

## Platypus Room Planning and Programming

Millville's four year old program will provide an inclusive, educational program that will challenge, enrich and extend their learning and not only prepare them for school but for life long learning.

Our program is guided by our Centre's philosophy and the Early Years Learning Framework for Australia (EYLF 0-5 ) and the Victorian Early Years Learning Framework (VEYLF 0-8) All our curriculum decisions are based on these.. The frameworks describe the principles, practices and outcomes essential to support and enhance young children's learning from birth to 8 years of age, their transition to school and the early years at school.

The frameworks have a strong emphasis on play based learning. They have been designed for use by early childhood professionals working in partnerships with families, children's first and most influential educators.

Early childhood educators guided by the frameworks, will reinforce in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child. The Convention states that all children have the right to an education that lays the foundation for the rest of their lives, maximises their ability and respects their family, culture and other identities and languages. The Convention also recognizes children's right to play and be active participants in all matters affecting their lives. More broadly, the frameworks supports goal 2 of the Melbourne Declaration on Education Goals for Young Australians, that:

*All young Australians become:*

*\* Successful learners*

*\* Confident and creative individuals*

*\*Active and informed citizens*

Educators at Millville plan programs and learning centres based on children's interests, strengths and abilities. They have high expectations of all children and use observations, discussions with children and other educators. Educators take written observations/photo observations/fill in checklists and work with families to ensure that the 4 year old program is inclusive, stimulating, engaging and creates enthusiastic learners. Educators analyse all data collected and implement goals and plans for both children and educators. Educators then design/plan experiences and environments to support children's learning and development in the context of the five learning outcomes (Identity, community, wellbeing, learning and communication. Learning areas are set up both inside and out and cover the many areas of development. Literacy, numeracy, science, sustainability, art, music, dramatic play, imaginary play, gross/fine motor and sensory experiences are all part of a well designed curriculum. Educators reflect on all aspects of the plan, evaluating, reviewing and assessing children's learning and development,. They reflect on their own practice and how the program benefits every child. The programs are on display in the foyers and rooms. Copies are also emailed and put in children's individual portfolios. We use the portfolio method of documentation which is available in the foyers. Families are welcome to borrow them, add comments, stories, photos etc.

In the four year old program children are encouraged to make choices, reflect and record on the programs. Educator plan with intention and purpose to ensure children develop a strong sense of identity (Outcome 1 EYLF) and wellbeing (Outcome 3 EYLF) are connected with and contribute to their world. (Outcome 2 EYLF) are confident and involved learners (Outcome 4 learning EYLF)

And are effective communicators (Outcome 5 communication)

The programs are designed to provide a balance of children's needs for active and passive play, indoor/outdoor play as well as groups and individual experiences.

We use the portfolio method of documentation which is available in the foyer. The programs are on display in the foyer also. Copies are also emailed and put in individual children's portfolios. Families are welcomed and encouraged to contribute to planning, through our family input sheets, emails or adding documentation to children's portfolios— comments, photos, stories

One of the goals we work on is gaining confidence in the larger community, especially as they prepare to transition to school. Incursions and excursions are very much part of our program. Incursions and excursions planned around curriculum areas such as Music, drama, cultural, safety, sustainability, animals, literacy and numeracy, knowledge of local community, wellbeing and interest base. Excursions/routine outings will include visits to the library, sports centres, parks, shops, pet shop, train station, library, Post office COOPAC and schools. Family nights and days, breakfast at kinder, dress up days, visits to the Dentist, Hospital, ambulance, fire station are all part of our curriculum.

Our playground centres around providing challenge, interest and sustainability. Veggie gardens, animals, creek beds, water walls, swings, and many nooks, crannies, cubbies, sandpits, will form part of our outdoor curriculum.

Our kindergarten room has a purpose built art area which provides an area for children to work on art and craft experiences and project work. There will be benches for them to both display their work and come back to projects the next day.

Our kindergarten room also has a community room and purpose built kitchen where children can do cooking, and other purposeful experiences., movie nights and family nights are all on the agenda. The community room has a dining area where the children eat at each meal time. This is a fantastic way for children to come together and socialize with their friends and educators. It also provides the opportunity for educators to be positive role models and to discuss positive social behaviours and healthy eating.