

Before and After School Weekly Program Planner

School Name: Eden Valley P.S

Program: SAK / SAC (circle one) Staff Name: Tom, Mary

Week of: 09 / 05 / 20 Team Planning Date: 09 / 05 / 20

			MONDAY 5		TUESDAY 6		WEDNESDAY 7		THURSDAY 8		FRIDAY 9	
Children’s Plans (this section is for children to plan learning experiences that they will lead and implement in the program) Make a marble run-MG Putting on a magic show-SP 	Active Physical Play (to promote health and well-being)	Outdoor	Pool Noodle Relay Races B A -on grass LO#5.1		Badminton Doubles. B A -playing in teams of two. LO#5.1		Soccer Baseball B A -kicking a soccer ball and running bases. LO#5.1		Pump21 Basketball B A -shoot ball into the net wherever the ball lands. LO#5.1		Four Squares B A -throwing and bouncing ball in one of the four squares. LO#5.1	
		In/Outdoor	Odd and Even Tag B A -odd number’s tag even. -even number’s tag odd. LO#5.1		Cone Guard B A -knocking opponents ball off pylon-cone. LO#5.1		Beachball Bop B A -players work cooperatively to keep beachball in air. LO#5.1		Traffic Lights B A -players run on green, sit on yellow, stop on red when called. LO#5.1		Blast Off Relay B A -passing ball over and under teammates. LO#5.1	
	Planned Learning Experiences (to engage children in fun, educational activities throughout the program)	1	<div><div>SA LL CB SCM QA</div><div>Foil Paper Stain Glass B A -designs using permanent markers. LO# 4.3</div></div>	<div><div>SA LL CB SCM QA</div><div>Creating 3-D Structures B A -using tin foil and pipe cleaners. LO# 4.3</div></div>	<div><div>SA LL CB SCM QA</div><div>Wet Chalk Art B A -dipping chalk into water and creating art on outside ground. LO# 4.3</div></div>	<div><div>SA LL CB SCM QA</div><div>Constructing Marble Run B A -using recycled materials. LO# 4.2</div></div>	<div><div>SA LL CB SCM QA</div><div>Magicians Performing B A -card tricks and other magic to peers. LO# 1.1</div></div>					
		2	<div><div>SA LL CB SCM QA</div><div>Creating Summer Scrapbooks B A -recalling, writing, and drawing about summer. LO# 3.3</div></div>	<div><div>SA LL CB SCM QA</div><div>Rebus Puzzles B A -decipher the hidden meaning in the word puzzles. LO# 3.5</div></div>	<div><div>SA LL CB SCM QA</div><div>Threading and Stringing B A -using beads of various sizes to create accessories. LO# 1.1</div></div>	<div><div>SA LL CB SCM QA</div><div>Fireworks in a Jar B A -exploring chemistry by mixing oil, water, and food coloring in a jar. LO# 4.5</div></div>	<div><div>SA LL CB SCM QA</div><div>Manipulating Playdough B A -create mini structures with popsicle sticks. LO# 4.3</div></div>					
3		<div><div>SA LL CB SCM QA</div><div>Breakfast Scramble B A -assemble a 10 piece box puzzle in one minute. LO# 2.6</div></div>	<div><div>SA LL CB SCM QA</div><div>Photographic Memory B A -look at picture for 30-seconds and list what you can remember. LO# 4.4</div></div>	<div><div>SA LL CB SCM QA</div><div>Table Top Shuffle Board B A -slide coins to the edge of the table without falling. LO# 4.2</div></div>	<div><div>SA LL CB SCM QA</div><div>Roll to Hundred B A -roll two dice, add up sum of each roll to reach to a hundred. LO# 4.8</div></div>	<div><div>SA LL CB SCM QA</div><div>Switch B A -players guess what was switched on another player. LO# 4.4</div></div>						
Observations of Children’s Interests (document children’s learning and interests and inform future learning experiences based on observations)			Children experimented with foil. Some used markers and some used pencils to create their designs.		Children asked to bring chalk outdoors to create art on the ground (pavement).		Children created their own game by using marbles and tapping paper cups to the edge of the table.		Children preformed card tricks on one another and conversed about putting on a magic show.		Children created animals with playdough.	

Highlights & Events (specialized children interest groups and community/cultural celebrations)
 "Welcome Back" celebration for PLASP families
 "How to Draw Art Club" every Friday for the month of September
Extended Projects (list/describe any ongoing learning experiences that are taking place in the program)
 Summer Scrapbooks-using foil for different types of art
 Constructing a Marble Run



Planner Review	Daily, a minimum of: <input type="checkbox"/> 30 minutes of Outdoor Activity <input type="checkbox"/> 30 minutes of Physical Activity <input type="checkbox"/> 2 Physical Activity Experiences <input type="checkbox"/> 3 Learning Experiences <input type="checkbox"/> Observations of Children's interests	At least once per week: <input type="checkbox"/> Sensory/Art <input type="checkbox"/> Language/Listening <input type="checkbox"/> Construction/Block <input type="checkbox"/> Science & Cognitive/Manipulation <input type="checkbox"/> Quiet Activities
	PLN-0317	

Legend: B- Before School A- After School SA- Sensory/Art LL- Language/Listening CB- Construction/Block SCM- Science & Cognitive/Manipulative QA- Quiet Activities
LO#- Learning Opportunity (skill/goal/outcome) ****SAK programs select from Kindergarten Curriculum, and SAC programs select from the Continuum of Development**

Planner reviewed by: Sammy T
 Reviewed on: 09 / 09 / 20

Before and After School Weekly Program Planner: Planning Guide

Children should be provided with opportunities in the program daily to plan activities that interests them. Allow and encourage children to write their plan in this section.

We know that children's interests in events, special subjects and activities can span for longer periods of time- that's great! Let's foster the growth and complexity of their interests within our programs! We can help by being active participants in their special interests, allowing children to lead projects and events, as well as, providing them with materials and resources that support their plans and that would extend their learning!

		MONDAY 20	
Children's Plans (this section is for children to plan learning experiences that they will lead and implement in the program) <i>create summer art on canvas with paint -PK paper airplane flying challenge -HG</i>	Active Physical Play (to promote health and well-being)	Outdoor	<div><div>(B) A</div><i>Soccer Baseball</i> LO# <i>5.1 gross motor</i></div>
		In/Outdoor	<div><div>B (A)</div><i>Protect the President</i> LO# <i>5.1 gross motor</i></div>
Planned Learning Experiences (to engage children in fun, educational activities throughout the program)		1	<div><div>(B) A</div><div><div><div>SA</div><div>LL</div><div>CB</div><div>SCM</div><div>QA</div></div><i>Make your own word search -graph paper, rulers, writing materials</i> LO# <i>3.7 writing</i></div></div>
		2	<div><div>B (A)</div><div><div><div>SA</div><div>LL</div><div>CB</div><div>SCM</div><div>QA</div></div><i>Measure classroom bean plants and organize in ascending order</i> LO# <i>4.7 measuring length</i></div></div>
		3	<div><div>B (A)</div><div><div><div>SA</div><div>LL</div><div>CB</div><div>SCM</div><div>QA</div></div><i>Painting ceramic tiles -multi-coloured sharpie markers, white tiles</i> LO# <i>4.3 representation</i></div></div>
Observations of Children's Interests (document children's learning and interests and inform future learning experiences based on observations)		<i>Children added weights to nose of paper airplanes to increase their speed</i>	
Highlights & Events (specialized children interest groups and community/cultural celebrations) <i>Geology Club- find and bring in your special rocks- meets every Friday</i> <i>About My Family Event- bring in your family photo show and share Sept 24th</i> Extended Projects (list/describe any ongoing learning experiences that are taking place in the program) <i>Bean planting, ceramic tile painting</i>			

Learning Opportunity (LO#)
Children have fun in our programs but that isn't all. Each planned activity offers learning opportunities for children.
For SAK programs, please use the *Full-Day Early Learning-Kindergarten Program's Learning Expectations* and ensure that this document is posted next to your planner for parents and staff to refer to.
For the SAC programs, please use the *Continuum of Development* and ensure that this document is posted next to your planner for parents and staff to refer to.

What to write:
Provide details! List any materials that you will need for the activity and what the children might do with the materials.
B or A
Circle **B** if the activity planned will be implemented before school, **A** if it will be implemented after school or both if the activity will be carried forward from the morning into the afternoon.
A minimum of 2 planned activities must be documented for before school components

Observations of Children's Interests: Try to reflect children's ongoing interests in your program planning; this is a good way to be an intentional planner! Be sure to be descriptive and specific, using verbs to describe children's actions.

Learning Areas: SA- Sensory/Art
LL- Language/Listening CB- Construction/Block
SCM- Science & Cognitive/Manipulative
QA- Quiet Activities
When planning learning experiences for children, select the corresponding learning area with a checkmark

The Before and After School Early Learning and Care Assessment for Quality Improvement (AQI) is used in all PLASP Before and After School Programs to ensure high quality programming for all children in our programs. We strive to exceed expectations across all sections of the AQI. Please familiarize yourself with this new document to assist you in programming for children and interacting with children, setting up the space and materials for children in your program, ensuring that the health and safety of children is a priority, etc. You are accountable to the program and this assessment tool. *How does your program fare?* Complete the assessment regularly so that you can objectively assess your program and make necessary adjustments to improve!



How Does Learning Happen?

Goals for Children:
Belonging- Every child has a sense of belonging when he or she is connected to others and contribute to their world.
Well-Being- Every child is developing a sense of self, health, and well-being.
Engagement- Every child is an active and engaged learner who explores the world with body, mind, and senses.
Expression- Every child is a capable communicator who expresses himself or herself in many ways.

Program Resources Fall 2020