

HOW TO USE THE MONTHLY PROGRAM OUTLINES & PLANNERS

Using the program outlines will give you more time back with the children, and help you better understand how to simplify your weekly planning and get into a rhythm so you never fall behind again!

Following the program outlines and adding to a blank planner template will give you a system that takes out the confusion and ensures you are confident about meeting the planning cycle steps and how they link together to show clear evidence you are recording ongoing information about the progress of a child's individual learning journey.

- All activities on the program outlines have already been placed into specific learning areas with outcomes. Refer to the learning areas/outcomes guide at the end of this document for more information.
- You can choose to use all of the activities in the monthly outline, or just the ones you need, and add to your blank program template to save or print. Your blank planner can be a weekly, fortnightly or monthly program so just choose the number of activities you need from the monthly program outline you have chosen.
- All numbered activities in the outline are linked to an activity guide, recommended age group, and learning area.
- The majority of the suggested activities have a corresponding activity guide number beside them. Write these numbers down on the front page of your weekly organisation planner for quick reference.
- Take note of the icons beside each learning area on the planners, on the program outlines and also at the top of each activity guide to help you save time.

This guide includes all the information you need to use the monthly program outlines and planner templates, but for even more in depth guidance around how to use the planners and outlines [please watch the tutorial video](#) on the Planning Made Simple page.

WHAT DO THE BOXES MEAN?

Use this guide to help you understand what each box on the planner is used for and what you might add if creating your own plan using the blank template.



EXPLORING OUR WORLD

Activities in this section include indoor and outdoor play, use of natural materials, investigation of the plant and animal life in the care area, sustainability and respect for the environment, sensory experiences and more.



INVITING THE IMAGINATION IN

Activities in this section include indoor and outdoor play, challenges for gross & fine motor muscles, use of real life materials for props, sensory experiences, opportunities for creative and dramatic self expression, communication, role play, group play, problem solving and more.



LET'S GET MOVING

Activities in this section include indoor and outdoor play, challenges for gross & fine motor muscles, use of recycled and natural materials for obstacles, sensory experiences, opportunities for problem solving & teamwork, communication, role play, group play and musical discovery



CREATIVE & SENSORY PLAY

Activities in this section include indoor and outdoor play, use of natural materials, sensory experiences, opportunities for creative self expression, communication, use of senses, discovery, problem solving and more!



FINE MOTOR/ MANIPULATIVE PLAY

Activities in this section include indoor and outdoor play, challenges for fine motor muscles, use of natural materials, sensory experiences, opportunities for creative and cognitive self expression, communication, investigation, problem solving and more!



CONNECTING THROUGH COMMUNICATION

Activities in this section include indoor and outdoor play, use of natural materials for conversation prompts, sensory experiences, opportunities for creative and dramatic self expression, music, language & communication, role play, group play, problem solving and more



ENCOURAGING IDENTITY & INDEPENDENCE

Activities in this section include indoor and outdoor play, use of real life materials for props, sensory experiences, opportunities for creative and dramatic self expression, communication, exploring of emotions & senses , role play, group play, problem solving and more.



EVERY DAY ESSENTIALS

On your blank program add the toys, materials etc. that will you have available everyday for regular self selection here.

INTENTIONAL TEACHING FOCUS

Jot down a few intentional teaching ideas that you would like to incorporate into the activities you have planned for the current week. keep them simple, use information from observations and modify to suit group needs.

SPONTANEOUS MOMENTS & LEARNING

Use this box to add to your completed program template as the week goes on. Note those activities, emerging interests, or moments that you feel were special or meaningful for some reason – or just something you would like to extend on or do again another week.

FEEDBACK / VOICES

Use this box to add in any parent/community or educator feedback during the week so you always know where to find it! You could also add the children's voices/input here.

PLANNER LEARNING AREAS & OUTCOMES GUIDE

With all of the Member Hub Monthly Program Outlines you simply choose a few activities from each interest area and add to your blank planner template, confident in the knowledge that you are covering all areas of a learning framework without needing to add time consuming codes, numbers or colours to your program. You choose whether to make your planner template cover a week, fortnight or month of planning.

HOW DO I USE THE LEARNING AREAS?

There are 7 learning areas to choose your activities from. Each program area corresponds to an Australian Early Years Learning Framework Outcome.

I've created the learning areas to also correspond with many other common early childhood learning goals worldwide so no matter where you live you will find this planner helpful to your role!

The 7 learning areas have been added to your blank planner as box headings. As you begin using the monthly outlines and plans they should help you to begin easily identifying additional learning areas and outcomes.

Always work your planner as a flexible document. Be open to spontaneous moments, children leading the play, weather changes, behaviour and illness changing the direction or focus of your learning areas and outcomes. Activities have many learning possibilities - please keep in mind that just because I have added one activity to a certain learning area it doesn't mean it cannot also be included in other areas you might be focusing on. Be flexible in your planning and enjoy thinking about the possibilities your experiences will provide as children travel their individual learning paths.

The 7 Empowered Educator learning areas are:

1. Exploring our World
2. Creative & Sensory
3. Fine Motor/Manipulative
4. Inviting the Imagination in
5. Let's Get Moving
6. Connecting with Communication
7. Independence & Identity

HOW DO THE LEARNING AREAS CORRESPOND WITH THE EYLF OUTCOMES?

Exploring our world

Outcomes 1,2,4

- Children are connected with and contribute to their world.
- Children are confident and involved learners.
- Children have a strong sense of identity.

Creative & Sensory

Outcomes 2,4,5

- Children are connected with and contribute to their world.
- Children are confident and involved learners.
- Children are effective communicators

Fine Motor Fun

Outcomes 3,4,5

- Children have a strong sense of well-being.
- Children are confident and involved learners.
- Children are effective communicators.

Inviting Imagination In

Outcomes 1,2,4,5

- Children have a strong sense of identity.
- Children are confident and involved learners.
- Children are effective communicators.
- Children are connected with and contribute to their world.

Let's Get Moving

Outcomes 2,3,4,5

- Children have a strong sense of well-being
- Children are confident and involved learners
- Children are effective communicators
- Children are connected with and contribute to their world

Connecting with Communication

Outcomes 1,2,4,5

- Children are confident and involved learners
- Children are effective communicators
- Children are connected with and contribute to their world
- Children have a strong sense of identity.

Identity and Independence

Outcomes 1,2,3,4,5

- Children are confident and involved learners
- Children are effective communicators
- Children have a strong sense of identity
- Children have a strong sense of well-being
- Children are connected & contribute to their world.

Please refer to the 'what do the boxes mean' section on the page 2 to help you better understand the purpose of all boxes on the planners and what you might add if creating your own plan using the blank template.

A WORD ABOUT ACTIVITY MATERIALS USED IN THE OUTLINES

There is no need for expensive equipment or resources to keep children engaged, nurtured and challenged.

The activities in this planner use simple everyday items that you probably already have in the cupboard, or that can be brought cheaply from the \$2 shop and other discount stores. It just takes a little creativity to save money and provide the types of experiences that are easy to setup and allow educators to actually spend time focusing on the children and their play.

As you use the suggested activities from the planners please keep in mind that all children develop at different paces and it is up to you as the educator to make an informed decision on the materials and experiences that best suit the children you have in care, and your own level of comfort with certain materials. Common sense and close supervision is always required with young children, so please act accordingly.

I believe the activities and materials I have shared in this planner are all safe and I have personally tried every single one out over the years with all age groups including babies and toddlers, 3-5's and school age children in my care, but ultimately you must take your own environment, level of experience, children's allergies, service requirements, philosophy and capacity to supervise into account.

If you can't source the specified materials needed for an activity you have chosen, it should be easy to simply swap for something you do have. There are no rules and I'm all for sustainability and not buying resources if you don't have to, so try and think outside the box a little and use something similar on the 'resource cupboard essentials' list you can find below, or just reuse a resource you already have in a different way.

You can use the 'extending the play' section in the activity guides to not only help with forward planning, but to also give you suggestions for using the same materials in different ways to save time and money.

Create, Modify, Play!

EMPOWERED EDUCATOR RESOURCE CUPBOARD ESSENTIALS

You can collect or buy most of these resource cupboard essential items for very little money or for free! Look for resources at your local supermarket, discount shop, op shop, or in the recycling. If you have these items in your cupboard you'll always have the essential resources you need for lots of play and education.

- Recycle Bin filled with paper, cardboard, plastic containers, lids, tins, jars, cardboard rolls, newspaper, old wrapping paper.
- Plastic plates, cups, bowls—real sizes.
- Baby bowls, cups, bottles, spoons suitable for play.
- Scarves, silks, gauzy light fabrics.
- Old net curtains (no large holes).
- Large appliance or moving boxes.
- Wool, string, twine, elastic, rubber bands, ribbons, netting.
- Big and small baskets, shoe-boxes.
- Cushions, pillows, mats, towels.
- Balls of different shapes and sizes.
- Soft and hard blocks—different sizes.
- ESSENTIAL - [Cornflour Paint base](#).
- ESSENTIAL- Cellmix Powder/Mix-a-paste
- ESSENTIAL - Edicol vegetable powder paint dyes. They can be used to colour play dough, cornflour paint base, pasta, sand, added to water and you only need a pinch! Most educational supply stores sell in small and large tubs.
- Bubble Wrap
- Saucepans, saucepan lids, cake tins.
- Cellophane, tissue paper, paper towel.
- Microwave play dough - Find my easy recipe [on the blog HERE](#).
- Leaves, twigs, greenery, flowers.
- Socks - adult and child size.
- Fruit & Vegetables.
- Stones, pebbles, gems.
- Material and felt remnants.
- [Soapy Slime](#)
- Recycled water & juice bottles.
- Kitchen utensils and gadgets.
- Spoons of different sizes & textures.
- Real kitchen items from op shops.
- Adult and child sized shoes for play.
- Handbags, sunglasses, hats.
- Baby clothes.
- Cotton buds, large straws, cotton balls.
- Dry beans, rice, spaghetti, pasta (optional for those who prefer not to use food based materials).
- Toothbrushes, dish mops, scourer pads, shaving brushes, combs, squeegees.
- Cars, trucks, animals.