



# THE OCEAN

## PLAYGROUP SESSION PLANNER





# Play Spaces

## Theme: The Ocean

Did you know how much the Ocean does for us? It changes the weather, creates oxygen and provides us with food. It is home to more than half of the world's plant and animal life. We need to look after the ocean and keep it healthy. We can help to keep it clean by reducing the amount of rubbish making its way into the ocean.

### FACT:

The largest ocean on earth is the Pacific Ocean, which covers 30% of the earth's surface.



## Creative Space

### Make an octopus

**CHILDREN WILL NEED:** Coloured paper, dot markers or texta, eye stickers, glue, stickers and scissors.

**INSTRUCTIONS:** Depending on the size of the paper you may need to cut some off, then make 7-8 cuts halfway up the paper for the Octopus's tentacles. Using dot markers or textas draw dots on the tentacles. Using sticky tape, stick the two sides of paper together. Fold up the cuts, using a pencil roll the paper cuts up to the fold to curl the tentacles. Stick on the eye stickers, and draw on a mouth.

**EXTENSION IDEAS:** Add some sparkle or texture to the Octopus using sequins, coloured paper, or glitter paint to the tentacles.

*Using paper instead of card, makes the Octopus easier to curl its tentacles.*



# 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.

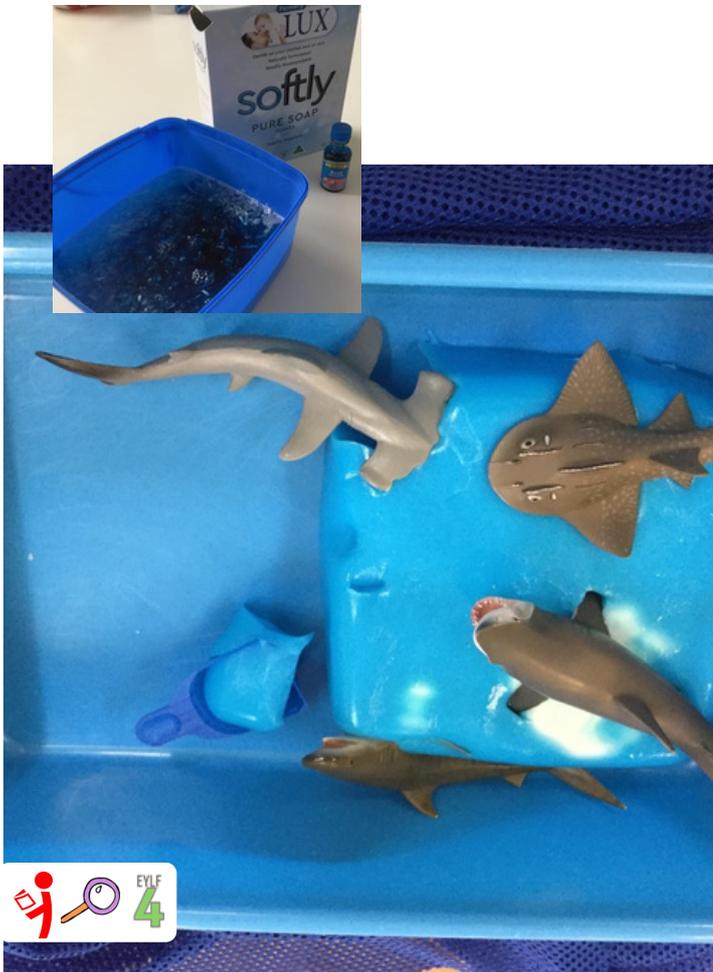
## Sensory Activity

### *Ocean Slime*

**You will need:** 1 batch of slime, tray/bowl, seashells, sea animals, utensils. To make slime: 2 Cups of Lux Soap Flakes, 2 Litres of hot water, blue or green food colouring, an old ice cream container.

#### **Instructions:**

Mix the soap flakes and hot water in the container well. Add a few drops of food colouring and mix well. Leave to cool down. Then pop on the lid and store in the fridge until needed. If you would like the texture to be runny add more water. As the children play with the slime, it will become thinner in texture.



## Outdoor Activity

### DIY

### *Create an ocean*



**You will need:** Tuff tray/tray, water, seashells, sea animals, sand. Fill the tray with water, sand if you have any, add the shells and animals. You can add a few drops of blue food colouring to the water, and also some dish washing liquid, that you can whisk into the water to make sea foam.



# 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

## The Ocean

Routines provide predictability for children

### Activities to include in your Playgroup Routine

#### Welcome Song



Niina 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



Have your own little Halloween Party. Ask the children to come to Playgroup dressed up. Have your own little trick or treat session by hiding pictures of spiders and ghosts around your Playgroup or outside. Once the children have found them all, you could give them a little Halloween treat as they leave.

#### Story Time



Have a look at the local library or bookstore for:

Slide & Surprise in the Ocean by Natalie Marshall

The Ocean is Kind of a Big Deal by Nick Seluk



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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!

# 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.



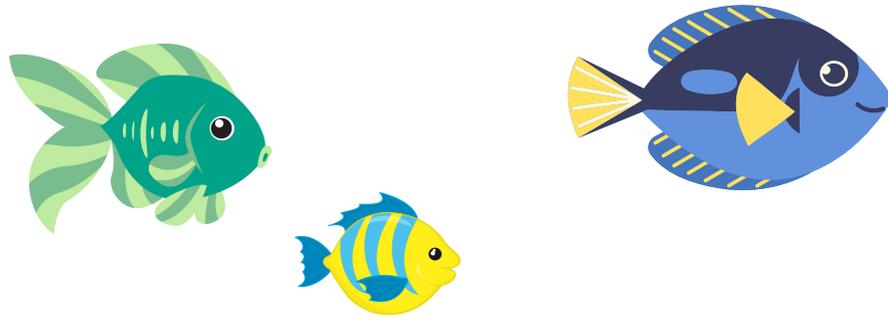
Outcome 1 Children have a strong sense of identity

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



# Once I Caught a Fish Alive

One, two, three, four, five,  
Once I caught a fish alive.

Six, seven, eight, nine, ten,  
Then I put it back again.

Why did you let it go?  
Because it bit my finger so.

Which finger did it bite?

This little finger on my right!

