

Queensland kindergarten learning guideline

Professional development | Resources



Planning template 1: Daily/weekly program

This template will help teachers to plan their daily learning experiences and document those that arise from children's emerging interests throughout the day, at the end of the day or as a carryover from one day to the next.

Daily kindergarten program — Page 1

- Record the date, week and term.
- In 'Events of interest' record significant happenings in the centre, e.g. a planned visit, excursion, child's birthday, cultural celebration.
- The four columns are to record teacher planning; ideas, play and investigations that emerge from children; and details of resources that may be required for each session.
- The day is broken into three sessions: morning, morning tea to lunch and afternoon. This can be easily adapted to suit your circumstances.

Daily kindergarten program — Page 2

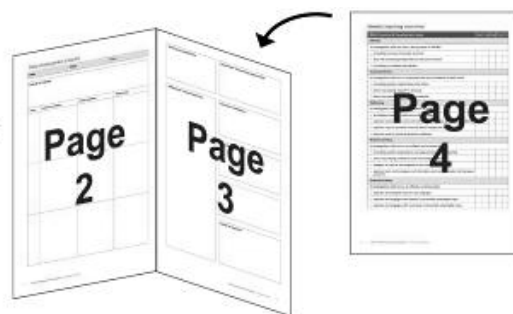
Provides space to record:

- small group planning
- assessment and monitoring opportunities
- specific information that teachers may wish to introduce during routines and transitions, real-life engagements or play
- reflections about the day and ideas for forward planning
- notes for assistants.

Weekly learning overview — Page 3

Provides an overview of the week with space for teachers to record how they have incorporated the significant areas of learning and development into the daily programs. Teachers may use a tick to indicate that a particular area of learning has been incorporated into planning, or a key word/child's name as a prompt to recall how significant learning has been supported over the week.

Monday to Thursday
Print the Daily kindergarten program on a one-sided double-page spread.



Friday
Print the Weekly learning overview (page 4) on the back of page 3.

Note: In an open program book, pages 2 and 3 sit next to each other for each day of the week. Page 4 would be printed on the back of page 3 for Friday as it is an overview for the week.

Daily kindergarten program

Date:		Week:	Time:
Events of interest			
Time	Teacher-initiated	Child-initiated	Resources

Daily kindergarten program

Small group possibilities

Assessment & monitoring opportunities

Reflections/Forward planning

Routines & transitions

Real-life engagements

Play

Notes for assistant

Weekly learning overview

QKLG learning & development areas	Mon	Tue	Wed	Thu	Fri
Identity					
A kindergarten child who has a strong sense of identity:					
• is building a sense of security and trust					
• acts with increasing independence and perseverance					
• is building a confident self-identity.					
Connectedness					
A kindergarten child who is connected with and contributes to their world:					
• is building positive relationships with others					
• shows increasing respect for diversity					
• shows increasing respect for environments.					
Wellbeing					
A kindergarten child with a strong sense of wellbeing:					
• is building a sense of autonomy and wellbeing					
• explores ways to show care and concern and interact positively with others					
• explores ways to promote own and others' health and safety					
• explores ways to promote physical wellbeing.					
Active learning					
A kindergarten child who is a confident and involved learner:					
• is building positive dispositions and approaches towards learning					
• shows increasing confidence and involvement in learning					
• engages in ways to be imaginative and creative					
• explores tools, technologies and information and communication technologies (ICTs).					
Communicating					
A kindergarten child who is an effective communicator:					
• explores and expands ways to use language					
• explores and engages with literacy in personally meaningful ways					
• explores and engages with numeracy in personally meaningful ways.					