


Before and After School Weekly Program Planner

School Name: Eden Valley P.S

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

Week of: 05 / 21 / 20 Team Planning Date: 05 / 18 / 20

		MONDAY 20	TUESDAY 21	WEDNESDAY 22	THURSDAY 23	FRIDAY 24	
Children's Plans (this section is for children to plan learning experiences that they will lead and implement in the program)	Active Physical Play (to promote health and well-being)	Outdoor	Animal Yoga B A -holding a pose and practicing deep breathing. LO# 7.1	Slithering Snake B A -jumping over a skipping rope wiggling on the ground. LO# 7.3	Octopus B A -run to get to the other side of the gym without getting tagged. LO# 7.3	Roll the Dice Workout B A -picking an exercise and rolling the dice to see how many to do. LO# 7.1	In the River, on the Bank B A -children jump in and out two lines on cue. LO# 8.3
		In/Outdoor	Pylon Stop B A -listening for the cue and running to different colored pylons. LO# 1.2	Obstacle Course B A -navigating around the gym by running, hopping, and balancing. LO# 8.3	Musical Squares B A -dancing around squares and freezing when the music stops. LO# 7.1	Ball in the Bucket B A -playing in teams and trying to roll the ball into the bucket. LO# 7.3	Parachute: Healthy or Not B A -working together to see which food going in the parachute is healthy. LO# 6.2
	Planned Learning Experiences (to engage children in fun, educational activities throughout the program)	1	Paper Bag Story B A -interactive story using visual clippings. LO# 11.9	Traveling Water Experiment B A -observing the reaction of water overtime. LO# 24.3	Braiding Boards B A -practicing braiding techniques using strings. LO# 8.4	Beaded Bracelets B A -creating bracelets using various beads. LO# 18.2	Origami Boats B A -learning folding techniques to create a paper boat. LO# 3.3
Origami Boats-R.F_____	2	The Tallest Tower B A -building a structure with great height using items from around the room. LO# 20.4	Caterpillars B A -creating and designing caterpillars using popsicle sticks. LO# 30.2	Building a City B A -constructing a foundation using recycled boxes. LO# 20.4	What Am I? B A -children will work together to guess the object being described. LO# 1.2	Mystery Bag B A -children will investigate and guess the contents in the bag. LO# 4.1	
	3	Guess What's Missing? B A -children will guess what's missing from a group of objects. LO# 13.2	Spring Mural B A -painting with water colors and glitter. LO# 31.3	Concentration B A -following a topic through rhythmic clapping. LO# 31.1	Sand Sorting B A -searching for items in the sand and sorting them by color. LO# 17.1	Marble Painting B A -creating art by shaking marbles in a box with paint. LO# 31.2	
Observations of Children's Interests (document children's learning and interests and inform future learning experiences based on observations)		Children painted and conversed about the colors of the rainbow.	Children used wooden blocks and lego to create an airport.	Children twisted pipe cleaners at the art center to make bracelets.	Children jumped from one line to another because the floor was lava.	Children folded paper into mini envelopes and drew messages for their friends.	
Highlights & Events (specialized children interest groups and community/cultural celebrations) Parent Appreciation- Breakfast on the Go: May 20 th 2020 Extended Projects (list/describe any ongoing learning experiences that are taking place in the program) Dance Club- Thursday 4:10-4:30pm					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	

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

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 (B) A <i>Soccer Baseball</i> LO# <i>5.1 gross motor</i>	Planned Learning Experiences (to engage children in fun, educational activities throughout the program)
		In/Outdoor B (A) <i>Protect the President</i> LO# <i>5.1 gross motor</i>	
	1	SA LL CB SCM QA <i>Make your own word search -graph paper, rulers, writing materials</i> LO# <i>3.7 writing</i>	2
3	SA LL CB SCM QA <i>Painting ceramic tiles -multi-coloured sharpie markers, white tiles</i> LO# <i>4.3 representation</i>	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.