



# Numeracy

## PLAYGROUP SESSION PLANNER





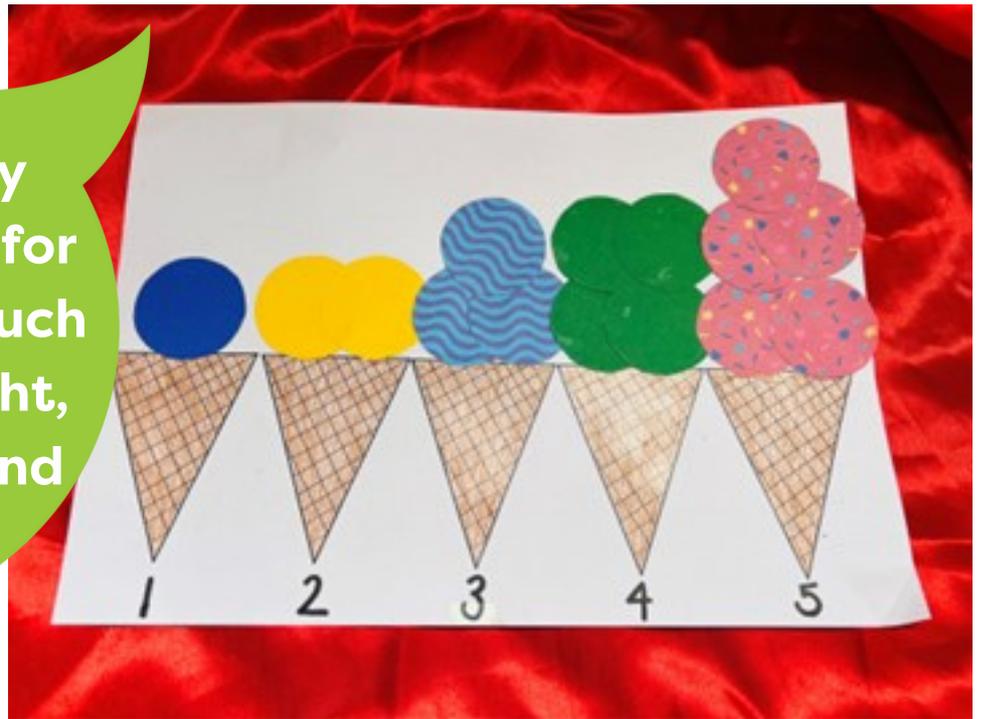
# Play Spaces

## Theme: Numeracy

Numbers are used for so much more than just counting. Numbers are used on Buses, so we know which one to catch, and on the back of sports tops to identify the player. When we go shopping, we look at the numbers to show us how much something is going to cost, and we count how many apples or bananas we want to buy to name a few. Let's explore the many ways we use numeracy every day.

### FACT:

There are many different names for the number 0 – such as naught, nought, nil, zero, zilch, and zip!



## Creative Space

### How many scoops?

**CHILDREN WILL NEED:** Coloured/white or patterned paper/card, using the template below print circle's onto them. Print off the cones template onto white card/paper. Glue, scissors.

**INSTRUCTIONS:** Colour in the ice cream cones, cut out circles for ice cream scoops that you need, count them as you go. Following the numbers under the cones, glue on to each cone the number of scoops needed.

**EXTENSION IDEAS:** Add sprinkles to your ice creams – count out how many sprinkles you want to put on to your ice creams and glue them on. Use sequins or dot stickers for the sprinkles.

*Precut the circles and place into bowls in their different colours/patterns, and then help the child count out the number of scoops needed for each cone.*



# 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

### *Pom Pom counting*

**You will need:** 10 small bowls or cups, small tongs, pom poms (you could use counters, beans), numbers 1-10 written on squares.

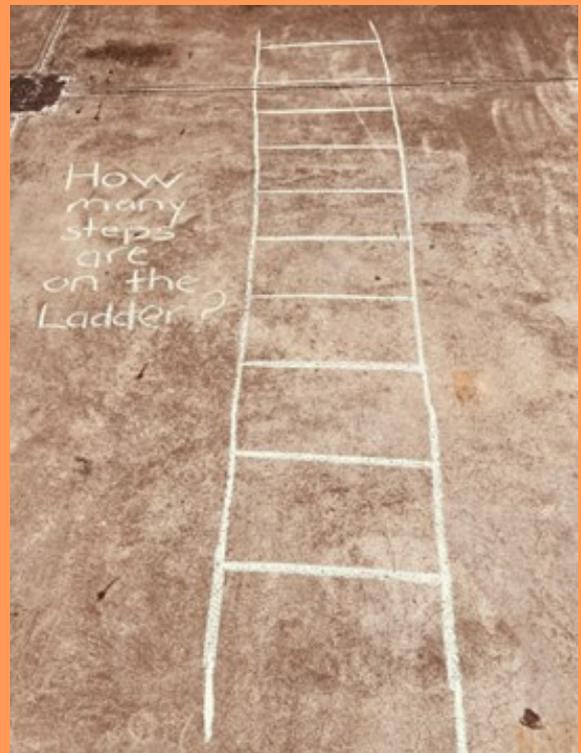
#### **Instructions:**

Place the bowls/cups in a line and place the numbers 1-10 in front of them. Have the bowl of pom poms and the tongs set to one side, have the children count out loud the number of pom poms needed in each bowl using the tongs. Then place items into the bowls.



## Outdoor Activity

### *Line Ladder*



**You will need:** Masking/coloured tape, or sidewalk chalk. Mark out on the ground a ladder with how many steps on the ladder you would like – 10 being the goal if you have the room. Let the children “climb” the ladder and count the steps as they go!



# 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

## Numeracy

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



Talk about all the places where the children can see and count numbers while they are at home or out. Count the number of steps as they are climbing stairs. Do the children help their parents pick out fruit when they are shopping and count how many they are putting into a bag? Sing some songs that have numbers or counting in them. Such as 10 in the Bed or 5 Little Ducks.

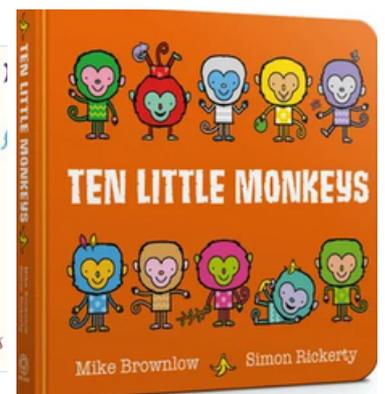
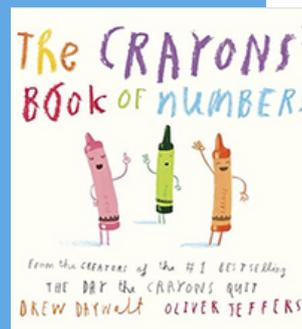
#### Story Time



Have a look at the local library or bookstore for:

The Crayons book of numbers By Drew Jadaywalt and Oliver Jeffers

The Little Monkeys By Mike Brownlow and Simon Rickerty



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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

