

2.1.1 Evidence of implementing rest/relaxation experiences in the rooms

<p>Friday 20/10/23</p>	<p>Event: Loud shirt day: Dress up activity, dancing and teaching them Auslan language</p> <p>Ext from 12/10/23 Colouring in their own ghosts to hang up in our Halloween corner to continue supporting children's love of art, and celebrate Halloween. Laura</p> <p>Ext from 13/10/23 Breathing exercises: Taking slow steps and with each step long deep breaths in and out to continue to foster grounding of children and help with self regulation. Laura</p> <p>E.I Spontaneous: Talking about caring for out fish pond.</p> <p>Plan * Dingoos Weekly Curriculum Plan 9/10/23 to 13/10/23 by Marissa Nelthropp 30 Sep 23</p>	<p>Dress up activity, dancing, and teaching Auslan language. This morning the children were encouraged to dress up in a bright coloured shirts, dance, and to learn more Auslan language to use at home to celebrate deaf children all around the world. When the children arrived this morning they were going around showing their friends and the educators what bright and colourful shirts they are wearing for the occasion. As the music started playing the children rushed to the speaker and instantly began dancing with their friends and educators. After they had stopped dancing an educator had called all the children to join her sitting on the mat to teach and demonstrate new Auslan signs to use at daycare and at home. Somiva</p> <p>Colouring our own ghosts This morning the children took part in a painting ghosts activity for our Halloween corner. The children picked up the paint brushes, dipped the paint of their choice and started painting the ghost templates. Educator asked them what they were painting and they looked at each other and</p>	<ul style="list-style-type: none"> ● 1.4 Children learn to interact in relation to others with care, empathy & respect. ● 5.1 Children interact verbally and non-verbally with others for a range of purposes. ● 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. ● 1.1 Children feel safe, secure, and supported 	<p>Ext: 27/10/23 Free expression painting using Halloween colours to continue children's interest in painting and creativity. (Marissa)</p> <p>Ext to week of 23/10/23 - 27/10/23 Exploring/ caring for our fish in the pond to support fish care and respect for the environment.</p> <p>Plan * Dingoos Weekly Curriculum Plan 23/10/23 to 27/10/23 by Marissa Nelthropp 16 Oct 23</p>
		<p>these are ghosts' and made a boo sound. The children laughed and said boo. They continued to manipulate the paper and paint with their brushes till the whole picture was painted and then they gave the brush to other children to paint. In this experience the children demonstrated good fine motor skills and hand and eye coordination. They also shared and took turns with the painting activity. Marissa</p> <p>Breathing exercises This morning we exploring grounding (earthing, wearing no shoes) and breathing to help with self regulation skills. The children sat with the educator and took their shoes off, we placed our feet on the ground to feel the connection with the earth and started to breathe in and out calming our bodies, as we did this we explored all the ways we can remain calm and feel connected to the world. We then started to make small and slow movements with our legs, continuing to breathe in and out. As we did this we identified that breathing in this way and moving our bodies helps us remain calm and connected. Michaela</p>		
<p>Outdoor Opportunities</p>	<p>Ext from 8/5/23 -12/5/23 Yoga sessions with the children with yoga mats and different yoga flash cards to teach the children the importance of looking after our health and wellbeing.</p> <p>Plan 8/5/23 - 12/5/23 Quokkas Weekly Curriculum Plan by Melissa Mongan 29 Apr 23</p>	<p>What a lovely relaxing time we had out in our outdoor garden, soothing our mind and core balance through yoga and movement. Children were intrigued with the calm and inviting set up in the garden and were eager to engage in yoga with instructor Mel and Amy. Mel firstly showed all the kids the yoga signs on the wall, which everyone was curious to look at, pointing to them and mimicking words. When we reached the yoga pose, which was sitting down, Mel said can you all say "namaste" and hold your hands like this. Jarrah was very attentive in his detail and copied exactly what Mel was doing, followed by Ashriel copying the action, bringing her hands up into her face saying "namaste." We then went onto some poses that were laying down on our backs which every one was quick to copy Mel and Amy as they balanced their legs in the air and moving them in the air and looking into the sky at the trees. Soon after we then jumped straight up into a standing pose, like a tree which was standing on one leg and using the namaste pose we learnt about earlier in the session, children found this one a little bit tricky ad they shared a sense of wobbling and laughter trying to achieve this pose. After all the children listened well to instructor Mel and instructor Amy, we let all the children have the opportunity to look at iPad which was playing "yoga" children came running up close to the iPad and were very curious to copy her actions to, they learnt about fishes on this experience as they danced like penguins, moving their feet side to side and then swam like fishes gliding their bodies around, overall all the children had great fun within this experience Mel</p>	<ul style="list-style-type: none"> ● 4.3 Children transfer and adapt what they have learned from one context to another. ● 3.2 Children take increasing responsibility for their own health and physical wellbeing. ● 3.1 Children become strong in their social and emotional wellbeing ● 1.3 Children develop knowledgeable and confident self identities 	<p>Ext for outdoor opportunities 22/5/23 26/5/23 Large group yoga session outdoors with kangaroos children using interactive whiteboard with cosmic yoga playing to continue interest of yoga and copying others!</p> <p>Plan Quokkas Weekly Curriculum Plan 22/5/23 -26/5/23 by Melissa Mongan 15 May 23</p>

Pictures of learning environments offering rest/relaxation throughout the day



Kangaroos Flexible Room Routine

Kangaroos Flexible Daily Routine

- 6:30-7am Arrival and drop off into the Koalas' room
- 7-7:15am Transition from Koalas' room to Kangaroo's or Dingoes room
- 7:15-9:30am Indoor and outdoor play opportunities (weather permitting)
- 9.00am Progressive morning tea – Morning tea is available as children are ready to eat. Available for ½ hour – Invite children who have not come to eat before putting morning tea away.
- 9.30am Indoor/Outdoor Opportunities - Spontaneous & Intentional Teaching moments
- 9:30am Toileting and Nappy Changes
- 10.45am Optional Mat Time – Intentional teaching, Storytime, game, songs
Transition to handwashing and Lunch
- 11.00am Lunchtime – Self-serving opportunities with scrape and stack station for the children. Allow children to move to handwashing and bed/rest time when ready.
- 11.30am Children who rest/sleep make their own beds and the other children have the opportunity to rest
- 12-2:00 Indoor and outdoor play opportunities (weather permitting)
- 1:00 Toileting and Nappy Changes
- 2.00pm Acknowledgement to country and progressive Afternoon tea – Afternoon tea is available as children are ready to eat. Available for ½ hour – Invite children who have not come to eat before putting Afternoon tea away.
- 2.30pm Indoor/Outdoor Opportunities
Spontaneous & Intentional Teaching moments
- 3.30pm Toileting and Nappy Changes
- 5.00pm Join with the Dingoes room for late snack
- 5:30-6:30 Join with Koalas and Quokkas and engage in play

This routine is flexible based on the individual and group needs. Toileting is offered throughout the day as well as at the scheduled times. We aim to offer indoor and outdoor play weather permitting.