
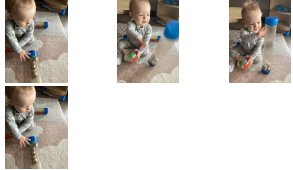







<p>Instructions:</p> <ul style="list-style-type: none"> • Tag the individual child in the row below • Share the plan with the parent 	<ul style="list-style-type: none"> • Insert photos below • its not necessary to always provide photos • Include only a few photos rather than many duplicates which show the same image. 	<ul style="list-style-type: none"> • Observe the child engaging in the planned experience or extension. • Provide detail, including language, actions, emotions etc. • This box may include family input, transitions, developmental needs etc. • Transition checklists • Community inclusions • Cultural considerations • All about me forms • School readiness checklists • External developmental reports 	<ul style="list-style-type: none"> • Analyse what has been observed and set a developmental goal or goals. • Tag one or two most relevant outcomes. Use the outcomes terminology to begin your analyses. • Identify what the child is learning, trying to learn, or areas requiring support. <p>3.Analysis of Learning.doc 43 KB</p>	<ul style="list-style-type: none"> • Based on the set goal, plan an opportunity for the child. enter it in this plan box. • Include the date for which the opportunity will take place. • Add the opportunity/experience to the weekly curriculum template on the wall on the date it will occur. • Link the relevant weekly curriculum to each plan. 	<ul style="list-style-type: none"> • Observe the child engaging in the planned experience or extension. • Provide detail, including language, actions, emotions etc. • This box may include family input, transitions, developmental needs etc. <p>Write an observation around how the child engaged in the planned experience.</p> <ul style="list-style-type: none"> • This should be written by the educator who facilitates the experience. 	<ul style="list-style-type: none"> • Document what the child learnt or achieved through the experience. • Identify any further learning opportunities or needs. • Tag the learning outcomes achieved by the child. 	<ul style="list-style-type: none"> • Based on the reflection, plan an opportunity for the child (if needed). Enter it in this plan box. • Include the date for which the opportunity will take place. • Add the opportunity/experience to the weekly curriculum template on the wall on the date it will occur. • Link the relevant weekly curriculum to each plan.
 Logan Barrett							
TERM, DATE and EDUCATOR NAME	PHOTOS	OBSERVATION	QUESTION/ANALYSE	PLAN	ACT/DO	REFLECT/REVIEW	EXTENSION
Term 3 Michelle 5.02.24		Today Logan was observed rolling and shaking the sensory tube filled with bells. Educator picked up sensory tube and Shaked it. " Can you hear the bells making a nosie". Logan looked at educator with a big smile.	Logan was observed using his motor skills shaking and rolling the tube. Logan looked to educator for recognition. ◆ 5.1 Children interact verbally and non-verbally with others for a range of purposes. ◆ 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials. ◆ 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.	Ext 5.10.23 Nursery Rhymes with musical instruments to further support motor skills and help with social skills. Plan Weekly Curriculum Plan 02.10.23 -06.10.23 by sanjina Harangee-Auckloo 25 Sep 23	This morning we sat with our friends and sang some nursery rhymes with some musical instruments. Logan was observed picking up the tambourine and shaking it with a big smile on his face. Logans friend handed him another shaker which had patterns and textures on Logan was observed touching and exploring the textures. 	Logan is further developing his fine motor skills while using his sensory skills touching the different textures.	No extension required. we will continue to support logan and his motor skills
Term 1 By Sanjina 14.02.24		Logan demonstrated great interest to explore the problem-solving area. He picked up a car busy board with both hands and walked towards the home corner and sat down. He then used his index finger to press onto the push button and smiled as it made noises. Logan then tried to turn the stirring wheel clockwise and anti-clockwise with great enthusiasm .	Logan used play to explore and investigate new ideas as he further enhanced his fine , cognitive and hand/eye coordination skills . ◆ 5.1 Children interact verbally and non-verbally with others for a range of purposes. ◆ 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. ◆ 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. ◆ 3.2 Children take increasing responsibility for their own health and physical wellbeing ◆ 1.1 Children feel safe, secure, and supported.	Ext 19.02.24 Abacus bead maze to further develop fine and cognitive skills. Plan Weekly Curriculum Plan 19.02.24 - 23.02.24 by Caitlyn Brearley 13 Feb 24	This morning we got the big abacus out. Logan was quick to pull himself up with excitement. Logan was observed moving the beads up and down and around the maze with his fingers. 	Logan is further developing his fine motor and cognitive skills as he moves the beads up, down and around the maze. ◆ 3.2 Children take increasing responsibility for their own health and physical wellbeing ◆ 1.1 Children feel safe, secure, and supported.	No extension required goal met
Term 2 By Caityln 08.04.24			Logan is a content and happy boy who has made progressive progress with his physical development and now walking. He demonstrates enthusiasm when engaging in water play and during meal times with other children. We wish to support and encourage his language skills ◆ 5.1 Children interact verbally and non-verbally with others for a range of purposes. ◆ 3.2 Children take increasing responsibility for their own health and physical wellbeing ◆ 3.1 Children become strong in their social and emotional wellbeing ◆ 1.1 Children feel safe, secure, and supported.	Ext 02.05.24 Finger puppets and singing old mac Donald song to further enhance pre language skills Plan Weekly Curriculum Plan 29.04.24 -03.05.24 by Jacinta West 22 Apr 24	During mat session Logan showed great interest and enthusiasm to join in the finger puppets experience . Logan happily tried to place a puppet into his fingers and wiggled his little fingers with big smiles onto his face. Logan and his peers were engaged by looking and swapping the puppets with each other with giggles and laughter. The educators encouraged Logan to repeat the sounds he could hear during old mac donald song as we continued to explore the finger puppets. Logan glanced at the educator with a smile and babbled' moo moo' and laughed loudly . 	Logan showed the ability to socialise with peers sharing smiles and laughter as they also shared the finger puppets . Logan used his verbal and non- verbal communication during the experience. ◆ 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. ◆ 3.1 Children become strong in their social and emotional wellbeing ◆ 1.1 Children feel safe, secure, and supported.	Logan's learning outcomes were achieved as he was engaged in the activity so no further extension will be required.