up routines at home that include children's favourite activities each day, giving your children something to look forward every day.



*Remember to hang on to your art and craft, children will be asked to share their favourite things during group time!*

# Play Spaces

Messy 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

### Build a model

**You will need:** Playdough and tools (rolling pins, shapes, cutters etc)

**Instructions:** An activity for parents to work with their children. Using the playdough, ask children to make a model of some of their favourite things. This could be making their favourite food, or a model of their favourite activity. The most important thing is to interact with your child while doing the activity.



Children can be encouraged to use these fabrics in their doll and teddy play



## Outdoor Activity

### Mud Pies



*Not everyone's favourite activity, but definitely a fun one!*

**You will need:** Dirt in trays, water, cup, small bowls, cake tins or moulds and natural items to decorate the mud pies.  
Put 6 big spoons of mud into the bowl.  
Pour water into the cup.  
Pour the cup of water into the bowl of mud.  
Pour the mud mixture into the cake tins/moulds. Decorate with leaves and petals.



# 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

## A few of my favourite things

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.

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#### Shared Experience



Ask children to show and share their art and craft pictures. The coordinator can ask children – what do you like most about those things? How do you feel when you play with your favorite toy?

This is a great opportunity for children to build confidence in presenting to the group. Some children may be a bit shy and not want to, and that's perfectly fine too!

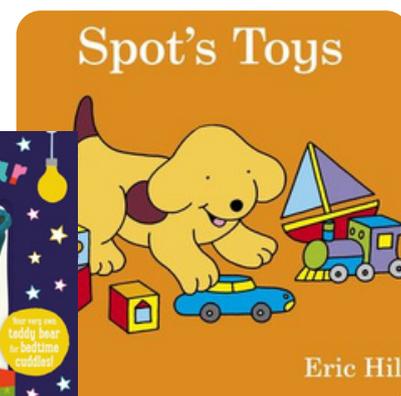
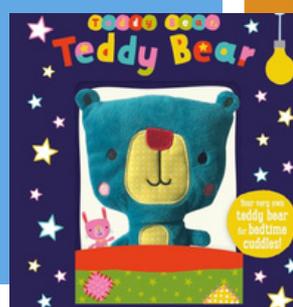
#### Story Time



Have a look at the local library or bookstore for:

Teddy Bear Teddy Bear by Dawn Machell

Spots Toys by Eric Hill



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#### Goodbye Song

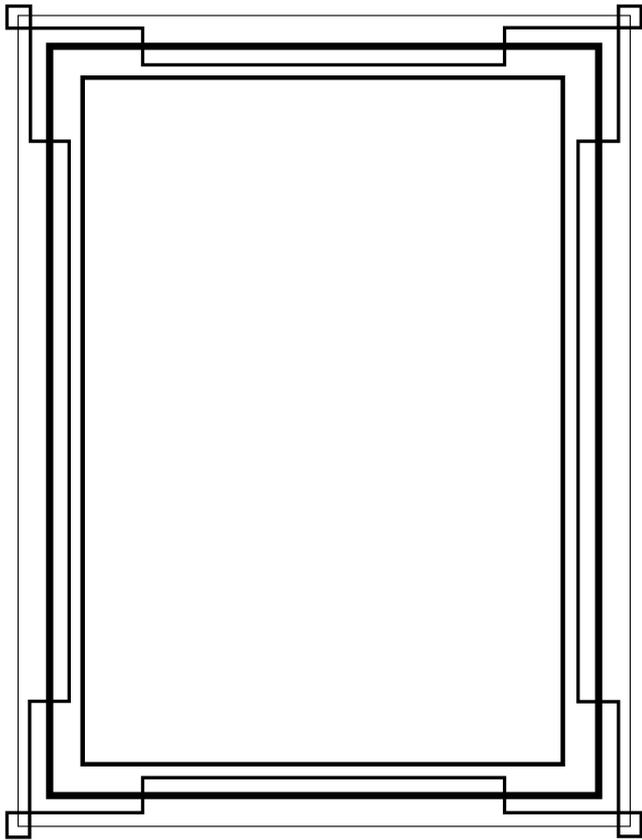


Where are the children? Where are the children?

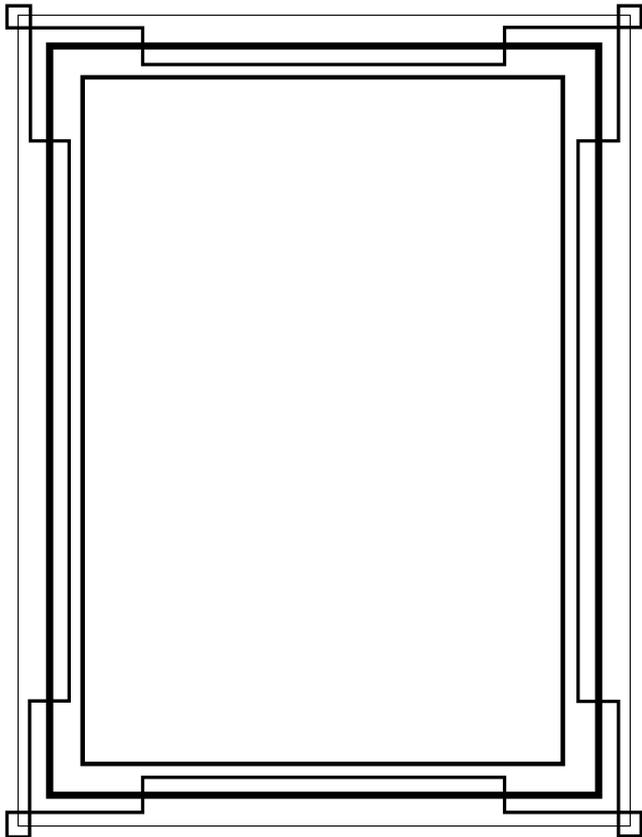
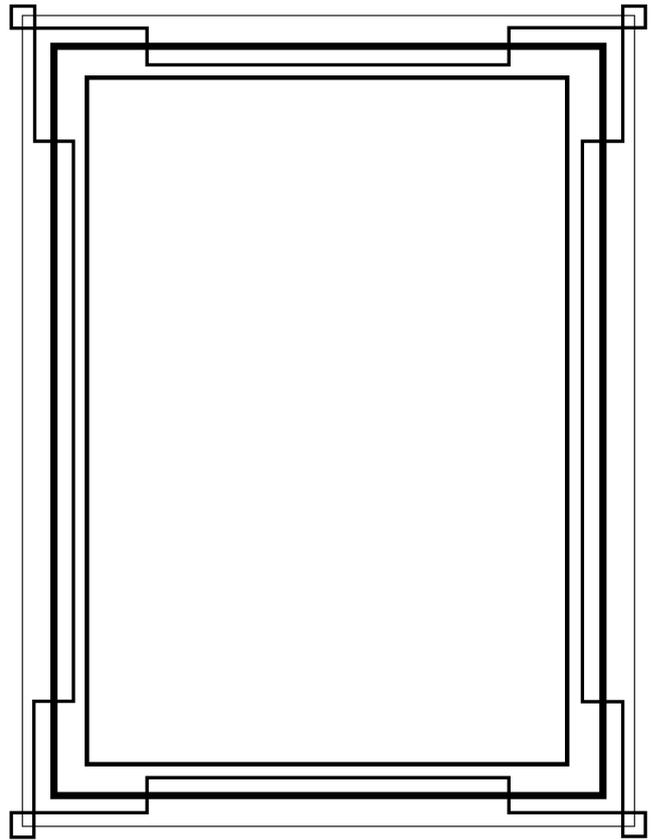
Here they are! Here they are!

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

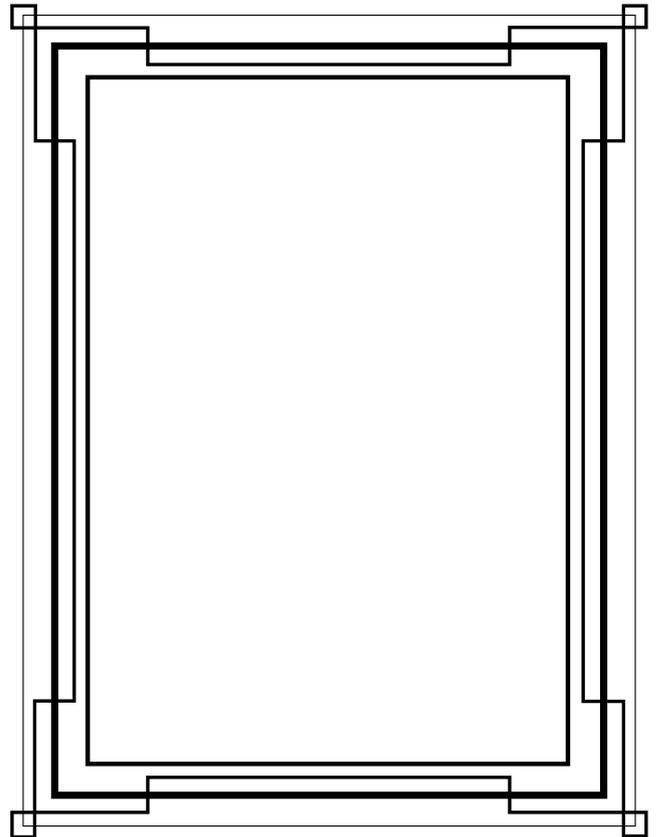
Bye for now, Bye for now!



**My favourite Toy**



**My favourite Food**



# 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