

## **Week 1:**

### **Play Activity Mapping: Animal Movement Relay**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Children participate in a shared relay where they take turns, try new movements, and contribute to a team goal. The supportive, playful structure encourages children to step out of their comfort zone, build confidence in their physical abilities, and feel safe attempting new challenges alongside peers.

##### **How the Activity Demonstrates This Outcome**

Children develop emerging autonomy as they independently complete their movement turn. Children build confidence and a positive sense of self as they successfully imitate animal movements and sounds.

Children learn to interact with others with care and respect by waiting their turn, encouraging teammates, and celebrating group success.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The relay format promotes a strong sense of belonging and teamwork. Children learn that their actions contribute to a shared group outcome and that cooperation helps everyone succeed.

##### **How the Activity Demonstrates This Outcome**

Children develop a sense of connectedness by working in teams toward a common goal.

Children practise fairness by taking turns and following agreed game rules.

Children respond positively to others by cheering, encouraging, and supporting their peers throughout the relay.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

The activity strongly supports physical wellbeing through gross motor movement and social wellbeing through joyful, shared play experiences.

##### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing by practising hopping, slithering, running, balancing, and coordinated movement.

Children experience positive emotions such as joy, excitement, and pride through playful animal imitation and sounds.

Children build resilience and confidence as they attempt new movements in a safe, encouraging environment.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The Animal Movement Relay encourages curiosity, creativity, persistence, and imagination. Children actively engage in learning through movement and playful experimentation.

#### **How the Activity Demonstrates This Outcome**

Children show enthusiasm and confidence by creatively interpreting animal movements and sounds.

Children practise cooperation and problem-solving as they sequence movements within a team relay.

Children transfer learning by adapting familiar animal movements into new contexts and combinations suggested during class discussion.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Communication is central to the activity through verbal animal sounds, non-verbal movement, gestures, facial expressions, and peer interaction.

#### **How the Activity Demonstrates This Outcome**

Children communicate ideas non-verbally through expressive body movements.

Children use verbal communication by making animal sounds and responding to peers and educators.

Children engage in shared discussion when suggesting new animals and movements, expressing ideas confidently and listening to others.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise and refine gross motor skills, balance, spatial awareness, and movement control while navigating shared spaces safely and confidently.

#### **Communication – Interactions**

Children engage in reciprocal verbal and non-verbal communication through turn-taking, cheering, responding to cues, and collaborative play.

#### **Identity and Community – Social**

Children participate in group activities with increasing independence, demonstrate awareness of fairness, and build a sense of belonging within a team.

#### **Learning Dispositions**

Children demonstrate curiosity, enthusiasm, persistence, creativity, and confidence while engaging in playful, movement-based learning.

## **Written Task Mapping: Who Am I?**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

This task supports children to explore and express their sense of self through their family relationships. Drawing and sharing personal family information helps children feel valued, recognised, and confident in who they are and where they belong.

#### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying and representing important people in their lives.

Children strengthen their self-worth as they reflect on the special qualities of their family members.

Children feel safe and supported when sharing personal information in a respectful and inclusive group setting.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

By recognising family members, carers, and significant people, children build understanding of relationships, belonging, and community. The activity acknowledges diverse family structures and promotes respect for differences.

#### **How the Activity Demonstrates This Outcome**

Children develop a sense of connectedness by identifying their role within a family or care network.

Children respond to diversity with respect by recognising that families can look different for each child.

Children contribute to the group by sharing personal experiences and listening to others' stories.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

The task supports emotional wellbeing by encouraging positive reflection, gratitude, and emotional expression. Fine motor drawing tasks also support physical wellbeing.

#### **How the Activity Demonstrates This Outcome**

Children experience positive emotions by expressing love, pride, and appreciation for their family members.

Children strengthen emotional awareness by identifying and naming qualities they value in others.

Children develop fine motor control and hand strength through drawing, colouring, and labelling.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity encourages creativity, persistence, and confidence as children plan, draw, label, and reflect on their work. Children engage actively in a meaningful learning experience connected to their own lives.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination through personalised drawings and details.

Children practise concentration and persistence by completing a drawing task from start to finish.

Children reflect on their learning by explaining their choices and ideas when sharing with others.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate meaning through drawing, symbols, labels, and spoken language. The sharing component strengthens confidence in verbal expression and listening skills.

### **How the Activity Demonstrates This Outcome**

Children express ideas visually through drawings and written labels.

Children communicate verbally by explaining who is in their family and what makes each person special.

Children practise turn-taking, listening, and responding appropriately during group sharing.

## **Kindergarten Learning Progressions Alignment**

### **Communication – Symbols and Texts**

Children use drawings, labels, and symbols to represent people and convey meaning. They begin to connect visual representation with spoken language.

### **Communication – Interactions**

Children engage in verbal and non-verbal communication when sharing their work, listening to peers, and responding to prompts.

### **Identity and Community – Social**

Children strengthen their sense of belonging by identifying family connections and sharing personal experiences within a group.

### **Learning Dispositions**

Children demonstrate curiosity, confidence, creativity, and persistence while engaging in a meaningful, self-related learning task.

### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions connected to relationships, developing emotional awareness and empathy.

## **Exercise and Movement Mapping: Old MacDonald Had a Fitness Farm**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

This story-based movement activity supports children to feel confident, capable, and willing to participate in shared physical experiences. Acting out animal movements within a familiar song and narrative helps children feel safe to express themselves and try new actions.

#### **How the Activity Demonstrates This Outcome**

Children build confidence in their physical abilities by successfully completing movement actions linked to the story.

Children develop a positive sense of self as they actively participate and contribute to a shared group experience.

Children demonstrate emerging autonomy by independently following movement cues and story prompts.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

The activity promotes connection through shared storytelling, music, and movement. Children engage together in a collective experience, responding to common cues and supporting one another's participation.

#### **How the Activity Demonstrates This Outcome**

Children develop a sense of belonging by moving, singing, and imagining together as part of a group.

Children practise cooperation and shared responsibility by following the story sequence and respecting others' space.

Children contribute ideas and creativity by adding animal sounds, actions, or imaginative variations to the story.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

This activity strongly supports physical wellbeing through energetic, whole-body movement, while also nurturing emotional wellbeing through joyful, playful engagement.

#### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through jumping, twisting, squatting, galloping, lifting knees, flapping arms, and stretching.

Children experience positive emotions such as joy, excitement, and satisfaction through playful movement and storytelling.

Children develop body awareness and coordination as they manage movement in shared space.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The combination of story, music, and movement encourages curiosity, imagination, enthusiasm, and persistence. Children actively engage in learning through embodied, playful exploration.

### **How the Activity Demonstrates This Outcome**

Children demonstrate imagination and creativity by acting out animals and story elements through movement.

Children practise listening, attention, and memory by following the sequence of the story and matching movements to cues.

Children adapt and extend learning by suggesting new animals, movements, or variations within the story.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Communication occurs through listening, responding to verbal cues, using body language, making animal sounds, and participating in shared singing or chanting.

### **How the Activity Demonstrates This Outcome**

Children interact verbally and non-verbally by responding to story narration and movement instructions.

Children express ideas and meaning through movement, gesture, facial expression, and imaginative play.

Children engage with a familiar text and gain meaning from it by linking narrative elements to physical actions.

## **Kindergarten Learning Progressions Alignment**

### **Wellbeing – Movement**

Children practise gross motor skills, balance, coordination, and spatial awareness while managing movement safely and confidently in shared space.

### **Communication – Interactions**

Children engage in reciprocal communication by listening to narration, responding to cues, making animal sounds, and participating in group movement.

### **Communication – Symbols and Texts**

Children engage with a familiar song and story, linking spoken language and rhythm to actions and meaning.

### **Learning Dispositions**

Children show enthusiasm, curiosity, imagination, persistence, and confidence while participating in an energetic, story-based learning experience.

### **Well-being – Emotions**

Children experience joy, excitement, and a sense of achievement, supporting emotional well-being through playful physical activity.

### **Gratitude and Giving Mapping: Random Acts of Kindness Challenge**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity** **Connection to the Activity**

This activity supports children to see themselves as kind, caring individuals whose actions matter. Reflecting on their own kind behaviours helps children build confidence, self-worth, and a positive sense of who they are.

#### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self as they recognise their ability to help and care for others.

Children build confidence by sharing personal experiences of kindness in a supportive group setting.

Children feel safe, valued, and supported when their actions are acknowledged and celebrated.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The challenge explicitly focuses on contributing positively to others and the wider classroom community. Children learn that their actions can improve relationships and create a caring environment.

#### **How the Activity Demonstrates This Outcome**

Children develop a sense of connectedness by engaging in acts that support peers and adults.

Children practise social responsibility by identifying ways to help, share, and include others.

Children demonstrate respect and fairness by listening to and appreciating the contributions of their peers.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

By engaging in kindness and empathy, children strengthen their emotional wellbeing and experience positive feelings associated with helping others.

#### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as pride, happiness, and satisfaction through kind actions.

Children develop emotional awareness by reflecting on how their actions made others feel.

Children build resilience and emotional regulation as they practise caring responses in everyday situations.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The challenge encourages children to think reflectively, make choices, and apply learning across the day. Children take initiative by identifying opportunities for kindness and following through independently.

### **How the Activity Demonstrates This Outcome**

Children demonstrate initiative by identifying and completing an act of kindness without direct prompting.

Children reflect on their learning by explaining what they did and why it mattered.

Children transfer learning by applying kindness strategies across different contexts and situations throughout the day.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Sharing acts of kindness requires children to communicate clearly, listen attentively, and respond respectfully to others' experiences.

### **How the Activity Demonstrates This Outcome**

Children communicate verbally by describing their acts of kindness and associated feelings.

Children practise listening and turn-taking as peers share their experiences.

Children use language to express empathy, appreciation, and understanding of others' actions.

## **Kindergarten Learning Progressions Alignment**

### **Identity and Community – Social**

Children demonstrate care, empathy, cooperation, and responsibility within a group setting, contributing positively to shared social experiences.

### **Wellbeing – Emotions**

Children identify, reflect on, and express emotions connected to kindness, empathy, and helping others.

### **Communication – Interactions**

Children engage in reciprocal communication through sharing, listening, responding, and acknowledging peers' contributions.

### **Learning Dispositions**

Children show initiative, reflection, confidence, and persistence as they independently complete and discuss acts of kindness.

## **Week 2:**

### **Play Activity Mapping: Freeze Dance**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### **Connection to the Activity**

Freeze Dance supports children to feel confident expressing themselves through movement while practising self-control in a shared, supportive environment. The playful nature of the activity allows children to take risks, try new movements, and feel proud of their ability to follow cues.

### **How the Activity Demonstrates This Outcome**

Children build confidence by expressing themselves freely through dance.

Children develop self-regulation and emerging autonomy by controlling their bodies when required to freeze.

Children feel safe, secure, and supported while participating in a predictable and enjoyable group activity.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

The shared experience of dancing and freezing together fosters a sense of belonging and group connection. Children learn to move safely in shared spaces and respond respectfully to common rules.

### **How the Activity Demonstrates This Outcome**

Children develop a sense of belonging by participating in a group movement activity.

Children practise fairness and shared responsibility by following the same rules and cues as their peers.

Children show awareness of others by managing their movement in shared space.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

Freeze Dance strongly supports physical wellbeing through active movement and emotional wellbeing through joyful, energetic play.

### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through dancing, balancing, stopping, and holding positions.

Children experience positive emotions such as joy, excitement, and enjoyment during movement and music.

Children develop body awareness and balance by freezing and holding still in different poses.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The activity promotes focus, persistence, creativity, and confidence as children listen for cues and adapt their movements accordingly.

### **How the Activity Demonstrates This Outcome**

Children demonstrate concentration and listening skills by responding accurately to music cues. Children practise creative thinking by exploring different dance movements and body shapes. Children adapt their actions quickly, showing flexible thinking and engagement with the task.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Freeze Dance involves strong non-verbal communication, as children respond to auditory cues and express ideas through movement and gesture.

#### **How the Activity Demonstrates This Outcome**

Children interact non-verbally by responding to music through movement and stillness.

Children demonstrate understanding of auditory cues by stopping and starting in response to music.

Children express ideas and emotions creatively through dance and body movement.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise gross motor skills, balance, coordination, and spatial awareness while managing movement safely in shared spaces.

#### **Wellbeing – Emotions**

Children practise emotional regulation by controlling excitement, managing impulses, and holding still when required.

#### **Communication – Interactions**

Children respond to auditory cues and participate in shared group experiences through coordinated action.

#### **Learning Dispositions**

Children show enthusiasm, focus, persistence, creativity, and confidence while engaging in a fun, rule-based movement activity.

### **Written Task Mapping: My Favourite Thing**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

This activity supports children to explore and express who they are by identifying and sharing something that is personally meaningful. Reflecting on favourites helps children develop confidence, self-awareness, and a positive sense of self.

#### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying and representing something they care about.

Children build confidence as they share personal preferences and explain why something is important to them.

Children feel safe, secure, and valued when their ideas and choices are respected and celebrated.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

Sharing favourite things within a group setting encourages children to recognise similarities and differences between themselves and others, supporting respect, inclusion, and connection.

### **How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing personal experiences and listening to others' ideas. Children respond to diversity with respect as they learn that peers may have different interests and preferences.

Children build a sense of belonging by participating in a shared classroom experience.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

The activity supports emotional wellbeing through positive reflection and expression, while also supporting physical wellbeing through fine motor drawing skills.

### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as pride and enjoyment when sharing something they love.

Children develop emotional awareness by reflecting on feelings connected to their favourite thing.

Children strengthen fine motor skills and hand control through drawing, colouring, and adding details.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The task encourages creativity, concentration, persistence, and reflective thinking as children plan, draw, and explain their work.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination through personalised drawings and details.

Children practise focus and persistence by completing a drawing task from start to finish.

Children reflect on their thinking by explaining why their favourite thing is meaningful to them.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate ideas through visual representation, spoken language, and attentive listening during group sharing.

### **How the Activity Demonstrates This Outcome**

Children express ideas and meaning using drawings and visual symbols.

Children communicate verbally by explaining their favourite thing and why they love it.

Children practise listening, turn-taking, and respectful responses during peer sharing.

### **Kindergarten Learning Progressions Alignment**

#### **Communication – Symbols and Texts**

Children use drawings and visual representation to convey meaning and connect images with spoken language.

#### **Communication – Interactions**

Children engage in verbal communication by sharing personal ideas and listening to peers in a group setting.

#### **Identity and Community – Social**

Children strengthen their sense of identity and belonging by sharing personal preferences and learning about others.

#### **Learning Dispositions**

Children demonstrate curiosity, creativity, confidence, reflection, and persistence while engaging in a meaningful, self-related task.

#### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions connected to personal interests and preferences.

### **Exercise and Movement Mapping: What Animal Would You Be?**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

This imaginative movement experience supports children to explore who they are through playful role-taking. Choosing, embodying, and reflecting on different animals helps children feel confident expressing themselves and making personal choices.

### **How the Activity Demonstrates This Outcome**

Children develop confidence by taking on different animal roles and performing associated movements.

Children demonstrate emerging autonomy by following instructions and completing movements independently.

Children build a positive sense of self as their ideas and favourite animal choices are acknowledged and shared.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

The activity connects children to animals and environments from around the world while fostering a strong sense of group participation and shared experience.

### **How the Activity Demonstrates This Outcome**

Children develop connectedness by participating in a collective movement journey.

Children show respect for others by moving safely in shared space and following group expectations.

Children contribute to group discussion by sharing their favourite animal and listening to peers.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

This activity strongly supports physical wellbeing through whole-body movement and emotional wellbeing through joyful, energetic, imaginative play.

### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through jumping, crawling, balancing, holding positions, and coordinated movement.

Children experience positive emotions such as excitement, enjoyment, and satisfaction through active play.

Children develop body awareness and stamina as they manage movement under increasing physical demand.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The story-based structure encourages curiosity, imagination, persistence, and enthusiasm.

Children remain actively engaged as they follow sequences, adapt movements, and sustain effort.

### **How the Activity Demonstrates This Outcome**

Children demonstrate imagination and creativity by transforming into different animals through movement.

Children practise attention, memory, and listening by following instructions and story cues.

Children persist through physically challenging movements, building resilience and confidence.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Communication is supported through listening to narration, responding to instructions, expressing ideas through movement, and verbally sharing preferences at the conclusion.

### **How the Activity Demonstrates This Outcome**

Children interact verbally and non-verbally by responding to story cues and movement directions.

Children express meaning through gesture, posture, facial expression, and imaginative movement.

Children use spoken language to explain their favourite animal and why they chose it.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise gross motor skills, strength, balance, coordination, and spatial awareness while managing movement safely in shared space.

#### **Wellbeing – Emotions**

Children practise emotional regulation, persistence, and confidence while completing energetic and demanding movement challenges.

#### **Communication – Interactions**

Children engage in reciprocal communication by listening to instructions, responding to cues, and participating in group discussion.

#### **Learning Dispositions**

Children demonstrate curiosity, enthusiasm, imagination, confidence, focus, and persistence throughout a structured, story-based movement experience.

#### **Learning and Identity – Thinking Skills**

Children follow sequences, adapt strategies, and reflect on choices as they transition between animals and movements.

### **Gratitude and Giving Mapping: Gratitude Tree**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

The Gratitude Tree supports children to reflect on their own experiences, relationships, and sources of joy. By identifying what they are thankful for, children strengthen their self-awareness, confidence, and sense of personal value.

##### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by recognising and expressing what matters to them. Children build confidence as their ideas and feelings are acknowledged and displayed publicly. Children feel safe, secure, and supported when sharing personal reflections in a respectful group environment.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The collaborative nature of the Gratitude Tree reinforces children's sense of belonging and shared responsibility. Children learn that their individual contributions help build a positive, connected classroom community.

### **How the Activity Demonstrates This Outcome**

Children contribute to a shared project by adding their own leaf to the collective tree.

Children develop connectedness by recognising shared values and common experiences with peers.

Children practise respect and empathy by listening to and appreciating others' expressions of gratitude.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Reflecting on gratitude supports emotional wellbeing by fostering positive emotions, optimism, and emotional awareness. The creative drawing and writing process also supports fine motor development.

### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as happiness, pride, and calm through gratitude reflection.

Children develop emotional awareness by identifying and naming things that bring them joy. Children strengthen fine motor skills through drawing, colouring, and writing on their leaves.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity encourages reflective thinking, creativity, and persistence. Children engage meaningfully by making choices about what to share and how to represent their ideas.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity through personalised drawings, symbols, or words on their leaves.

Children practise concentration and persistence while completing their gratitude leaf.

Children reflect on their thinking by explaining why something is meaningful or important to them.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate ideas and emotions using drawings, symbols, written words, and spoken language. Group sharing promotes listening, turn-taking, and respectful communication.

### **How the Activity Demonstrates This Outcome**

Children express meaning using visual representation and emergent writing.

Children communicate verbally when sharing what they are grateful for and why.

Children practise listening and responding appropriately as peers share their gratitude.

## **Kindergarten Learning Progressions Alignment**

### **Communication – Symbols and Texts**

Children use drawings, symbols, and emerging written language to represent ideas and convey meaning.

### **Communication – Interactions**

Children engage in reciprocal communication by sharing, listening, and responding in group discussions.

### **Identity and Community – Social**

Children strengthen their sense of belonging and social responsibility by contributing to a collective classroom display.

### **Learning Dispositions**

Children demonstrate reflection, creativity, confidence, persistence, and engagement in a meaningful shared task.

### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions associated with gratitude and appreciation.

## **Week 3:**

### **Play Activity Mapping: Follow the Leader**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Follow the Leader supports children to explore their sense of self as both leaders and group members. Taking turns to lead helps children build confidence, agency, and pride in their abilities, while following supports trust and respect for others.

##### **How the Activity Demonstrates This Outcome**

Children develop confidence and self-worth by taking on the role of leader and guiding peers. Children build emerging autonomy as they make decisions about movements and actions. Children feel safe and supported as leadership is shared and celebrated within the group.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The activity reinforces cooperation, fairness, and belonging. Children learn that everyone has a role to play and that leadership and following are both important for group success.

##### **How the Activity Demonstrates This Outcome**

Children contribute to the group by leading and following in turn.  
Children practise fairness and respect by waiting for their turn and following shared rules.  
Children develop a sense of belonging through shared movement and group participation.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing Connection to the Activity**

Follow the Leader supports physical wellbeing through active movement and emotional wellbeing through positive social interaction and shared enjoyment.

#### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through coordinated movements such as jumping, clapping, spinning, and balancing.

Children experience positive emotions such as joy, excitement, and confidence through playful participation.

Children develop self-regulation as they control their movements to match the leader.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners Connection to the Activity**

The game encourages creativity, focus, persistence, and flexibility. Children remain engaged as they observe, interpret, and respond to changing movement cues.

#### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination when inventing movements as the leader.

Children practise attention and concentration by closely observing and copying actions.

Children adapt quickly to new leaders, showing flexible thinking and engagement.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Communication occurs primarily through non-verbal cues, body language, and shared attention, with opportunities for verbal instruction and encouragement.

#### **How the Activity Demonstrates This Outcome**

Children communicate ideas through body movement, gesture, and facial expression.

Children interpret and respond to non-verbal cues by copying the leader's actions.

Children practise listening and turn-taking during leader changes and group transitions.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise gross motor skills, balance, coordination, and spatial awareness while moving safely in shared space.

#### **Communication – Interactions**

Children engage in reciprocal interaction by observing, responding to, and mirroring others' actions.

## **Identity and Community – Social**

Children develop leadership, cooperation, fairness, and a sense of belonging through shared roles.

## **Learning Dispositions**

Children demonstrate confidence, creativity, focus, persistence, and enthusiasm in a dynamic group activity.

### **Written Task Mapping: My Dream Day**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

This activity supports children to explore and express who they are by imagining and sharing what makes them happy. Reflecting on a dream day encourages self-awareness, confidence, and a positive sense of self.

##### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying activities, people, and places that are meaningful to them.

Children build confidence as they share personal ideas and dreams with others.

Children feel safe, secure, and valued when their ideas are listened to and celebrated.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

Sharing dream days within a group setting helps children recognise similarities and differences in experiences, preferences, and values, supporting respect and inclusion.

##### **How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing personal experiences and imaginative ideas.

Children respond to diversity with respect by listening to and appreciating others' dream days.

Children build a sense of belonging by participating in a shared classroom experience.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

The activity supports emotional wellbeing through positive reflection and expression, while also supporting physical wellbeing through fine motor drawing skills.

##### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as joy, excitement, and pride when imagining and sharing their dream day.

Children develop emotional awareness by reflecting on what makes them feel happy and safe.

Children strengthen fine motor skills through drawing, colouring, and adding details to their pictures.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The task encourages creativity, imagination, persistence, and reflective thinking as children plan, draw, and explain their ideas.

#### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination through detailed and personalised drawings.

Children practise focus and persistence by completing a drawing task from start to finish.

Children reflect on their thinking by explaining why certain activities, people, or places are important to them.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate meaning through drawings, symbols, spoken language, and attentive listening during group sharing.

#### **How the Activity Demonstrates This Outcome**

Children express ideas and meaning using visual representation and emergent symbols.

Children communicate verbally by explaining their dream day and the reasons behind their choices.

Children practise listening, turn-taking, and respectful responses when peers share their ideas.

### **Kindergarten Learning Progressions Alignment**

#### **Communication – Symbols and Texts**

Children use drawings and visual representation to convey meaning and connect images with spoken language.

#### **Communication – Interactions**

Children engage in verbal communication by sharing personal ideas and listening to peers in group or pair settings.

#### **Identity and Community – Social**

Children strengthen their sense of identity and belonging by sharing personal dreams and learning about others.

#### **Learning Dispositions**

Children demonstrate curiosity, imagination, creativity, confidence, reflection, and persistence while engaging in a meaningful task.

#### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions connected to happiness, relationships, and personal aspirations.

### **Exercise and Movement Mapping: Off to the Big Game**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

This guided movement adventure supports children to feel capable, confident, and secure as they follow a predictable story sequence. Imagining themselves as participants in a familiar, exciting experience helps children connect movement with personal enjoyment and self-expression.

##### **How the Activity Demonstrates This Outcome**

Children build confidence as they successfully follow instructions and complete each movement. Children develop emerging autonomy by managing their bodies during stretches and transitions. Children feel safe and supported through a calm, structured activity with clear expectations.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The shared narrative experience encourages a sense of togetherness and belonging. Children move through the story as a group, responding to the same cues and respecting shared space.

##### **How the Activity Demonstrates This Outcome**

Children develop connectedness by participating in a collective movement journey. Children practise cooperation and social awareness by moving safely alongside peers. Children contribute to a shared experience through active participation and imaginative engagement.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

This activity strongly supports physical wellbeing through stretching, balance, and controlled movement, while also promoting emotional wellbeing through relaxation and calm transitions.

##### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through stretching major muscle groups and practising body control.

Children develop body awareness by focusing on how movements and stretches feel. Children experience calm and relaxation during cool-down and rest phases, supporting emotional regulation.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

The story-based structure promotes focus, persistence, imagination, and engagement. Children remain involved as they listen, respond, and adapt their movements throughout the narrative.

### **How the Activity Demonstrates This Outcome**

Children demonstrate concentration by following multi-step instructions in sequence.

Children show imagination by embodying scenarios such as travelling, stretching like athletes, and celebrating goals.

Children persist through sustained stretches and controlled movements, building confidence and resilience.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Communication occurs through listening to narration, interpreting verbal cues, and responding through movement and body language.

### **How the Activity Demonstrates This Outcome**

Children respond to spoken instructions by adjusting their movements appropriately.

Children express understanding and engagement through non-verbal communication and physical actions.

Children engage with a spoken narrative and gain meaning from it by linking language to movement.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise flexibility, balance, coordination, controlled movement, and relaxation while managing their bodies safely in shared space.

#### **Wellbeing – Emotions**

Children practise emotional regulation through calming stretches, rest periods, and mindful movement.

#### **Communication – Interactions**

Children engage in attentive listening and respond appropriately to verbal cues and instructions.

#### **Learning Dispositions**

Children demonstrate focus, persistence, imagination, confidence, and engagement in a structured, story-based movement experience.

### **Gratitude and Giving Mapping: Self-Love Heart Drawing**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

This activity directly supports children to recognise, value, and express who they are. Reflecting on personal strengths and positive qualities builds self-awareness, confidence, and a healthy sense of self-worth.

**How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying qualities they value about themselves. Children build confidence and self-worth as their strengths are acknowledged and celebrated. Children feel safe, secure, and supported when sharing personal reflections in a respectful environment.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World****Connection to the Activity**

Sharing self-love reflections within a group helps children understand that everyone has unique strengths and qualities, promoting respect, inclusion, and empathy.

**How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing personal strengths and listening to others' reflections.

Children respond to diversity with respect by recognising that everyone values different qualities in themselves.

Children strengthen a sense of belonging by participating in a shared, affirming classroom experience.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing****Connection to the Activity**

The focus on self-love and self-compassion strongly supports emotional wellbeing, while the drawing component supports fine motor development.

**How the Activity Demonstrates This Outcome**

Children experience positive emotions such as pride, confidence, and happiness when reflecting on their strengths.

Children develop emotional awareness by identifying and naming personal qualities they appreciate.

Children strengthen fine motor skills through drawing, colouring, writing, and decorating their hearts.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners****Connection to the Activity**

The task encourages reflection, creativity, persistence, and thoughtful decision-making as children consider what to include and how to represent their ideas.

**How the Activity Demonstrates This Outcome**

Children demonstrate creativity through personalised drawings, symbols, and words.

Children practise focus and persistence while completing a reflective drawing task.

Children reflect on their thinking by explaining why specific qualities are important to them.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate meaning through visual representation, spoken language, and attentive listening during sharing time.

### **How the Activity Demonstrates This Outcome**

Children express ideas and emotions using drawings, symbols, and emergent writing.

Children communicate verbally by explaining the qualities they love about themselves.

Children practise listening, turn-taking, and respectful responses as peers share.

### **Kindergarten Learning Progressions Alignment**

#### **Communication – Symbols and Texts**

Children use drawings, symbols, and early written language to convey personal meaning and ideas.

#### **Communication – Interactions**

Children engage in reciprocal communication by sharing personal reflections and listening to others.

#### **Identity and Community – Social**

Children strengthen self-awareness, confidence, and belonging through positive self-reflection and group affirmation.

#### **Learning Dispositions**

Children demonstrate reflection, confidence, creativity, persistence, and engagement in a meaningful wellbeing task.

#### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions related to self-worth, self-love, and confidence.

## **Week 4:**

### **Play Activity Mapping: Colour Hunt**

## **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### **Connection to the Activity**

Colour Hunt supports children to build confidence and independence as they take initiative to search, identify, and collect objects. Choosing how to participate, independently or with a partner, helps children feel capable and empowered.

### **How the Activity Demonstrates This Outcome**

Children develop confidence by successfully identifying and collecting coloured objects.

Children demonstrate emerging autonomy by making choices about where to search and how to complete the task.

Children feel safe and supported while engaging in a structured, playful exploration activity.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

The activity encourages cooperation, shared responsibility, and respect for others as children work together in pairs or small groups and contribute to a collective learning experience.

### **How the Activity Demonstrates This Outcome**

Children contribute to the group by working collaboratively to find and collect objects.

Children practise fairness and teamwork by sharing roles, taking turns, and supporting peers.

Children develop a sense of belonging through shared exploration and group sharing.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

Colour Hunt supports physical wellbeing through movement and exploration, while also supporting emotional wellbeing through positive, low-pressure participation.

### **How the Activity Demonstrates This Outcome**

Children engage in physical movement as they search, walk, reach, and collect objects.

Children experience positive emotions such as enjoyment and excitement through playful discovery.

Children build confidence and emotional security through successful participation.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The activity promotes curiosity, concentration, problem-solving, and persistence as children search for matching colours in their environment.

### **How the Activity Demonstrates This Outcome**

Children demonstrate curiosity by exploring their surroundings to locate colour matches.

Children practise problem-solving by scanning, comparing, and selecting appropriate objects.

Children remain engaged and persistent as they complete the task across multiple colour rounds.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Colour Hunt supports communication through naming colours, sharing findings, and collaborating with peers using verbal and non-verbal communication.

### **How the Activity Demonstrates This Outcome**

Children communicate verbally by naming colours and describing the objects they found.

Children practise listening and responding to instructions and peer communication. Children express understanding through showing, pointing, and presenting collected items.

### **Kindergarten Learning Progressions Alignment**

#### **Learning and Communication – Numeracy**

Children develop early numeracy skills by identifying, sorting, and matching colours and noticing similarities and differences.

#### **Communication – Interactions**

Children engage in reciprocal communication by working with partners, listening to instructions, and sharing findings with the group.

#### **Identity and Community – Social**

Children practise cooperation, independence, and shared responsibility within a group activity.

#### **Learning Dispositions**

Children demonstrate curiosity, confidence, focus, persistence, and enthusiasm through active exploration and play-based learning.

#### **Wellbeing – Movement**

Children practise basic movement, spatial awareness, and coordination while navigating shared spaces safely.

### **Written Task Mapping: My Happy Place**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

This activity supports children to recognise and express what makes them feel safe, calm, and happy. Reflecting on a personal happy place strengthens self-awareness, confidence, and a positive sense of self.

##### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying environments that support their wellbeing.

Children build confidence as they share personal feelings and experiences in a supportive group setting.

Children feel safe, secure, and valued when their reflections are respected and acknowledged.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

Sharing happy places helps children recognise similarities and differences in experiences and environments, supporting empathy, inclusion, and connection within the group.

**How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing personal reflections and listening to others' experiences.

Children respond to diversity with respect by recognising that different places help different people feel safe and happy.

Children build a sense of belonging by participating in a shared classroom reflection activity.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing****Connection to the Activity**

The focus on safety, calm, and happiness directly supports emotional wellbeing. The drawing process also supports physical wellbeing through fine motor skill development.

**How the Activity Demonstrates This Outcome**

Children develop emotional awareness by identifying places that help them feel calm, safe, and joyful.

Children experience positive emotions such as comfort, pride, and happiness when reflecting on their happy place.

Children strengthen fine motor skills through drawing, colouring, and adding details to their pictures.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners****Connection to the Activity**

The task encourages creativity, imagination, focus, and reflective thinking as children plan, draw, and explain their ideas.

**How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination through personalised drawings and details.

Children practise concentration and persistence by completing a drawing task from start to finish.

Children reflect on their thinking by explaining why specific places or features are meaningful to them.

**Early Years Learning Outcome 5: Children Are Effective Communicators****Connection to the Activity**

Children communicate meaning through drawings, symbols, spoken language, and attentive listening during group sharing.

**How the Activity Demonstrates This Outcome**

Children express ideas and emotions using visual representation and emergent symbols.

Children communicate verbally by explaining their happy place and how it makes them feel.

Children practise listening, turn-taking, and respectful responses when peers share their reflections.

**Kindergarten Learning Progressions Alignment**

**Communication – Symbols and Texts**

Children use drawings and visual representation to convey meaning and connect images with spoken language.

**Communication – Interactions**

Children engage in verbal communication by sharing personal ideas and listening to peers in a group or pair setting.

**Identity and Community – Social**

Children strengthen their sense of identity and belonging by sharing personal experiences and learning about others.

**Learning Dispositions**

Children demonstrate creativity, reflection, confidence, focus, and persistence while engaging in a meaningful task.

**Wellbeing – Emotions**

Children identify, express, and reflect on emotions related to safety, calm, happiness, and comfort.

**Exercise and Movement Mapping: Tour De France Bike Race****Early Years Learning Outcome 1: Children Have a Strong Sense of Identity****Connection to the Activity**

This imaginative movement experience supports children to feel capable, confident, and motivated as they take on the role of a cyclist in a shared adventure. Participating in physically challenging movements within a supportive narrative builds confidence and a sense of personal achievement.

**How the Activity Demonstrates This Outcome**

Children develop confidence by successfully completing a range of physical challenges.

Children demonstrate emerging autonomy by managing their bodies through different movements and transitions.

Children build a positive sense of self as they persist through challenges and celebrate effort rather than competition.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World****Connection to the Activity**

The shared race narrative fosters connection, teamwork, and collective engagement. Children move together through the story, responding to the same cues and challenges.

**How the Activity Demonstrates This Outcome**

Children develop a sense of belonging by participating in a shared group adventure.

Children practise cooperation and social awareness by moving safely in shared space. Children contribute to a collective experience by staying engaged and supporting the flow of the group activity.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

This activity strongly supports physical wellbeing through strength, coordination, balance, and cardiovascular movement, while also supporting emotional wellbeing through energetic, playful engagement.

#### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through jogging, squatting, jumping, planking, crawling, and sprinting movements.

Children build stamina, coordination, and body awareness through varied whole-body actions. Children experience enjoyment, excitement, and pride through completing a physically active challenge.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The story-based structure encourages focus, persistence, imagination, and engagement.

Children actively listen, adapt their movements, and sustain effort across multiple challenges.

#### **How the Activity Demonstrates This Outcome**

Children demonstrate concentration by following multi-step verbal instructions in sequence.

Children show imagination by embodying race scenarios such as hills, turns, obstacles, and the finish line.

Children persist through physically demanding movements, developing resilience and confidence.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Communication is supported through listening to narration, interpreting verbal cues, and responding through coordinated movement and body language.

#### **How the Activity Demonstrates This Outcome**

Children respond to spoken instructions by adjusting their movements appropriately.

Children express understanding through non-verbal communication such as gesture, posture, and action.

Children engage with a spoken narrative and gain meaning from it by linking language to movement.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise strength, balance, coordination, agility, and cardiovascular endurance while managing movement safely in shared space.

### **Wellbeing – Emotions**

Children practise emotional regulation, persistence, and confidence while completing energetic and challenging activities.

### **Communication – Interactions**

Children engage in attentive listening and respond accurately to verbal cues and instructions.

### **Learning Dispositions**

Children demonstrate focus, enthusiasm, imagination, persistence, confidence, and engagement within a structured, story-based movement experience.

## **Gratitude and Giving Mapping: Thank You Cards**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

Creating thank-you cards supports children to recognise their own capacity to care, appreciate, and connect with others. Reflecting on who has helped them builds confidence, self-worth, and a positive sense of identity as a kind and thoughtful person.

#### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by recognising their ability to express appreciation and kindness.

Children build confidence as they create and share something meaningful with another person.

Children feel safe, secure, and valued when their thoughts and expressions of gratitude are respected.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

Thank You Cards explicitly encourage children to acknowledge relationships and contributions from others, strengthening social bonds and a sense of belonging within families, classrooms, and communities.

#### **How the Activity Demonstrates This Outcome**

Children contribute to their world by expressing appreciation to someone who has supported or helped them.

Children practise social responsibility and empathy by reflecting on the impact of others' actions. Children strengthen connectedness by sharing gratitude and building positive relationships.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Expressing gratitude supports emotional wellbeing by fostering positive emotions and reflective thinking. The card-making process also supports physical wellbeing through fine motor skill development.

### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as happiness, pride, and warmth through expressing thanks.

Children develop emotional awareness by reflecting on how others' actions made them feel.

Children strengthen fine motor skills through drawing, colouring, writing, folding, and decorating cards.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity encourages creativity, persistence, reflection, and engagement. Children make choices about design, content, and meaning while completing a purposeful task.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity through personalised card designs and decorations.

Children practise focus and persistence by completing a multi-step task from start to finish.

Children reflect on learning by explaining why the person they chose is important to them.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Thank You Cards support communication through visual representation, written or dictated messages, and verbal sharing with peers and recipients.

### **How the Activity Demonstrates This Outcome**

Children express meaning through drawings, symbols, and emergent writing.

Children communicate verbally by explaining who the card is for and why they are thankful.

Children practise listening and turn-taking as others share their cards and reflections.

### **Kindergarten Learning Progressions Alignment**

#### **Communication – Symbols and Texts**

Children use drawings, symbols, and early written language to convey meaning and express gratitude.

#### **Communication – Interactions**

Children engage in reciprocal communication by sharing reflections and listening to others.

#### **Identity and Community – Social**

Children demonstrate empathy, kindness, and social awareness by recognising the contributions of others.

### **Learning Dispositions**

Children show creativity, reflection, confidence, persistence, and engagement in a meaningful task.

### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions associated with gratitude and appreciation.

### **Play Activity Mapping: Biggest Stretch Challenge**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

This activity supports children to explore what their bodies can do and to express themselves confidently through movement. Sharing unique stretches helps children feel proud of their abilities and comfortable expressing themselves in front of others.

##### **How the Activity Demonstrates This Outcome**

Children develop confidence by showing their own stretches to the group.

Children build a positive sense of self as their individual movements and ideas are valued.

Children demonstrate emerging autonomy by choosing how they stretch and move their bodies.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The group-based nature of the challenge encourages children to observe, learn from, and support one another. Children contribute ideas and respect others' movements and personal space.

##### **How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing their stretches and ideas.

Children practise respect and social awareness by watching others and allowing space for movement.

Children develop a sense of belonging through shared participation in a group activity.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

Biggest Stretch Challenge strongly supports physical wellbeing through stretching, balance, and controlled movement, while also promoting mindfulness and awareness of the body.

##### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through stretching muscles and exploring range of motion.

Children develop body awareness by noticing how their bodies feel during different movements.

Children practise emotional regulation and calm focus through mindful stretching and controlled movement.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The activity encourages creativity, curiosity, persistence, and engagement as children experiment with new movements and stretching ideas.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination by inventing unique stretches and movement shapes.

Children show curiosity by exploring how different body parts can move and stretch.

Children persist with movement challenges and build confidence through repeated practice.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Communication occurs through body language, movement, and simple verbal reflection about how movements feel.

### **How the Activity Demonstrates This Outcome**

Children communicate ideas through non-verbal movement and physical expression.

Children respond to verbal prompts and challenges by adapting their stretches.

Children practise verbal communication when describing how a stretch feels or what they are pretending to be.

## **Kindergarten Learning Progressions Alignment**

### **Wellbeing – Movement**

Children practise flexibility, balance, coordination, posture, and spatial awareness through controlled stretching activities.

### **Wellbeing – Emotions**

Children practise mindfulness and emotional regulation by listening to their bodies and moving with intention.

### **Communication – Interactions**

Children engage in shared movement experiences, observing others and responding to prompts.

### **Learning Dispositions**

Children demonstrate confidence, creativity, curiosity, persistence, and enthusiasm in a playful movement challenge.

## **Written Task Mapping: I Am Awesome**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### **Connection to the Activity**

This activity explicitly supports children to recognise and celebrate who they are. Reflecting on personal strengths and positive qualities builds self-awareness, confidence, and a strong, positive sense of identity.

#### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying qualities, talents, and interests that make them unique.

Children build confidence and self-worth as their strengths are named, shared, and celebrated. Children feel safe, secure, and valued when sharing personal reflections in a supportive group environment.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

Sharing personal strengths within a group helps children understand and respect differences, while also strengthening connection and belonging within the classroom community.

#### **How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing personal strengths and listening to others' reflections.

Children respond to diversity with respect by recognising that everyone is awesome in different ways.

Children build a sense of belonging by participating in a shared celebration of individuality.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Focusing on strengths and positive self-talk supports emotional wellbeing, while drawing and decorating support fine motor development.

#### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as pride, happiness, and confidence when reflecting on their strengths.

Children develop emotional awareness by identifying qualities that make them feel good about themselves.

Children strengthen fine motor skills through drawing, colouring, writing, and decorating their self-portraits.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The task encourages creativity, persistence, reflection, and engagement as children plan, draw, and articulate their ideas about themselves.

#### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity through personalised self-portraits and symbolic details.

Children practise focus and persistence by completing a multi-step task from drawing to reflection.

Children reflect on their thinking by explaining why their chosen qualities are important to them.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate meaning through visual representation, emergent writing or dictation, and verbal sharing with peers.

#### **How the Activity Demonstrates This Outcome**

Children express ideas and meaning using drawings, symbols, and early written language.

Children communicate verbally by explaining what makes them awesome.

Children practise listening, turn-taking, and respectful responses during group sharing.

#### **Kindergarten Learning Progressions Alignment**

##### **Communication – Symbols and Texts**

Children use drawings, symbols, and early written language to represent ideas and convey personal meaning.

##### **Communication – Interactions**

Children engage in verbal communication by sharing reflections and listening attentively to peers.

##### **Identity and Community – Social**

Children strengthen self-awareness, confidence, and belonging by recognising and celebrating personal strengths.

##### **Learning Dispositions**

Children demonstrate confidence, creativity, reflection, persistence, and engagement in a meaningful self-focused task.

##### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions related to self-esteem, pride, and self-worth.

### **Exercise and Movement Mapping: Alice in Wonderland Movement Adventure**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

This imaginative movement adventure supports children to feel confident, capable, and willing to participate in physically challenging tasks. Stepping into the role of story characters allows children to express themselves safely and build confidence through shared imaginative play.

#### **How the Activity Demonstrates This Outcome**

Children build confidence by successfully completing a variety of movement challenges. Children demonstrate emerging autonomy by managing their bodies through complex movements and transitions.

Children develop a positive sense of self as they persist through challenges and experience achievement within a supportive environment.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

The shared storytelling experience fosters a strong sense of belonging and collective participation. Children move together through a familiar narrative, responding to shared cues and respecting group space.

### **How the Activity Demonstrates This Outcome**

Children develop connectedness by participating in a collective movement journey.

Children practise cooperation and social awareness by moving safely alongside peers.

Children contribute to a shared experience by staying engaged and supporting the group flow of the activity.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

This activity strongly supports physical wellbeing through strength, balance, coordination, and cardiovascular movement. Emotional wellbeing is supported through playful engagement and imaginative storytelling.

### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through jumping, squatting, lunging, planking, crawling, and core-based movements.

Children develop stamina, coordination, and body awareness through varied whole-body actions.

Children experience enjoyment, excitement, and pride through completing an energetic movement sequence.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The story-based structure encourages focus, persistence, imagination, and enthusiasm.

Children remain actively involved as they listen, interpret, and respond to narrative cues.

### **How the Activity Demonstrates This Outcome**

Children demonstrate concentration by following multi-step verbal instructions in sequence.

Children show imagination by embodying story characters and scenarios through movement.

Children persist through physically demanding challenges, building resilience and confidence.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Communication is supported through listening to narration, interpreting verbal cues, and responding through coordinated movement and body language.

### **How the Activity Demonstrates This Outcome**

Children respond to spoken instructions by adjusting movements appropriately.

Children express understanding through non-verbal communication such as gesture, posture, and action.

Children engage with a spoken narrative and gain meaning from it by linking language to movement.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise strength, balance, coordination, agility, flexibility, and cardiovascular endurance while managing movement safely in shared space.

#### **Wellbeing – Emotions**

Children practise emotional regulation, persistence, and confidence while completing energetic and imaginative movement challenges.

#### **Communication – Interactions**

Children engage in attentive listening and respond accurately to verbal cues and instructions.

#### **Learning Dispositions**

Children demonstrate focus, enthusiasm, imagination, persistence, confidence, and engagement within a structured, story-based movement experience.

### **Gratitude and Giving Mapping: Gratitude Cloud**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Gratitude Cloud supports children to reflect on what is meaningful to them and to express personal feelings of appreciation. Identifying something they are thankful for helps children build self-awareness and confidence in sharing their inner thoughts.

### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by recognising what brings them happiness and comfort.

Children build confidence as their individual ideas are acknowledged and displayed.

Children feel safe, secure, and valued when sharing personal reflections in a supportive group setting.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The collective “gratitude sky” highlights how individual contributions come together to form a shared classroom experience. Children learn that their ideas matter and contribute to a positive community.

### **How the Activity Demonstrates This Outcome**

Children contribute to a shared display by adding their own gratitude cloud.

Children develop connectedness by recognising shared values and experiences with peers.

Children practise respect and empathy by listening to and appreciating others’ expressions of gratitude.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Reflecting on gratitude supports emotional wellbeing by fostering positive emotions and a sense of contentment. The drawing and writing component also supports fine motor development.

### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as happiness, calm, and pride when reflecting on what they are thankful for.

Children develop emotional awareness by identifying and naming things that make them feel good.

Children strengthen fine motor skills through drawing, colouring, and writing on their clouds.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity encourages creativity, reflection, and persistence as children decide what to share and how to represent their ideas visually.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity through personalised drawings, symbols, and words on their clouds.

Children practise focus and persistence while completing a reflective task.

Children reflect on their thinking by explaining why they are thankful for a particular person, place, or experience.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate meaning through drawings, symbols, written words, and verbal sharing when contributing to the gratitude sky.

### **How the Activity Demonstrates This Outcome**

Children express ideas and meaning using visual representation and emergent writing.

Children communicate verbally when sharing what they are thankful for and why.

Children practise listening, turn-taking, and respectful responses as peers share their clouds.

## **Kindergarten Learning Progressions Alignment**

### **Communication – Symbols and Texts**

Children use drawings, symbols, and early written language to convey meaning and express gratitude.

### **Communication – Interactions**

Children engage in reciprocal communication by sharing reflections and listening attentively to others.

### **Identity and Community – Social**

Children strengthen their sense of belonging and social responsibility by contributing to a collective classroom display.

### **Learning Dispositions**

Children demonstrate reflection, creativity, confidence, persistence, and engagement in a meaningful shared task.

### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions associated with gratitude and appreciation.

## **Week 6:**

### **Play Activity Mapping: Musical Statues**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Musical Statues supports children to feel confident expressing themselves through movement while developing control over their bodies. Successfully identifying when to move and when to stop helps children build confidence in their abilities and trust in themselves.

##### **How the Activity Demonstrates This Outcome**

Children build confidence by freely expressing themselves through dance.

Children develop emerging autonomy by independently controlling their movements when freezing.

Children feel safe, secure, and supported within a predictable and playful group activity.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The shared rules and group participation foster a sense of belonging and fairness. Children learn to move safely with others and respect shared space during active play.

##### **How the Activity Demonstrates This Outcome**

Children develop a sense of belonging by participating in a shared movement experience.  
Children practise fairness by following the same rules and cues as their peers.  
Children demonstrate social awareness by adjusting movement to avoid bumping into others.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Musical Statues strongly supports both physical and emotional wellbeing through active movement, balance, and joyful engagement, combined with moments of stillness and control.

#### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through dancing, balancing, stopping, and holding positions.

Children practise emotional regulation and self-control by managing excitement and freezing on cue.

Children develop body awareness by noticing how their body feels when moving and when holding still.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity promotes focus, persistence, creativity, and responsiveness as children listen for cues and adapt their movements quickly.

#### **How the Activity Demonstrates This Outcome**

Children demonstrate concentration by listening carefully for music cues.

Children practise flexible thinking by switching between movement and stillness.

Children show creativity and imagination through varied dance movements and poses.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Communication is primarily non-verbal, supported by auditory cues and shared understanding of rules and expectations.

#### **How the Activity Demonstrates This Outcome**

Children respond appropriately to auditory cues by starting and stopping movement.

Children communicate ideas and emotions through body movement, gesture, and posture.

Children demonstrate understanding of shared instructions through coordinated group action.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children practise gross motor skills, balance, coordination, and spatial awareness while moving safely in shared space.

#### **Wellbeing – Emotions**

Children practise self-regulation, impulse control, and emotional management during high-energy and still moments.

### **Communication – Interactions**

Children engage in shared group interaction by responding to cues and participating cooperatively.

### **Learning Dispositions**

Children demonstrate focus, creativity, persistence, confidence, and enthusiasm in a structured movement game.

## **Written Task Mapping: My Family and Me**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

This activity supports children to recognise who they are in relation to the important people in their lives. Reflecting on family connections strengthens children's sense of belonging, self-awareness, and personal identity.

#### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying themselves as part of a family or care group.

Children build confidence by sharing personal experiences and family connections with others. Children feel safe, secure, and valued when their family structures and experiences are acknowledged and respected.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

By sharing family experiences, children develop understanding of relationships, community, and diversity. The activity promotes respect for different family structures and strengthens group connection.

#### **How the Activity Demonstrates This Outcome**

Children develop connectedness by recognising the people who support and care for them.

Children respond to diversity with respect by listening to and valuing different family experiences.

Children contribute to the group by sharing personal stories and engaging respectfully with others.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Reflecting on positive family experiences supports emotional wellbeing, while drawing and creating supports physical wellbeing through fine motor skill development.

### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as comfort, happiness, and pride when thinking about family.

Children develop emotional awareness by reflecting on activities that make them feel loved and connected.

Children strengthen fine motor skills through drawing, colouring, and adding details to their pictures.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The task encourages creativity, reflection, focus, and persistence as children plan, draw, and explain their ideas.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination through personalised family drawings.

Children practise concentration and persistence by completing a drawing task from start to finish.

Children reflect on their thinking by explaining why certain activities or people are important to them.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate meaning through visual representation, spoken language, and attentive listening during group sharing.

### **How the Activity Demonstrates This Outcome**

Children express ideas and meaning using drawings and visual symbols.

Children communicate verbally by explaining who is in their family and what they enjoy doing together.

Children practise listening, turn-taking, and respectful responses when peers share their work.

### **Kindergarten Learning Progressions Alignment**

#### **Communication – Symbols and Texts**

Children use drawings and visual representation to convey meaning and connect images with spoken language.

#### **Communication – Interactions**

Children engage in verbal communication by sharing personal experiences and listening to peers.

#### **Identity and Community – Social**

Children strengthen their sense of belonging by recognising family connections and valuing relationships.

### **Learning Dispositions**

Children demonstrate confidence, creativity, reflection, focus, and persistence in a meaningful personal task.

### **Wellbeing – Emotions**

Children identify, express, and reflect on emotions related to love, belonging, and connection.

### **Exercise and Movement Mapping: Sports Adventure Story**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Sports Adventure Story supports children to see themselves as capable, confident movers by imagining themselves as successful athletes and completing physical challenges. Pretending to be sporting heroes strengthens confidence, agency, and positive self-belief.

##### **How the Activity Demonstrates This Outcome**

Children build confidence by successfully completing physical challenges linked to well-known sporting stories.

Children develop autonomy and self-belief as they attempt and persist with new movements. Children feel safe and supported as the focus remains on participation and effort rather than competition.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The activity introduces children to sporting events and athletes from around the world, building awareness of global connections and shared human experiences through sport.

##### **How the Activity Demonstrates This Outcome**

Children develop a sense of connection to the wider world by engaging with international sports and events.

Children experience cooperation and shared enjoyment when completing the adventure together.

Children demonstrate respect and fairness by following shared rules and participating alongside peers.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

Sports Adventure Story strongly supports physical wellbeing through varied movements that build strength, coordination, endurance, and balance, while also supporting emotional wellbeing through fun and imaginative play.

##### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through running, jumping, balancing, core work, and dynamic movement.

Children develop stamina and body awareness as they move through a sequence of exercises. Children experience joy, motivation, and emotional wellbeing through energetic and playful participation.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

The story-based structure encourages focus, imagination, persistence, and flexibility as children respond to changing scenarios and movement challenges.

##### **How the Activity Demonstrates This Outcome**

Children demonstrate curiosity and imagination by engaging in the narrative and role-play elements.

Children practise concentration and listening by following movement instructions within the story.

Children show persistence by completing a range of physical challenges across the full adventure.

#### **Early Years Learning Outcome 5: Children Are Effective Communicators**

##### **Connection to the Activity**

Communication is supported through listening, responding to verbal instructions, and using non-verbal movement to express understanding and engagement with the story.

##### **How the Activity Demonstrates This Outcome**

Children respond to verbal cues and instructions with appropriate physical actions.

Children communicate ideas and emotions through expressive body movement and gesture.

Children engage socially through shared laughter, encouragement, and collective participation.

#### **Kindergarten Learning Progressions Alignment (Summary)**

##### **Wellbeing – Movement**

Children develop gross motor skills, strength, coordination, balance, and cardiovascular fitness through varied physical challenges.

##### **Wellbeing – Emotions**

Children practise motivation, confidence, and emotional regulation during high-energy movement tasks.

##### **Communication – Interactions**

Children engage in group interaction by listening, responding to instructions, and participating cooperatively.

#### **Learning Dispositions**

Children demonstrate enthusiasm, persistence, creativity, imagination, and confidence through story-based physical learning.

### **Gratitude and Giving Mapping: Kindness Coupons**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Kindness Coupons support children to recognise themselves as kind, capable contributors who can positively impact others. Creating and offering a kindness coupon helps children build confidence in their ability to care for and support those around them.

##### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying themselves as someone who can give kindness.

Children build confidence and agency by choosing and offering a kind action.

Children feel valued and respected when their ideas for kindness are acknowledged and shared.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

This activity explicitly focuses on contribution to others and the classroom or family community. Children learn that small, thoughtful actions help create positive, connected environments.

##### **How the Activity Demonstrates This Outcome**

Children contribute to their social world by offering kindness to peers, adults, or family members.

Children develop empathy by considering how their actions make others feel.

Children practise social responsibility by engaging in thoughtful, respectful acts of kindness.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

Engaging in acts of kindness supports emotional wellbeing by fostering positive feelings such as happiness, pride, and connection. The creative process also supports fine motor development.

##### **How the Activity Demonstrates This Outcome**

Children experience positive emotions through giving and receiving kindness.

Children build emotional awareness by reflecting on how kindness impacts themselves and others.

Children strengthen fine motor skills through drawing, writing, decorating, and cutting coupons.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

Kindness Coupons encourage creativity, reflection, and intentional thinking as children plan meaningful actions and follow through with them.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity by designing personalised kindness coupons.

Children practise problem-solving by deciding which acts of kindness are appropriate and achievable.

Children show persistence and engagement by completing a task with a clear social purpose.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate kindness through drawings, symbols, early writing, and verbal explanation when sharing or giving their coupons.

#### **How the Activity Demonstrates This Outcome**

Children express ideas and meaning using drawings, symbols, and emergent writing.

Children communicate verbally when explaining their kindness coupon and the act they are offering.

Children practise listening and social communication when discussing kindness with peers.

### **Kindergarten Learning Progressions Alignment (Summary)**

#### **Communication – Symbols and Texts**

Children use symbols, drawings, and early written language to represent ideas and intentions.

#### **Communication – Interactions**

Children engage in meaningful social interaction through giving, explaining, and responding to acts of kindness.

#### **Identity and Community – Social**

Children strengthen their sense of belonging and contribution by participating in acts that support others.

#### **Learning Dispositions**

Children demonstrate empathy, reflection, creativity, confidence, and purposeful engagement.

#### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions connected to kindness and generosity.

## **Week 7:**

### **Play Activity Mapping: Shape Hunt**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

Shape Hunt supports children to build confidence and independence as they actively search for and identify shapes on their own or with a peer. Successfully finding and naming shapes strengthens children's belief in their own capabilities.

### **How the Activity Demonstrates This Outcome**

Children develop confidence by independently locating and identifying shapes.

Children build autonomy and agency as they take responsibility for their own searching and learning.

Children feel safe and supported while exploring their environment in a structured, playful task.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

The activity encourages children to explore their learning environment and share discoveries with others, fostering a sense of belonging and contribution within the group.

### **How the Activity Demonstrates This Outcome**

Children engage with their physical environment by locating shapes placed around the room or outdoor space.

Children contribute to group learning by sharing the shapes they find with peers.

Children practise cooperation and respect by taking turns and listening to others during group sharing.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Shape Hunt supports physical and emotional wellbeing through movement, exploration, and the satisfaction of completing a task.

### **How the Activity Demonstrates This Outcome**

Children develop physical wellbeing through movement as they search, reach, bend, and walk during the hunt.

Children experience positive emotions such as enjoyment, pride, and motivation when finding shapes.

Children practise focus and self-regulation by staying engaged for the duration of the activity.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity promotes curiosity, concentration, and problem-solving as children search for shapes and think about how to identify and classify them.

### **How the Activity Demonstrates This Outcome**

Children demonstrate curiosity and enthusiasm while exploring the environment.

Children practise problem-solving and visual discrimination when identifying different shapes.

Children show persistence and concentration by continuing to search until the activity concludes.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate meaning by naming shapes, describing what they find, and listening to others during group discussion.

#### **How the Activity Demonstrates This Outcome**

Children use spoken language to name and describe shapes they discover.

Children communicate understanding through pointing, holding up shapes, and verbal explanation.

Children practise listening and turn-taking during group sharing and discussion.

### **Kindergarten Learning Progressions Alignment**

#### **Communication – Symbols and Texts**

Children recognise and name visual symbols, including basic geometric shapes.

#### **Communication – Interactions**

Children engage in shared communication by explaining findings and listening to peers.

#### **Cognition – Mathematical Thinking**

Children identify, classify, and describe shapes, supporting early geometry understanding.

#### **Learning Dispositions**

Children demonstrate curiosity, focus, independence, confidence, and persistence.

#### **Wellbeing – Movement**

Children develop spatial awareness and coordination through active exploration.

### **Written Task Mapping: Happy Hands**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

Happy Hands supports children to reflect on their own feelings, preferences, and sources of joy. Identifying what makes them happy strengthens self-awareness and helps children develop a positive sense of self.

#### **How the Activity Demonstrates This Outcome**

Children develop self-awareness by identifying personal sources of happiness.

Children build confidence by sharing personal reflections with others.

Children feel safe, secure, and valued when their feelings and experiences are acknowledged and celebrated.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

By sharing what makes them happy, children learn about similarities and differences between themselves and others, fostering empathy, connection, and a sense of belonging within the group.

### **How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing personal ideas and experiences.

Children develop respect for others by listening to what brings joy to their peers.

Children build social connection by recognising shared interests and positive experiences.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

The activity directly supports emotional wellbeing through positive reflection, while also supporting physical wellbeing through fine motor skill development.

### **How the Activity Demonstrates This Outcome**

Children experience positive emotions by focusing on things that make them feel happy and safe.

Children develop emotional awareness by reflecting on and explaining their feelings.

Children strengthen fine motor skills through tracing, drawing, and writing within a defined space.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

Happy Hands encourages creativity, focus, and persistence as children complete a reflective task and make decisions about what to include in each finger.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity by choosing how to represent their ideas through drawings or words.

Children practise concentration and persistence by completing a multi-step task.

Children reflect on their thinking by explaining why certain things bring them happiness.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate meaning through visual representation, emergent writing, and verbal sharing during group discussion.

### **How the Activity Demonstrates This Outcome**

Children express ideas using drawings, symbols, and early written language.

Children communicate verbally by explaining what they have drawn or written in each finger.

Children practise listening, turn-taking, and respectful responses when peers share their work.

## **Kindergarten Learning Progressions Alignment**

### **Communication – Symbols and Texts**

Children use drawings, symbols, and emergent writing to convey personal meaning.

### **Communication – Interactions**

Children engage in verbal interaction by sharing reflections and listening to others.

### **Identity and Community – Social**

Children strengthen their sense of belonging by sharing personal experiences and emotions.

### **Learning Dispositions**

Children demonstrate reflection, creativity, focus, persistence, and confidence.

### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions related to happiness and wellbeing.

## **Exercise and Movement Mapping: African Safari**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

African Safari supports children to see themselves as capable, confident participants in physical challenges. Pretending to be explorers and animals helps children develop confidence, agency, and a positive sense of self.

#### **How the Activity Demonstrates This Outcome**

Children build confidence by completing a wide range of physical movements within a supportive, non-competitive environment.

Children develop autonomy as they independently attempt and persist with challenging movements.

Children feel safe, secure, and supported while participating in a shared imaginative adventure.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

The safari narrative connects children to animals, environments, and shared experiences, helping them understand their place within a wider world and community.

#### **How the Activity Demonstrates This Outcome**

Children develop awareness of animals and environments through imaginative role-play.

Children experience connection by participating in a shared group adventure.

Children practise cooperation, respect, and fairness by moving safely and supportively alongside peers.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

African Safari strongly supports physical wellbeing through dynamic movement, while also supporting emotional wellbeing through fun, imaginative engagement and calming moments.

### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through running, crawling, jumping, balancing, stretching, and core work.

Children develop stamina, coordination, and body awareness through varied movement challenges.

Children practise emotional regulation through moments of excitement, stillness, and calming breathing at the end of the adventure.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The story-based structure encourages curiosity, focus, persistence, and imaginative thinking as children respond to changing scenarios and instructions.

### **How the Activity Demonstrates This Outcome**

Children demonstrate curiosity and imagination by engaging fully in the safari narrative.

Children practise concentration and listening by following multi-step movement instructions.

Children show persistence by completing a sequence of physical challenges across the entire adventure.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate through listening, responding to verbal cues, and expressing understanding through movement, gesture, and shared reactions.

### **How the Activity Demonstrates This Outcome**

Children respond to spoken instructions with appropriate physical actions.

Children communicate ideas and emotions through expressive movement and role-play.

Children engage socially through shared laughter, encouragement, and collective participation.

## **Kindergarten Learning Progressions Alignment**

### **Wellbeing – Movement**

Children develop gross motor skills, strength, balance, coordination, and cardiovascular fitness through varied physical activities.

### **Wellbeing – Emotions**

Children practise managing excitement, focus, and calm through energetic and restorative movement phases.

### **Communication – Interactions**

Children engage in group interaction by listening, responding, and participating cooperatively.

### **Learning Dispositions**

Children demonstrate enthusiasm, confidence, imagination, persistence, and engagement in learning through play.

### **Gratitude and Giving Mapping: Gratitude Parade**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Gratitude Parade supports children to reflect on what is meaningful to them and to confidently share personal feelings of appreciation. Creating and presenting a gratitude display strengthens self-awareness and positive self-identity.

##### **How the Activity Demonstrates This Outcome**

Children develop a positive sense of self by identifying and expressing what they are thankful for.

Children build confidence by sharing personal ideas and speaking in front of others.

Children feel safe, secure, and valued when their reflections are acknowledged and celebrated.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The parade format encourages children to contribute to a shared celebration of gratitude, fostering connection, respect, and community participation.

##### **How the Activity Demonstrates This Outcome**

Children contribute to their classroom or school community through a shared gratitude event. Children develop empathy and respect by listening to and celebrating others' expressions of gratitude.

Children experience a sense of belonging by participating in a collective, positive activity.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

Reflecting on gratitude supports emotional wellbeing, while creating parade floats supports fine motor development and sustained engagement.

##### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as joy, pride, and appreciation through gratitude reflection.

Children develop emotional awareness by explaining why certain people, places, or experiences matter to them.

Children strengthen fine motor skills through cutting, gluing, drawing, and constructing displays.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

Gratitude Parade promotes creativity, imagination, persistence, and reflective thinking as children plan, design, and present their displays.

### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity through personalised float or display designs.

Children practise planning and problem-solving while constructing their parade item.

Children show persistence and focus by completing a multi-step creative task.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate meaning through visual representation, verbal explanation, and active listening during the parade.

### **How the Activity Demonstrates This Outcome**

Children express ideas and meaning using drawings, models, and symbols.

Children communicate verbally by explaining what they are grateful for and why.

Children practise listening, turn-taking, and respectful responses during shared presentations.

## **Kindergarten Learning Progressions Alignment**

### **Communication – Symbols and Texts**

Children use visual and constructed representations to convey meaning and personal ideas.

### **Communication – Interactions**

Children engage in social communication by presenting, listening, and responding to peers.

### **Identity and Community – Social**

Children strengthen their sense of belonging and contribution through participation in a shared celebration.

### **Learning Dispositions**

Children demonstrate creativity, confidence, reflection, persistence, and enthusiasm.

### **Wellbeing – Emotions**

Children identify, express, and reflect on positive emotions connected to gratitude and appreciation.

Week 8:

### **Play Activity Mapping: Simon Says with a Twist**

## **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### **Connection to the Activity**

Simon Says with a Twist supports children to build confidence in their ability to listen, respond, and control their actions. Successfully following cues helps children trust their own decision-making and feel capable within a group setting.

### **How the Activity Demonstrates This Outcome**

Children build confidence by correctly responding to instructions and rules.

Children develop autonomy and self-control by deciding when to move and when to stop.

Children feel safe and supported as expectations are clear and consistent within the game.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

The shared rules and turn-taking within the game encourage cooperation, fairness, and positive group interaction.

### **How the Activity Demonstrates This Outcome**

Children participate in a shared group activity that relies on mutual understanding of rules.

Children demonstrate respect by following agreed expectations and responding appropriately.

Children contribute to a positive group experience through cooperation and encouragement.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

The game supports both physical and emotional wellbeing through active movement, body control, and joyful participation.

### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through hopping, crawling, balancing, stretching, and whole-body movement.

Children practise emotional regulation by managing impulses and excitement during fast-paced play.

Children develop body awareness by noticing how their body moves and responds to different actions.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

Simon Says with a Twist promotes focus, persistence, and flexible thinking as children listen, interpret instructions, and adapt their responses.

### **How the Activity Demonstrates This Outcome**

Children demonstrate concentration by listening carefully for the cue “Simon says.”

Children practise problem-solving by deciding whether or not to act on each instruction.

Children show enthusiasm and engagement through creative movement and imaginative actions.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children engage in communication through listening, responding to verbal cues, and expressing understanding through movement.

### **How the Activity Demonstrates This Outcome**

Children respond to spoken instructions with appropriate physical actions.

Children communicate understanding non-verbally through controlled movement and stillness.

Children practise listening, turn-taking, and shared attention during group play.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children develop gross motor skills, coordination, balance, and spatial awareness through varied movement.

#### **Wellbeing – Emotions**

Children practise self-regulation, impulse control, and emotional management in an engaging context.

#### **Communication – Interactions**

Children engage in shared interaction by listening, responding, and participating cooperatively.

### **Learning Dispositions**

Children demonstrate focus, confidence, persistence, creativity, and enthusiasm.

## **Written Task Mapping: What Animal I Would Be**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### **Connection to the Activity**

This activity supports children to explore who they are by reflecting on the qualities they admire and value. Choosing an animal and identifying with its characteristics helps children build self-awareness and a positive sense of identity.

### **How the Activity Demonstrates This Outcome**

Children develop self-awareness by identifying qualities they admire and connect with personally.

Children build confidence by expressing personal preferences and ideas.

Children feel valued and respected when their individual choices and reflections are acknowledged.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

Sharing animal choices and listening to others promotes understanding, respect, and appreciation of different perspectives and interests within the group.

#### **How the Activity Demonstrates This Outcome**

Children demonstrate respect for diversity by listening to and valuing others' animal choices.

Children build social connection through shared discussion and imaginative thinking.

Children contribute to group learning by sharing ideas and engaging positively with peers.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

Reflecting on admired qualities such as strength, kindness, or bravery supports emotional wellbeing, while drawing supports fine motor development.

#### **How the Activity Demonstrates This Outcome**

Children experience positive emotions such as pride and enjoyment when reflecting on admired qualities.

Children develop emotional awareness by connecting animal traits to personal values.

Children strengthen fine motor skills through drawing, colouring, and adding details to their animal images.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

The task encourages creativity, imagination, reflection, and persistence as children plan, draw, and explain their ideas.

#### **How the Activity Demonstrates This Outcome**

Children demonstrate creativity and imagination through unique animal choices and representations.

Children practise concentration and persistence by completing a drawing task.

Children reflect on their thinking by explaining why specific qualities are important to them.

#### **Early Years Learning Outcome 5: Children Are Effective Communicators**

##### **Connection to the Activity**

Children communicate meaning through drawings, verbal explanations, and attentive listening during group sharing.

#### **How the Activity Demonstrates This Outcome**

Children express ideas using drawings, symbols, and spoken language.

Children communicate verbally by explaining their animal choice and the qualities they admire.

Children practise listening, turn-taking, and respectful responses when peers share.

#### **Kindergarten Learning Progressions Alignment**

##### **Communication – Symbols and Texts**

Children use drawings and visual symbols to represent ideas and meaning.

**Communication – Interactions**

Children engage in meaningful communication by sharing personal ideas and listening to others.

**Identity and Community – Social**

Children strengthen their sense of self by identifying personal values and respecting others' perspectives.

**Learning Dispositions**

Children demonstrate creativity, reflection, confidence, focus, and engagement.

**Wellbeing – Emotions**

Children identify and express positive emotions and values connected to admired qualities.

**Exercise and Movement Mapping: The Amazing Bank Robbery****Early Years Learning Outcome 1: Children Have a Strong Sense of Identity****Connection to the Activity**

The Amazing Bank Robbery supports children to see themselves as capable, confident participants who can take on challenges and persist through physical tasks. Engaging in imaginative roles helps children build confidence and agency within a safe, playful context.

**How the Activity Demonstrates This Outcome**

Children build confidence by successfully completing a sequence of physical challenges.

Children develop autonomy and self-belief as they attempt, adapt, and persist with movements.

Children feel safe and supported as the activity focuses on participation, effort, and enjoyment rather than competition.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World****Connection to the Activity**

The shared adventure encourages cooperation, awareness of others, and group connection as children move together through the story.

**How the Activity Demonstrates This Outcome**

Children experience a sense of belonging by participating in a shared group adventure.

Children practise cooperation and fairness by following shared rules and moving safely alongside peers.

Children contribute to a positive group experience through encouragement, shared excitement, and teamwork.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing****Connection to the Activity**

This activity strongly supports physical wellbeing through varied, high-energy movements, while also supporting emotional wellbeing through fun, imaginative engagement and a clear cool-down phase.

### **How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through running, jumping, balancing, core work, and whole-body movement.

Children develop stamina, coordination, and body awareness through varied movement challenges.

Children practise emotional regulation through moments of excitement, stillness, and calming stretches at the end of the adventure.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The story-based structure encourages focus, imagination, persistence, and flexible thinking as children respond to changing scenarios and instructions.

### **How the Activity Demonstrates This Outcome**

Children demonstrate curiosity and imagination by engaging fully in the narrative and role-play elements.

Children practise concentration and listening by following multi-step movement instructions.

Children show persistence by completing a sustained sequence of physical challenges.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate understanding through listening to instructions, responding with movement, and engaging socially with peers throughout the adventure.

### **How the Activity Demonstrates This Outcome**

Children respond to verbal instructions with appropriate physical actions.

Children communicate ideas and emotions through expressive movement and role-play.

Children engage in shared communication through collective reactions, encouragement, and group participation.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Movement**

Children develop gross motor skills, strength, coordination, balance, and cardiovascular fitness through dynamic physical challenges.

#### **Wellbeing – Emotions**

Children practise managing excitement, focus, and calm through high-energy movement followed by relaxation.

#### **Communication – Interactions**

Children engage in shared interaction by listening, responding, and participating cooperatively.

### **Learning Dispositions**

Children demonstrate enthusiasm, confidence, imagination, persistence, and engagement through story-based physical play.

### **Gratitude and Giving Mapping: Resilience Rock Toss**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Resilience Rock Toss supports children to recognise themselves as capable learners who can overcome challenges. Reflecting on moments of persistence strengthens self-belief and a positive sense of identity.

##### **How the Activity Demonstrates This Outcome**

Children build confidence by sharing experiences where they kept trying and did not give up.

Children develop self-awareness by identifying personal strengths and growth.

Children feel valued and proud when their resilience stories are listened to and celebrated.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

By sharing resilience stories in a group setting, children contribute to a supportive learning community and learn from one another's experiences.

##### **How the Activity Demonstrates This Outcome**

Children contribute to the group by sharing personal learning and growth experiences.

Children develop empathy by listening to peers' challenges and successes.

Children strengthen a sense of belonging through shared reflection and encouragement.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

Reflecting on resilience supports emotional wellbeing by reinforcing a growth mindset and helping children recognise that challenges are a normal part of learning.

##### **How the Activity Demonstrates This Outcome**

Children develop emotional awareness by reflecting on how they felt during challenging moments.

Children strengthen emotional resilience by identifying positive lessons from difficulties.

Children experience pride and confidence when recognising their ability to persevere.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

Resilience Rock Toss promotes reflection, persistence, and positive learning dispositions by encouraging children to think about effort, learning, and improvement.

### **How the Activity Demonstrates This Outcome**

Children demonstrate reflective thinking by identifying lessons learned from challenges.

Children develop persistence by recognising the value of effort and continued attempts.

Children show confidence and engagement when sharing learning experiences with the group.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children communicate meaning through spoken language, using words and phrases that describe effort, learning, and persistence.

### **How the Activity Demonstrates This Outcome**

Children use spoken language to describe experiences of resilience and growth.

Children practise expressive language by using phrases such as “I kept trying” and “I didn’t give up.”

Children practise listening, turn-taking, and respectful responses during group sharing.

### **Kindergarten Learning Progressions Alignment**

#### **Wellbeing – Emotions**

Children identify, express, and reflect on emotions related to challenge, effort, and success.

#### **Communication – Interactions**

Children engage in meaningful group discussion by sharing experiences and listening to others.

#### **Identity and Community – Social**

Children strengthen their sense of belonging and contribution by sharing personal growth stories.

#### **Learning Dispositions**

Children demonstrate resilience, confidence, reflection, persistence, and positive mindset development.

Week 9:

### **Play Activity Mapping: Treasure Hunt**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

Treasure Hunt supports children to see themselves as capable problem-solvers who can contribute ideas, make decisions, and persist when tasks are challenging. Successfully following clues and finding treasures builds confidence and self-belief.

**How the Activity Demonstrates This Outcome**

Children build confidence by solving clues and locating hidden items.

Children develop autonomy by making choices about where to search and how to follow clues.

Children feel valued when their ideas and contributions help the group succeed.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World****Connection to the Activity**

The activity encourages collaboration, shared responsibility, and exploration of the learning environment, fostering a strong sense of connection to others and to place.

**How the Activity Demonstrates This Outcome**

Children work collaboratively to solve problems and reach a shared goal.

Children contribute to group success by sharing ideas, taking turns, and supporting peers.

Children develop connectedness to their environment by exploring familiar and new spaces.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing****Connection to the Activity**

Treasure Hunt supports physical wellbeing through active movement and emotional wellbeing through enjoyment, excitement, and shared achievement.

**How the Activity Demonstrates This Outcome**

Children strengthen physical wellbeing through walking, bending, reaching, and moving during the hunt.

Children experience positive emotions such as excitement, curiosity, and pride.

Children practise self-regulation by staying focused and following rules during the activity.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners****Connection to the Activity**

The hunt promotes curiosity, problem-solving, persistence, and flexible thinking as children interpret clues and adjust their strategies.

**How the Activity Demonstrates This Outcome**

Children demonstrate curiosity and enthusiasm by engaging with clues and searching actively.

Children practise problem-solving by interpreting clues and deciding where to search next.

Children show persistence by continuing the hunt until all treasures are found.

**Early Years Learning Outcome 5: Children Are Effective Communicators****Connection to the Activity**

Children communicate through listening to clues, discussing ideas with peers, and sharing discoveries with the group.

**How the Activity Demonstrates This Outcome**

Children listen to and interpret verbal or visual clues.

Children communicate ideas and suggestions while working with peers.  
Children practise sharing and explaining findings during group reflection.

### **Kindergarten Learning Progressions Alignment**

#### **Communication – Interactions**

Children engage in collaborative discussion, turn-taking, and shared problem-solving.

#### **Cognition – Problem Solving**

Children interpret clues, make decisions, and apply logical thinking during the hunt.

#### **Identity and Community – Social**

Children strengthen their sense of belonging through teamwork and shared success.

#### **Learning Dispositions**

Children demonstrate curiosity, confidence, persistence, cooperation, and engagement.

#### **Wellbeing – Movement**

Children develop spatial awareness and coordination through active exploration.

### **Written Task Mapping: If I Could Fly**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

This activity supports children to explore who they are, what they value, and what excites them. Imagining themselves flying and choosing destinations reflects personal interests, dreams, and a developing sense of self.

##### **How the Activity Demonstrates This Outcome**

Children express their individuality through the places they choose to visit.

Children build confidence by sharing their ideas, dreams, and imaginative stories.

Children develop self-awareness by reflecting on what matters to them and why.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

By imagining travel, exploration, and connection to places and people, children demonstrate curiosity about the wider world and their place within it.

##### **How the Activity Demonstrates This Outcome**

Children explore connections to places, people, and environments that are meaningful to them.

Children demonstrate curiosity about the world, including real and imagined locations.

Children listen to and respect others' ideas, learning that people value different places and experiences.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

The task promotes emotional wellbeing by encouraging joy, optimism, and positive dreaming. Drawing and sharing ideas also supports calm focus and emotional expression.

### **How the Activity Demonstrates This Outcome**

Children experience enjoyment and positive emotions through imaginative play.

Children develop emotional literacy by explaining why certain places feel exciting, safe, or special.

Children practise sustained attention and calm engagement during drawing and sharing.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

This activity encourages creativity, imagination, and reflective thinking, all key components of confident and involved learning.

### **How the Activity Demonstrates This Outcome**

Children use imagination to generate original ideas and scenarios.

Children demonstrate curiosity and creativity by adding details and storytelling elements to their drawings.

Children show persistence by planning, drawing, and explaining their ideas from start to finish.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate ideas through drawing, verbal explanation, and storytelling, using multiple modes to share meaning.

### **How the Activity Demonstrates This Outcome**

Children use visual communication to represent ideas, movement, and place.

Children practise oral language by describing where they would go and why.

Children engage in active listening while peers share their flying adventures.

## **Kindergarten Learning Progressions Alignment**

### **Communication – Expressive Language**

Children describe ideas, experiences, and imagined scenarios using spoken language and visuals.

### **Cognition – Imagination and Thinking**

Children demonstrate imaginative thinking, planning, and reflection.

### **Identity and Community – Sense of Self**

Children explore personal interests, aspirations, and preferences.

## **Learning Dispositions**

Children show curiosity, creativity, confidence, and engagement.

### **Fine Motor Development**

Children strengthen hand control through drawing, colouring, and detail work.

### **Exercise and Movement Mapping: Nursery Rhyme Mash-Up**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Through imaginative movement and role-play, children confidently explore different characters and scenarios. Pretending to be nursery rhyme characters supports self-expression, confidence, and identity development.

##### **How the Activity Demonstrates This Outcome**

Children confidently participate in group movement activities.

Children express individuality through energetic, imaginative movement.

Children build confidence by taking part in shared storytelling and physical play.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

The shared nursery rhyme experience builds a sense of belonging, connection, and cultural familiarity. Children contribute to a collective story through movement and participation.

##### **How the Activity Demonstrates This Outcome**

Children engage with familiar stories and cultural texts through physical play.

Children participate cooperatively in a shared group adventure.

Children learn to move safely and respectfully within a shared space.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

The activity promotes physical health, emotional enjoyment, and self-regulation. Movement supports strength, coordination, and emotional release, while storytelling keeps engagement positive and fun.

##### **How the Activity Demonstrates This Outcome**

Children build physical strength, balance, and coordination through varied movements.

Children experience joy, excitement, and positive emotions through playful exercise.

Children practise regulating energy levels through active movement and calming stretches.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

Children actively engage in problem-solving, imagination, and sustained effort as they follow the story and complete movement challenges.

**How the Activity Demonstrates This Outcome**

Children show persistence by completing multiple physical challenges.

Children use imagination to connect movement with story meaning.

Children demonstrate curiosity and enthusiasm by anticipating what comes next in the story.

**Early Years Learning Outcome 5: Children Are Effective Communicators****Connection to the Activity**

Children communicate through movement, gesture, listening, and shared understanding of story cues and instructions.

**How the Activity Demonstrates This Outcome**

Children respond to verbal instructions and narrative cues.

Children use body language and movement to express meaning.

Children practise listening skills and comprehension through story-based movement.

**Kindergarten Learning Progressions Alignment****Physical Development**

Gross motor coordination, strength, balance, agility, and spatial awareness.

**Communication**

Listening comprehension, responding to instructions, non-verbal expression.

**Cognition**

Imaginative thinking, sequencing events, connecting story to action.

**Learning Dispositions**

Confidence, persistence, enthusiasm, curiosity, and engagement.

**Social Development**

Group participation, cooperation, shared enjoyment, turn-taking within space.

**Gratitude and Giving Mapping: I Am Thankful For...****Early Years Learning Outcome 1: Children Have a Strong Sense of Identity****Connection to the Activity**

By reflecting on and sharing what they are thankful for, children develop self-awareness and confidence in expressing their personal experiences, values, and emotions.

**How the Activity Demonstrates This Outcome**

Children identify personal sources of gratitude that are meaningful to them.

Children confidently share their thoughts within a supportive group setting.

Children feel valued and heard as their contributions are recorded and acknowledged.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

Sharing gratitude helps children recognise their relationships, environments, and community connections, fostering a sense of belonging and mutual respect.

### **How the Activity Demonstrates This Outcome**

Children listen to and acknowledge the experiences of others.

Children contribute to a shared list that represents collective gratitude.

Children build empathy by recognising what matters to their peers.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

Focusing on gratitude supports emotional wellbeing, positive thinking, and a sense of safety within the group.

### **How the Activity Demonstrates This Outcome**

Children experience positive emotions through reflection and sharing.

Children practise emotional expression in a calm, supportive environment.

Children develop emotional awareness by recognising what makes them feel thankful and content.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The activity encourages reflection, engagement, and sustained attention as children listen, think, and contribute meaningfully to the group discussion.

### **How the Activity Demonstrates This Outcome**

Children engage thoughtfully in reflective thinking.

Children show persistence by waiting their turn and remaining engaged throughout the activity.

Children build confidence as their ideas are recorded and revisited.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children practise verbal communication, listening, and comprehension as they express gratitude and respond to others' ideas.

### **How the Activity Demonstrates This Outcome**

Children use language to express feelings and ideas.

Children listen actively and respectfully to peers.

Children interpret shared ideas through group discussion and visual representation on the board.

## **Kindergarten Learning Progressions Alignment**

**Communication**

Expressing personal ideas, listening to others, turn-taking in conversation.

**Social Development**

Empathy, respect, shared experiences, community building.

**Emotional Development**

Positive mindset, gratitude, emotional awareness, wellbeing.

**Learning Dispositions**

Confidence, reflection, engagement, willingness to share.

Week 10:

**Play Activity Mapping: Shadow Play****Early Years Learning Outcome 1: Children Have a Strong Sense of Identity****Connection to the Activity**

Shadow Play supports children to confidently explore their bodies, movements, and ideas while expressing themselves creatively in a safe, playful environment.

**How the Activity Demonstrates This Outcome**

Children take turns being seen and noticed as they create shadows.

Children express individuality through unique shapes, movements, and ideas.

Children build confidence by sharing and describing their shadow creations.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World****Connection to the Activity**

The activity encourages collaboration, shared exploration, and respect for others' ideas as children observe, guess, and respond to each other's shadows.

**How the Activity Demonstrates This Outcome**

Children engage in shared imaginative play.

Children respond to and acknowledge peers' creations.

Children develop a sense of belonging through group participation and turn-taking.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing****Connection to the Activity**

Shadow Play supports emotional safety and enjoyment while helping children tune into their bodies and movements in a calm, low-pressure setting.

**How the Activity Demonstrates This Outcome**

Children practise self-regulation by waiting for turns.

Children experience joy, curiosity, and playful engagement.  
Children build body confidence through movement exploration.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity encourages inquiry, experimentation, and problem-solving as children explore how light, distance, and movement affect shadows.

#### **How the Activity Demonstrates This Outcome**

Children investigate cause and effect (movement, distance, light).  
Children persist through trial and error to change shadow shapes.  
Children demonstrate curiosity and creativity through experimentation.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Children use verbal language, gesture, movement, and visual representation to communicate ideas and meaning.

#### **How the Activity Demonstrates This Outcome**

Children describe their shadow shapes and ideas.  
Children listen to peers and interpret visual information.  
Children communicate meaning through non-verbal movement and visual storytelling.

### **Kindergarten Learning Progressions Alignment**

#### **Communication**

Describing, explaining, listening, turn-taking, visual communication.

#### **Social Development**

Shared play, cooperation, respect for others' ideas, leadership opportunities.

#### **Cognitive Development**

Inquiry, experimentation, early science concepts (light, shadow, cause and effect).

#### **Physical Development**

Body awareness, spatial awareness, coordination, controlled movement.

### **Written Task Mapping: My Dream Job**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

My Dream Job supports children to explore who they are, what they enjoy, and what they might like to become, strengthening their sense of self and personal identity.

#### **How the Activity Demonstrates This Outcome**

Children reflect on their interests, strengths, and preferences.

Children express personal aspirations through drawing and discussion.

Children build confidence by sharing their ideas with peers in a supportive environment.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### **Connection to the Activity**

The activity helps children recognise different roles within the community and understand how people contribute in diverse ways.

### **How the Activity Demonstrates This Outcome**

Children explore community roles and occupations.

Children listen to and respect others' aspirations and ideas.

Children develop an early understanding of belonging and contribution within society.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

My Dream Job promotes emotional wellbeing by encouraging positive self-reflection, confidence, and pride in personal dreams and interests.

### **How the Activity Demonstrates This Outcome**

Children experience a sense of achievement through creative expression.

Children practise confidence when speaking in front of a group.

Children feel emotionally safe to share ideas without judgement.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### **Connection to the Activity**

The task encourages imagination, sustained focus, and reflection as children think about future possibilities and engage in purposeful learning.

### **How the Activity Demonstrates This Outcome**

Children use imagination to explore future roles.

Children persist with a creative task from start to finish.

Children make connections between their interests and potential future learning pathways.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### **Connection to the Activity**

Children communicate ideas using drawing, oral language, and listening skills to express meaning and understand others.

### **How the Activity Demonstrates This Outcome**

Children represent ideas visually through drawings.

Children explain their thinking using spoken language.

Children listen actively and respond positively to peers' sharing.

## **Kindergarten Learning Progressions Alignment**

### **Communication**

Oral language, explaining ideas, listening, asking and responding to questions, visual representation.

### **Social Development**

Turn-taking, respectful listening, celebrating differences, confidence in group sharing.

### **Cognitive Development**

Imagination, reflection, early goal-setting, linking interests to ideas about the future.

### **Fine Motor Development**

Drawing, colouring, tool control, hand-eye coordination.

## **Exercise & Movement Mapping: Five Little Monkeys**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

Five Little Monkeys supports children to confidently participate in group movement, role-play, and imaginative storytelling, strengthening their sense of self within a shared experience.

#### **How the Activity Demonstrates This Outcome**

Children confidently join in group actions and movement challenges.

Children take on playful roles (monkeys / athletes) within a safe, inclusive setting.

Children build confidence through successful participation and shared enjoyment.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

The singalong format encourages collaboration, turn-taking, and shared responsibility, helping children feel part of a group and connected to others.

#### **How the Activity Demonstrates This Outcome**

Children move together in rhythm with peers.

Children respond to shared rules and cues within the story.

Children experience a sense of belonging through collective laughter, music, and movement.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

This activity promotes physical wellbeing, body confidence, and joy through high-energy movement balanced with listening and control.

#### **How the Activity Demonstrates This Outcome**

Children strengthen muscles through jumping, crawling, squatting, and core work.  
Children regulate energy levels through structured movement and pauses.  
Children experience joy, laughter, and positive emotions through playful physical activity.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

Five Little Monkeys encourages sustained engagement, problem-solving, and persistence as children follow the sequence of the story and complete physical challenges.

##### **How the Activity Demonstrates This Outcome**

Children remain focused as the rhyme counts down and actions change.  
Children adapt movements based on instructions and story cues.  
Children persist through increasingly challenging exercises with encouragement and fun.

#### **Early Years Learning Outcome 5: Children Are Effective Communicators**

##### **Connection to the Activity**

The singalong format supports communication through music, rhythm, listening, and movement-based expression.

##### **How the Activity Demonstrates This Outcome**

Children listen and respond to verbal and musical cues.  
Children communicate ideas and emotions through movement and role-play.  
Children connect language, rhythm, and physical action in meaningful ways.

#### **Kindergarten Learning Progressions Alignment**

##### **Physical Development**

Gross motor skills, strength, balance, coordination, core stability.

##### **Communication**

Listening to instructions, responding to music and sound effects, understanding sequencing.

##### **Social Development**

Group participation, shared enjoyment, following rules together.

##### **Cognitive Development**

Memory of rhyme sequence, cause-and-effect understanding, adapting actions to cues.

#### **Gratitude & Giving Mapping: Gratitude Letter to a Friend**

##### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Writing or dictating a gratitude letter supports children to recognise their emotions, values, and relationships, strengthening their sense of self and personal identity.

**How the Activity Demonstrates This Outcome**

Children reflect on their feelings and personal connections.

Children identify people who are important to them and why.

Children develop confidence expressing their thoughts and emotions in a safe, supportive environment.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World****Connection to the Activity**

This activity centres on relationships, kindness, and social connection, helping children understand how their words and actions positively impact others.

**How the Activity Demonstrates This Outcome**

Children acknowledge and appreciate others' kindness and support.

Children strengthen social bonds by expressing gratitude.

Children contribute positively to their community through thoughtful communication.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing****Connection to the Activity**

Expressing gratitude supports emotional wellbeing, empathy, and positive self-esteem for both the writer and the recipient.

**How the Activity Demonstrates This Outcome**

Children experience positive emotions through appreciation and reflection.

Children build empathy by considering how others make them feel supported and cared for.

Children develop emotional resilience by focusing on positive relationships.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners****Connection to the Activity**

Composing or dictating a letter encourages children to engage in sustained thinking, reflection, and purposeful learning.

**How the Activity Demonstrates This Outcome**

Children plan and organise their ideas before writing or dictating.

Children persist with a meaningful task that has a real-world purpose.

Children engage deeply by connecting learning to personal experiences.

**Early Years Learning Outcome 5: Children Are Effective Communicators****Connection to the Activity**

This activity strongly supports early literacy, oral language, and written communication in an authentic and emotionally meaningful context.

**How the Activity Demonstrates This Outcome**

Children communicate ideas through writing, drawing, or dictation.

Children use language to express emotions, appreciation, and reasoning.  
Children listen respectfully when others share their letters.

### **Kindergarten Learning Progressions Alignment**

#### **Communication**

Early writing, oral language, dictation, expressive vocabulary, sentence formation.

#### **Social & Emotional Learning**

Empathy, gratitude, kindness, relationship awareness, emotional expression.

#### **Cognitive Development**

Reflection, sequencing ideas, cause-and-effect (actions and feelings).

#### **Fine Motor Development**

Pencil control, drawing, writing, decorating letters.

Week 11: (week 1 playful astronaut)

### **Play Activity Mapping: Kindness Catch**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### **Connection to the Activity**

Kindness Catch supports children to recognise themselves as caring individuals who can positively influence others through their words and actions.

##### **How the Activity Demonstrates This Outcome**

- Children identify kind actions they can take, strengthening their self-concept as helpers and carers.
- Children build confidence sharing ideas aloud in a supportive group setting.
- Children feel proud of their contributions and begin to see themselves as valued members of the class community.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### **Connection to the Activity**

This activity explicitly focuses on caring for others and the Earth, helping children understand that kindness supports relationships, communities, and shared environments.

##### **How the Activity Demonstrates This Outcome**

- Children explore ways to help peers, adults, animals, and the environment.
- Children contribute to a collective culture of kindness through shared ideas.
- The Earth visual reinforces that kindness extends beyond ourselves to the wider world.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### **Connection to the Activity**

Kindness Catch nurtures emotional wellbeing by promoting empathy, belonging, and positive peer interactions.

### **How the Activity Demonstrates This Outcome**

- Children experience positive emotions when sharing and hearing kind ideas.
- Children develop empathy by thinking about how actions affect others.
- Turn-taking and respectful listening support emotional regulation and social confidence.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The game encourages active participation, reflection, and sustained engagement in a meaningful social learning experience.

### **How the Activity Demonstrates This Outcome**

- Children engage in thoughtful reflection about real-life situations.
- Children persist with group participation and follow simple game structures.
- Children build confidence trying new ideas and learning from peers.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Kindness Catch provides authentic opportunities for oral language development, listening, and social communication.

### **How the Activity Demonstrates This Outcome**

- Children practise speaking clearly and expressing ideas verbally.
- Children listen attentively to peers and respond respectfully.
- The optional variation encourages descriptive language and positive peer feedback.

### **Kindergarten Learning Progressions Alignment**

#### **Communication**

Oral language, turn-taking, expressive vocabulary, listening skills.

### **Social & Emotional Learning**

Kindness, empathy, respect, self-esteem, positive peer relationships.

### **Cognitive Development**

Reflection, perspective-taking, idea generation.

### **Physical Development**

Hand-eye coordination through rolling or tossing the ball.

## **Creative Activity Mapping: Kindness Garden**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

Kindness Garden supports children to see themselves as capable, caring individuals whose actions matter within a group.

#### **How the Activity Demonstrates This Outcome**

- Children identify and represent a kind action they can do, strengthening their sense of self as a helper and contributor.
- Sharing their flower builds confidence and pride in their ideas.
- Adding their flower to a shared display reinforces belonging and individual value within the class.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

This activity explicitly connects kindness to caring for others, animals, and the Earth, aligning strongly with community and sustainability concepts.

#### **How the Activity Demonstrates This Outcome**

- Children explore how kind actions support people, animals, and the environment.
- The garden metaphor helps children understand that small actions contribute to collective wellbeing.
- Students actively contribute to a shared classroom display, strengthening community connection.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### **Connection to the Activity**

Kindness Garden promotes emotional wellbeing through reflection, empathy, and positive social interaction.

#### **How the Activity Demonstrates This Outcome**

- Children reflect on caring behaviours that make others feel safe and happy.
- Sharing kind ideas builds empathy and emotional awareness.
- Seeing their flower displayed supports positive self-esteem and emotional safety.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### **Connection to the Activity**

The activity encourages creative thinking, persistence, and engagement in a meaningful learning task.

#### **How the Activity Demonstrates This Outcome**

- Children independently generate ideas for kindness and represent them creatively.

- Fine motor tasks such as drawing, colouring, and cutting build concentration and skill development.
- Children learn from peers by listening to and reflecting on others' ideas.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### **Connection to the Activity**

Kindness Garden provides authentic opportunities for communication through art, oral language, and shared discussion.

#### **How the Activity Demonstrates This Outcome**

- Children communicate ideas visually through drawings and symbols.
- Children practise verbal expression by explaining their flower and kind act.
- Listening to peers supports receptive language and respectful communication.

### **Kindergarten Learning Progressions Alignment**

#### **Communication**

Expressive language, listening skills, visual representation, explaining ideas.

#### **Social & Emotional Learning**

Empathy, kindness, cooperation, sense of belonging, pride.

#### **Cognitive Development**

Reflection, cause-and-effect thinking, symbolic representation.

#### **Physical Development**

Fine motor skills through drawing, colouring, cutting, and placing artwork.

### **Exercise Activity Mapping: Pass the Smile**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### **Connection to the Activity**

Pass the Smile supports children to express themselves confidently and feel valued within a group.

#### **How the Activity Demonstrates This Outcome**

- Children choose and share their own gestures and movements, reinforcing autonomy and self-expression.
- Receiving positive attention through smiles and playful gestures builds confidence and self-esteem.
- Taking turns within the circle helps children feel recognised, included, and respected.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### **Connection to the Activity**

The activity emphasises kindness, connection, and shared responsibility, aligning with Earth's message of caring for others.

#### **How the Activity Demonstrates This Outcome**

- Children experience how simple actions, such as smiling or waving, positively affect others.
- Passing kindness around the circle reinforces cooperation and collective wellbeing.
- The Earth theme helps children understand that small actions contribute to a happier world.

#### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

##### **Connection to the Activity**

Pass the Smile promotes emotional wellbeing through joy, laughter, movement, and positive social interaction.

#### **How the Activity Demonstrates This Outcome**

- Smiling, playful movement, and laughter support emotional regulation and positive mood.
- Children experience joy in both giving and receiving kindness.
- Physical movement supports body awareness, energy release, and emotional balance.

#### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

##### **Connection to the Activity**

The game encourages creativity, persistence, and engagement through movement-based play.

#### **How the Activity Demonstrates This Outcome**

- Children experiment with different movements and gestures, showing curiosity and creativity.
- Observing peers and responding appropriately builds attention and adaptability.
- Repeating and extending movements strengthens confidence in learning through play.

#### **Early Years Learning Outcome 5: Children Are Effective Communicators**

##### **Connection to the Activity**

Pass the Smile focuses on non-verbal communication, supporting children's understanding of expressive and receptive communication.

#### **How the Activity Demonstrates This Outcome**

- Children communicate using facial expressions, gestures, and body language.
- Watching and mimicking peers strengthens visual attention and interpretation of meaning.
- Reflection discussions support language development by naming emotions and experiences.

#### **Kindergarten Learning Progressions Alignment**

**Communication**

Non-verbal expression, turn-taking, attention, responding to social cues.

**Social & Emotional Learning**

Joy, empathy, inclusion, confidence, belonging.

**Physical Development**

Coordination, balance, controlled movement, body awareness.

**Cognitive Development**

Observation, memory, imitation, creative decision-making.

**Gratitude & Giving Activity Mapping: Compliment Chain****Early Years Learning Outcome 1: Children Have a Strong Sense of Identity****Connection to the Activity**

Compliment Chain supports children to feel seen, valued, and confident through giving and receiving positive feedback.

**How the Activity Demonstrates This Outcome**

- Children develop a positive sense of self when receiving kind words from peers.
- Offering compliments helps children recognise strengths in others and reflect on their own values.
- Responding with a smile or “thank you” supports self-worth and emotional confidence.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World****Connection to the Activity**

The activity reinforces the idea that kindness strengthens communities, linking directly to Earth as a place where care and connection help everyone thrive.

**How the Activity Demonstrates This Outcome**

- Children actively contribute to a shared culture of kindness within the group.
- Passing compliments around the circle models generosity and shared responsibility.
- The Earth connection helps children understand that caring for people helps the world grow stronger.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing****Connection to the Activity**

Compliment Chain promotes emotional wellbeing through positive social interaction and affirmation.

**How the Activity Demonstrates This Outcome**

- Giving and receiving compliments supports positive emotions and emotional regulation.

- Children experience joy, pride, and belonging within a safe, supportive group.
- Listening to kind words strengthens emotional security and trust.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### ***Connection to the Activity***

The activity encourages children to engage thoughtfully, take turns, and participate with confidence.

### ***How the Activity Demonstrates This Outcome***

- Children practise thinking reflectively about others' strengths.
- Turn-taking and listening build focus and engagement.
- Participating in the kindness chain supports persistence and confidence in group learning experiences.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

Compliment Chain strengthens both expressive and receptive communication skills.

### ***How the Activity Demonstrates This Outcome***

- Children use spoken language to express appreciation and kindness.
- Listening attentively to compliments supports understanding and social awareness.
- Responding appropriately to kind words builds conversational skills and emotional literacy.

## **Kindergarten Learning Progressions Alignment**

### ***Communication***

Expressive language, listening, turn-taking, responding to others.

### ***Social and Emotional Learning***

Gratitude, empathy, confidence, belonging, kindness.

### ***Cognitive Development***

Reflection, recognising positive traits, memory of peer interactions.

### ***Personal Development***

Self-esteem, generosity, emotional awareness.

Week 12:

## **Play Activity Mapping: Peace Pals**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### ***Connection to the Activity***

Peace Pals supports children to develop confidence in expressing themselves and recognising their own feelings during disagreements.

***How the Activity Demonstrates This Outcome***

- Children practise speaking up calmly and respectfully during role-play scenarios.
- Using kind words helps children feel empowered rather than overwhelmed during conflict.
- Taking turns and being listened to supports a sense of self-worth and emotional safety.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

***Connection to the Activity***

The activity teaches children that they are active contributors to a caring and respectful classroom community.

***How the Activity Demonstrates This Outcome***

- Children learn that disagreements are a normal part of social life and can be resolved peacefully.
- Working with a partner reinforces cooperation, fairness, and shared responsibility.
- The Mercury metaphor helps children understand balance, empathy, and thoughtful action when emotions differ.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

***Connection to the Activity***

Peace Pals builds emotional regulation and supports children to manage strong feelings in safe, guided ways.

***How the Activity Demonstrates This Outcome***

- Children practise staying calm and using gentle voices during challenging situations.
- Role-play provides a low-risk way to explore emotions such as frustration, disappointment, or feeling left out.
- Learning peaceful strategies supports emotional resilience and confidence in social situations.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

***Connection to the Activity***

The activity encourages children to engage in problem-solving, reflection, and flexible thinking.

***How the Activity Demonstrates This Outcome***

- Children explore multiple ways to solve the same problem through discussion and role-play.
- Practising solutions supports creativity, persistence, and collaborative thinking.
- Observing and learning from peers strengthens engagement and shared learning.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

Peace Pals explicitly teaches children how to use language as a tool for resolving conflict.

### ***How the Activity Demonstrates This Outcome***

- Children practise using respectful phrases such as “Can we share?” and “Let’s take turns.”
- Listening to a partner’s perspective builds receptive communication skills.
- Acting out solutions supports verbal, non-verbal, and social communication development.

### **Kindergarten Learning Progressions Alignment**

#### ***Communication***

Turn-taking, respectful language, listening, expressive vocabulary for emotions and problem-solving.

#### ***Social and Emotional Learning***

Conflict resolution, empathy, self-regulation, cooperation.

#### ***Cognitive Development***

Perspective-taking, decision-making, reflection, flexible thinking.

#### ***Personal Development***

Confidence, emotional awareness, resilience, responsibility.

## **Creative Activity Mapping: Conflict Cool-Down Posters**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### ***Connection to the Activity***

Conflict Cool-Down Posters support children to recognise their own emotions and develop confidence in managing them.

### ***How the Activity Demonstrates This Outcome***

- Children reflect on what helps *them* feel calm, building self-awareness and emotional insight.
- Creating a personalised poster affirms that each child’s feelings and strategies are valid.
- Sharing their poster supports confidence in expressing emotions safely and respectfully.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### ***Connection to the Activity***

The activity helps children understand that emotional regulation supports positive relationships and a caring classroom community.

***How the Activity Demonstrates This Outcome***

- Children learn that calming down helps resolve conflicts and strengthens connections with others.
- Listening to peers' strategies builds empathy and appreciation for different perspectives.
- Displaying posters in a shared Cool-Down Zone reinforces collective responsibility for emotional wellbeing.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

***Connection to the Activity***

Conflict Cool-Down Posters explicitly support emotional regulation and wellbeing during moments of stress or conflict.

***How the Activity Demonstrates This Outcome***

- Children identify healthy coping strategies such as breathing, seeking help, or taking quiet time.
- Visual reminders provide ongoing support for self-regulation beyond the activity itself.
- Normalising strong emotions helps children feel safe, supported, and understood.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

***Connection to the Activity***

The activity encourages reflection, problem-solving, and flexible thinking about emotional responses.

***How the Activity Demonstrates This Outcome***

- Children think critically about what helps them move from upset to calm.
- Drawing and explaining their strategies strengthens persistence and engagement.
- Learning new strategies from peers expands children's emotional toolkits.

**Early Years Learning Outcome 5: Children Are Effective Communicators**

***Connection to the Activity***

The activity supports children to communicate emotions, needs, and coping strategies using multiple forms.

***How the Activity Demonstrates This Outcome***

- Children use drawing, symbols, and early writing to express emotional ideas.
- Verbal sharing builds emotional vocabulary and expressive language.
- Listening to others' explanations strengthens receptive communication and social understanding.

**Kindergarten Learning Progressions Alignment**

***Communication***

Emotional vocabulary, explanation of ideas, listening, turn-taking.

***Social and Emotional Learning***

Self-regulation, emotional awareness, empathy, conflict management.

### ***Cognitive Development***

Reflection, decision-making, recognising cause and effect in emotions.

### ***Personal Development***

Confidence, resilience, independence, self-management.

## **Exercise Activity Mapping: Freeze and Think**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### ***Connection to the Activity***

Freeze and Think supports children to recognise their internal states and develop confidence in managing their own emotions and energy levels.

#### ***How the Activity Demonstrates This Outcome***

- Children learn to notice how their bodies feel during movement and stillness.
- Choosing calming actions helps children develop a sense of control over their emotional responses.
- Repeated practice builds confidence in their ability to pause, reset, and self-soothe.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### ***Connection to the Activity***

The activity encourages children to regulate their behaviour in ways that support positive relationships and a calm, respectful group environment.

#### ***How the Activity Demonstrates This Outcome***

- Children practise stopping and calming their bodies to support safe, cooperative play.
- Participating together strengthens a shared understanding of calm and care for others.
- The Mercury link helps children understand that managing big emotions supports harmony within the group.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### ***Connection to the Activity***

Freeze and Think directly supports emotional wellbeing through movement, mindfulness, and self-regulation strategies.

#### ***How the Activity Demonstrates This Outcome***

- Children practise calming actions such as deep breathing, self-hugs, and stretching.
- The freeze moments help children transition from high energy to calm in a supported way.
- Regular practice builds resilience and emotional regulation skills that can be transferred to real-life situations.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### ***Connection to the Activity***

The activity encourages active participation, decision-making, and reflective thinking.

#### ***How the Activity Demonstrates This Outcome***

- Children remain engaged through creative movement and playful challenge.
- Choosing or trying different calming actions supports flexible thinking and experimentation.
- Reflecting on which strategies work best encourages metacognition and problem-solving.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

Freeze and Think supports communication through body language, listening, and shared reflection.

#### ***How the Activity Demonstrates This Outcome***

- Children communicate emotions and calm through non-verbal actions.
- Listening for musical cues strengthens attention and receptive communication.
- Group reflection supports expressive language around feelings and strategies.

## **Kindergarten Learning Progressions Alignment**

### ***Personal and Social Development***

Self-regulation, emotional awareness, impulse control, cooperation.

### ***Physical Development***

Coordination, balance, controlled movement, body awareness.

### ***Communication***

Listening to cues, responding appropriately, sharing reflections.

### ***Cognitive Development***

Decision-making, cause and effect, reflection on emotional responses.

## **Gratitude & Giving Activity Mapping: Peace Pebbles**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### ***Connection to the Activity***

Peace Pebbles supports children to see themselves as kind, thoughtful individuals who can positively impact others.

#### ***How the Activity Demonstrates This Outcome***

- Children reflect on who is important to them and why.

- Choosing to give a Peace Pebble builds confidence in their ability to act kindly.
- Creating something meaningful helps children feel proud of their identity as peace-builders.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### ***Connection to the Activity***

The activity strengthens children's understanding that relationships are built through care, generosity, and peaceful actions.

### ***How the Activity Demonstrates This Outcome***

- Gifting a Peace Pebble encourages empathy and consideration of others' feelings.
- Children experience how small acts of kindness can repair, strengthen, or celebrate relationships.
- The Mercury connection reinforces that calm, thoughtful choices help maintain harmony in shared spaces.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### ***Connection to the Activity***

Peace Pebbles supports emotional wellbeing through calm, creative expression and positive social connection.

### ***How the Activity Demonstrates This Outcome***

- Using calming colours and symbols supports emotional regulation.
- The tactile nature of pebble decorating promotes focus and relaxation.
- Giving and receiving kindness contributes to feelings of safety, belonging, and emotional security.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### ***Connection to the Activity***

The activity encourages creativity, reflection, and intentional decision-making.

### ***How the Activity Demonstrates This Outcome***

- Children plan and personalise their pebble designs with purpose.
- Reflecting on who to give the pebble to supports thoughtful problem-solving.
- Students engage deeply in a meaningful task that connects learning to real-world relationships.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

Peace Pebbles promotes communication through symbolic expression and verbal reflection.

### ***How the Activity Demonstrates This Outcome***

- Children communicate feelings and intentions through colours, shapes, and symbols.

- Explaining who they chose and why supports expressive language.
- Optional written or dictated messages strengthen early literacy and emotional vocabulary.

## **Kindergarten Learning Progressions Alignment**

### ***Personal and Social Development***

Empathy, gratitude, relationship repair, generosity, conflict resolution.

### ***Emotional Development***

Calmness, emotional reflection, managing big feelings, kindness as regulation.

### ***Creative Arts***

Symbolic representation, colour choice, fine motor skills, artistic expression.

### ***Communication***

Explaining choices, reflecting on emotions, sharing meaning with others.

Week 13:

### **Play Activity Mapping: Feelings Puppet Show**

#### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

##### ***Connection to the Activity***

Feelings Puppet Show supports children to recognise, name, and safely express their emotions, strengthening their understanding of who they are and how they feel.

##### ***How the Activity Demonstrates This Outcome***

- Using puppets allows children to explore emotions without feeling exposed.
- Students practise expressing feelings that may feel scary, such as nervousness or sadness.
- Sharing emotions through a character helps children build confidence and self-acceptance.

#### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

##### ***Connection to the Activity***

The activity encourages empathy, kindness, and emotional connection between peers.

##### ***How the Activity Demonstrates This Outcome***

- Students listen to others' feelings and respond respectfully.
- Sharing emotional experiences builds understanding and compassion within the group.
- Students learn that everyone has feelings, helping them feel less alone and more connected.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### ***Connection to the Activity***

Feelings Puppet Show supports emotional wellbeing by normalising emotions and encouraging healthy expression.

### ***How the Activity Demonstrates This Outcome***

- Acting out feelings helps children process emotions safely.
- Hearing others share emotions reduces fear and shame around vulnerability.
- Supportive responses promote emotional safety and resilience.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### ***Connection to the Activity***

The activity encourages imaginative play, reflection, and active participation.

### ***How the Activity Demonstrates This Outcome***

- Children plan and perform short puppet scenes using creative thinking.
- Students experiment with emotional language and role-play scenarios.
- Teacher prompting supports confidence and deeper engagement in learning.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

Feelings Puppet Show strengthens communication through storytelling, emotional language, and active listening.

### ***How the Activity Demonstrates This Outcome***

- Students practise naming emotions and explaining causes.
- Puppets provide a symbolic tool to communicate feelings safely.
- Listening to peers builds understanding and respectful communication skills.

## **Kindergarten Learning Progressions Alignment**

### ***Personal and Social Development***

Emotional awareness, empathy, vulnerability, kindness, peer connection.

### ***Emotional Development***

Naming feelings, understanding emotional triggers, emotional regulation.

### ***Creative Arts & Play***

Imaginative role-play, storytelling, character expression.

### ***Communication***

Expressive language, listening, responding with care and encouragement.

## **Creative Activity Mapping: My Feelings Face**

## **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### ***Connection to the Activity***

My Feelings Face supports children to recognise, reflect on, and express their internal emotional experiences, helping them develop a stronger understanding of themselves.

### ***How the Activity Demonstrates This Outcome***

- Students identify how they feel in the present moment and represent this visually.
- Drawing facial features that reflect emotions encourages self-recognition and authenticity.
- Optional sharing builds confidence in being seen and heard for who they are.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### ***Connection to the Activity***

The activity strengthens peer connection by creating opportunities for children to share feelings and listen to others with care.

### ***How the Activity Demonstrates This Outcome***

- Students learn that others experience a range of emotions, building empathy and understanding.
- Group sharing promotes respect, kindness, and emotional inclusion.
- The classroom becomes a safe space where feelings are valued and accepted.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### ***Connection to the Activity***

My Feelings Face supports emotional wellbeing by helping children identify, express, and normalise emotions.

### ***How the Activity Demonstrates This Outcome***

- Visual expression provides a safe outlet for complex or tricky feelings.
- Naming emotions supports emotional regulation and self-awareness.
- Children learn that emotions can change and that all feelings are okay.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### ***Connection to the Activity***

The activity encourages creativity, decision-making, and reflection through open-ended art exploration.

### ***How the Activity Demonstrates This Outcome***

- Students make choices about colours, shapes, and facial expressions to represent emotions.
- Creative exploration builds confidence and engagement.
- Reflective questioning supports curiosity and deeper thinking about emotions.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

My Feelings Face develops emotional language, visual communication, and expressive confidence.

### ***How the Activity Demonstrates This Outcome***

- Students use drawings as symbolic communication of feelings.
- Emotional vocabulary is strengthened through discussion and sharing.
- Listening to others' explanations builds receptive communication skills.

## **Kindergarten Learning Progressions Alignment**

### ***Personal and Social Development***

Self-awareness, emotional expression, vulnerability, empathy.

### ***Emotional Development***

Identifying emotions, understanding feelings, recognising emotional change.

### ***Creative Arts***

Drawing, symbolism, colour choice, expressive representation.

### ***Communication***

Emotional vocabulary, sharing ideas, listening respectfully.

## **Exercise Activity Mapping: Soft Stretch Circle**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### ***Connection to the Activity***

Soft Stretch Circle supports children to feel safe being themselves by combining gentle movement with kind self-talk and emotional acceptance.

### ***How the Activity Demonstrates This Outcome***

- Students practise positive affirmations that build self-worth and confidence.
- Children learn that it is okay to feel unsure, shy, or calm, supporting authentic self-expression.
- The non-competitive, choice-based nature of the activity strengthens emotional security and trust.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### ***Connection to the Activity***

The shared circle format encourages connection, belonging, and respect for others' emotional experiences.

### ***How the Activity Demonstrates This Outcome***

- Students stretch and breathe together, creating a sense of group calm and unity.
- Listening to affirmations spoken aloud builds empathy and shared understanding.
- Children learn to respect personal space and different comfort levels during movement.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### ***Connection to the Activity***

Soft Stretch Circle directly supports physical, emotional, and mental wellbeing through mindful movement and breathing.

#### ***How the Activity Demonstrates This Outcome***

- Gentle stretching improves body awareness and physical regulation.
- Breathing strategies help students calm their nervous systems and manage energy levels.
- Affirmations support emotional regulation and resilience by reinforcing safety and self-kindness.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### ***Connection to the Activity***

The activity invites students to engage at their own pace, encouraging agency and confidence in participation.

#### ***How the Activity Demonstrates This Outcome***

- Students choose how fully they participate, building autonomy and trust in their bodies.
- Copying stretches supports concentration, coordination, and persistence.
- Repetition of calming routines builds confidence through familiarity.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### ***Connection to the Activity***

Soft Stretch Circle builds both verbal and non-verbal communication through affirmations, body language, and listening.

#### ***How the Activity Demonstrates This Outcome***

- Students hear and repeat language connected to emotions and self-worth.
- Movement becomes a form of communication, expressing calm, safety, and openness.
- Listening to affirmations supports receptive language and emotional vocabulary development.

### **Kindergarten Learning Progressions Alignment**

#### ***Personal and Social Development***

Self-esteem, vulnerability, emotional safety, confidence.

#### ***Emotional Development***

Self-regulation, calming strategies, emotional awareness.

### ***Physical Development***

Balance, coordination, gentle movement, body control.

### ***Communication***

Affirmation language, listening, internal self-talk.

## **Gratitude & Giving Activity Mapping: Thank You Cards for Helpers**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### ***Connection to the Activity***

Thank You Cards for Helpers supports children to recognise that needing help is part of being human and that receiving care does not diminish their strength.

#### ***How the Activity Demonstrates This Outcome***

- Students reflect on moments of vulnerability and identify who supported them.
- Children develop pride in expressing gratitude and acknowledging relationships that make them feel safe.
- Creating and giving a card strengthens self-worth and emotional confidence.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### ***Connection to the Activity***

This activity strengthens children's understanding of relationships and how kindness flows between people.

#### ***How the Activity Demonstrates This Outcome***

- Students recognise the role of helpers in their lives, including peers, adults, and family members.
- Giving a card contributes positively to the emotional wellbeing of others.
- Children learn that appreciation and kindness help communities feel connected and cared for.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### ***Connection to the Activity***

The activity supports emotional wellbeing by helping children process feelings of sadness, fear, or uncertainty in a safe and affirming way.

#### ***How the Activity Demonstrates This Outcome***

- Reflecting on supportive moments reinforces emotional safety and trust.
- Creative expression through drawing and decorating supports calm focus and regulation.
- Gratitude practices strengthen resilience and positive emotional outlooks.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### ***Connection to the Activity***

Students engage in purposeful reflection and creative decision-making that values their lived experiences.

***How the Activity Demonstrates This Outcome***

- Children independently choose who to thank and how to represent their gratitude.
- Making thoughtful choices about colours, symbols, and words builds agency.
- Sharing (when comfortable) encourages confidence and reflective thinking.

**Early Years Learning Outcome 5: Children Are Effective Communicators**

***Connection to the Activity***

Thank You Cards for Helpers strengthens both verbal and visual communication around emotions and relationships.

***How the Activity Demonstrates This Outcome***

- Students practise emotional language connected to care and support.
- Drawing and symbols act as alternative communication methods for emerging writers.
- Optional sharing builds expressive language and active listening skills.

**Kindergarten Learning Progressions Alignment**

***Personal and Social Development***

Vulnerability, gratitude, confidence, relationship awareness.

***Emotional Development***

Emotional reflection, empathy, emotional literacy.

***Communication***

Expressive language, symbolic communication, social sharing.

***Cognitive Skills***

Memory recall, reflective thinking, meaning-making.

Week 14:

**Play Activity Mapping: Space Explorer Obstacle Course**

**Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

***Connection to the Activity***

The Space Explorer Obstacle Course supports children to see themselves as capable, adventurous learners who can try new things, take risks, and enjoy movement.

***How the Activity Demonstrates This Outcome***

- Students build confidence as they complete physical challenges in a supportive environment.

- Pretending to be astronauts helps children step into empowered roles where effort and curiosity are celebrated.
- Cheering for peers and taking turns fosters a sense of belonging and self-worth.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### ***Connection to the Activity***

This activity highlights how play brings people together and strengthens social connections.

### ***How the Activity Demonstrates This Outcome***

- Students practise cooperation by waiting, encouraging others, and sharing space respectfully.
- Collaborative play reinforces positive group behaviours and empathy.
- Imagining Mars as a shared environment promotes collective storytelling and connection.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### ***Connection to the Activity***

The obstacle course promotes physical, emotional, and social wellbeing through joyful movement and play.

### ***How the Activity Demonstrates This Outcome***

- Active movement supports physical development, coordination, and balance.
- Imaginative play reduces stress and encourages positive emotional expression.
- Playful challenges help children experience fun, achievement, and emotional regulation.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### ***Connection to the Activity***

Space Explorer Obstacle Course invites children to explore, experiment, and persist through playful challenges.

### ***How the Activity Demonstrates This Outcome***

- Students problem-solve as they navigate obstacles in different ways.
- Imaginative prompts encourage flexible thinking and creativity.
- Repeating the course builds persistence, confidence, and engagement.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

The activity encourages communication through language, gesture, and shared imagination.

### ***How the Activity Demonstrates This Outcome***

- Students respond to verbal prompts and imaginative language.
- Peer encouragement and cheering support social communication skills.
- Role-play language strengthens expressive and receptive communication.

## **Kindergarten Learning Progressions Alignment**

### ***Physical Development***

Coordination, balance, strength, spatial awareness.

### ***Personal and Social Development***

Turn-taking, cooperation, confidence, group belonging.

### ***Cognitive Development***

Imagination, problem-solving, flexible thinking.

### ***Communication***

Listening, responding, imaginative language use.

## **Creative Activity Mapping: Draw Your Imagination**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### ***Connection to the Activity***

Draw Your Imagination supports children to see themselves as capable creators whose ideas matter.

#### ***How the Activity Demonstrates This Outcome***

- Students make independent choices about what to create, strengthening autonomy and confidence.
- Open-ended creation allows children to express their individuality without comparison.
- Optional sharing supports pride in personal ideas and a sense of belonging within the group.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### ***Connection to the Activity***

This activity encourages children to contribute their ideas to a shared creative environment.

#### ***How the Activity Demonstrates This Outcome***

- Students engage in shared creative space while respecting others' ideas and expressions.
- Imaginative themes, including Mars and fantasy worlds, support understanding that ideas can be shared and celebrated.
- Group sharing fosters appreciation of different perspectives and creative voices.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### ***Connection to the Activity***

Draw Your Imagination supports emotional wellbeing through joyful, pressure-free creative play.

***How the Activity Demonstrates This Outcome***

- Open-ended art promotes relaxation, enjoyment, and emotional expression.
- Freedom from rules reduces performance anxiety and supports positive self-regulation.
- Creative play allows children to express feelings, ideas, and inner worlds safely.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

***Connection to the Activity***

The activity nurtures curiosity, imagination, and deep engagement through self-directed learning.

***How the Activity Demonstrates This Outcome***

- Students initiate their own ideas and sustain focus on self-chosen projects.
- Experimentation with materials supports problem-solving and flexible thinking.
- Imaginative exploration aligns with inquiry, creativity, and persistence.

**Early Years Learning Outcome 5: Children Are Effective Communicators**

***Connection to the Activity***

Draw Your Imagination supports communication through visual storytelling and optional verbal sharing.

***How the Activity Demonstrates This Outcome***

- Students use symbols, colours, and images to represent ideas and stories.
- Optional sharing builds confidence in explaining creative choices and thinking.
- Visual expression supports diverse communication styles, including non-verbal learners.

**Kindergarten Learning Progressions Alignment**

***Creative Expression***

Imagination, originality, symbolic representation.

***Cognitive Development***

Decision-making, idea generation, flexible thinking.

***Social Development***

Respect for others' ideas, shared creative space, confidence in sharing.

***Communication***

Visual storytelling, expressive language, personal meaning-making.

**Exercise Activity Mapping: Planet Bop**

**Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

***Connection to the Activity***

Planet Bop supports children to feel confident, joyful, and secure in expressing themselves through movement and play.

**How the Activity Demonstrates This Outcome**

- Students participate in shared movement experiences that build confidence and a sense of belonging.
- Laughter, silliness, and playful expression allow children to feel safe being themselves.
- Taking turns leading planet calls supports leadership, voice, and self-belief.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

**Connection to the Activity**

This activity encourages children to contribute to a shared group experience through cooperative play.

**How the Activity Demonstrates This Outcome**

- Students move together respectfully in a shared space, developing awareness of others.
- Planet-based movements connect imaginative play with a broader understanding of the world beyond Earth.
- Group participation reinforces shared enjoyment, teamwork, and social responsibility.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

**Connection to the Activity**

Planet Bop promotes physical wellbeing through joyful, energetic movement and emotional wellbeing through play.

**How the Activity Demonstrates This Outcome**

- Energetic actions support strength, coordination, balance, and body awareness.
- Music and movement help regulate energy levels and support emotional release.
- The playful tone reduces stress and promotes positive mood and enjoyment.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

**Connection to the Activity**

Planet Bop supports active learning through memory, listening, and quick decision-making.

**How the Activity Demonstrates This Outcome**

- Students recall and match specific movements to planet names, strengthening working memory.
- Rapid response to auditory cues develops attention, focus, and cognitive flexibility.
- Repetition and variation encourage persistence and confident participation.

**Early Years Learning Outcome 5: Children Are Effective Communicators**

**Connection to the Activity**

The activity builds communication skills through listening, responding, and expressive movement.

***How the Activity Demonstrates This Outcome***

- Students interpret verbal instructions and translate them into physical actions.
- Use of symbolic movement supports non-verbal communication and understanding.
- Optional student leadership encourages expressive language and clear communication.

**Kindergarten Learning Progressions Alignment**

***Physical Development***

Coordination, balance, spatial awareness, controlled movement.

***Cognitive Development***

Memory recall, auditory processing, rapid decision-making.

***Social Development***

Turn-taking, cooperation, shared joy, group engagement.

***Communication***

Listening, responding to cues, expressive body language.

**Gratitude & Giving Activity Mapping: Play Pal Pass**

**Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

***Connection to the Activity***

Play Pal Pass supports children to feel seen, valued, and confident within their peer relationships.

***How the Activity Demonstrates This Outcome***

- Students experience positive affirmation from peers, strengthening self-worth and confidence.
- Sharing what they enjoy about playing with others helps children recognise their own social strengths.
- Repeated partner interactions encourage children to feel comfortable connecting with a range of classmates.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

***Connection to the Activity***

This activity explicitly builds connection, cooperation, and a sense of belonging within the classroom community.

***How the Activity Demonstrates This Outcome***

- Students practise gratitude by acknowledging the value of shared play experiences.
- Pairing and re-pairing encourages inclusion and broadens social connections.
- Children contribute to a positive classroom culture through kind words and respectful listening.

## **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

### ***Connection to the Activity***

Play Pal Pass promotes emotional wellbeing by fostering joy, safety, and positive peer interactions.

### ***How the Activity Demonstrates This Outcome***

- Receiving kind feedback supports emotional security and happiness.
- Calm, structured sharing helps students regulate emotions and feel socially safe.
- Reflecting on enjoyable play experiences reinforces positive emotional associations with school.

## **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

### ***Connection to the Activity***

The activity encourages children to reflect, recall, and communicate experiences from their own play.

### ***How the Activity Demonstrates This Outcome***

- Students think about specific moments of shared play and articulate what made them enjoyable.
- Repetition with multiple partners supports flexibility, engagement, and confidence.
- Optional drawing pathways allow learners to express understanding in different ways.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

Play Pal Pass strengthens both verbal and non-verbal communication through gratitude-based interaction.

### ***How the Activity Demonstrates This Outcome***

- Students practise expressing appreciation using simple, meaningful language.
- Active listening is reinforced as children attend to their partner's sharing.
- Visual expression options support inclusive communication for diverse learners.

## **Kindergarten Learning Progressions Alignment**

### ***Social Development***

Friendship skills, empathy, cooperation, turn-taking.

### ***Emotional Development***

Gratitude, confidence, feeling valued, positive peer relationships.

### ***Communication***

Expressing preferences, listening respectfully, sharing appreciation.

### ***Cognitive Development***

Reflection, recall of experiences, perspective-taking.

Week 15:

**Play Activity Mapping: Star Performer**

**Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

**Connection to the Activity**

Star Performer supports children to recognise their strengths, feel proud of who they are, and develop confidence in expressing themselves.

**How the Activity Demonstrates This Outcome**

- Students are encouraged to identify something they feel proud of and share it with others.
- Performing in a supportive environment builds self-belief and positive self-image.
- Children experience being seen, valued, and celebrated for who they are.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

**Connection to the Activity**

The activity builds a strong sense of community through encouragement, cheering, and shared celebration.

**How the Activity Demonstrates This Outcome**

- Students practise supporting peers through applause, cheering, and kind words.
- Turn-taking reinforces fairness, respect, and inclusion.
- The group learns that confidence grows when we lift each other up.

**Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

**Connection to the Activity**

Star Performer promotes emotional wellbeing by creating a safe space to practise bravery and resilience.

**How the Activity Demonstrates This Outcome**

- Children experience managing nerves and emotions in a supported setting.
- Positive reinforcement strengthens emotional security and confidence.
- Reflecting on bravery helps children recognise personal growth.

**Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

**Connection to the Activity**

The activity encourages initiative, engagement, and persistence.

**How the Activity Demonstrates This Outcome**

- Students choose how they want to perform, supporting autonomy and decision-making.

- Standing in front of peers requires focus, courage, and commitment.
- Optional pair or group variations encourage flexible participation for all learners.

## **Early Years Learning Outcome 5: Children Are Effective Communicators**

### ***Connection to the Activity***

Star Performer strengthens verbal, non-verbal, and expressive communication.

### ***How the Activity Demonstrates This Outcome***

- Students communicate ideas through movement, voice, expression, or storytelling.
- Audience members practise attentive listening and positive feedback.
- Reflection discussions build emotional vocabulary and expressive confidence.

## **Kindergarten Learning Progressions Alignment (Summary)**

### ***Social Development***

Turn-taking, encouragement, empathy, group celebration.

### ***Emotional Development***

Confidence, bravery, pride, emotional regulation in performance settings.

### ***Communication***

Expressive language, body language, listening, audience skills.

### ***Cognitive Development***

Self-reflection, choice-making, awareness of strengths.

## **Creative Activity Mapping: My Super Self-Shield**

## **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

### ***Connection to the Activity***

My Super Self-Shield supports children to recognise their personal strengths, develop pride in who they are, and build confidence in their sense of self.

### ***How the Activity Demonstrates This Outcome***

- Students reflect on what makes them strong, brave, and unique.
- Creating a personalised shield reinforces self-worth and positive identity.
- Sharing their shield helps children feel seen and valued within the group.

## **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

### ***Connection to the Activity***

The activity encourages respectful listening, appreciation of differences, and positive peer connections.

### ***How the Activity Demonstrates This Outcome***

- Students listen to others share their strengths and ideas.
- The group celebrates individual differences and diverse abilities.
- Optional sharing circles foster belonging and mutual respect.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### ***Connection to the Activity***

My Super Self-Shield promotes emotional wellbeing by helping children focus on strengths rather than limitations.

#### ***How the Activity Demonstrates This Outcome***

- Reflecting on personal strengths supports confidence and emotional security.
- Creative expression provides a safe outlet for self-expression.
- The activity builds resilience by reinforcing positive self-belief.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### ***Connection to the Activity***

The activity supports autonomy, creativity, and engagement through open-ended design.

#### ***How the Activity Demonstrates This Outcome***

- Students make choices about symbols, colours, and meanings.
- They demonstrate persistence and focus while designing their shield.
- Explaining their design encourages reflective thinking and ownership of learning.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### ***Connection to the Activity***

My Super Self-Shield strengthens both visual and verbal communication skills.

#### ***How the Activity Demonstrates This Outcome***

- Students communicate ideas through symbols, drawings, and colour choices.
- Sharing explanations builds expressive language and confidence.
- Listening to peers supports receptive communication and empathy.

### **Kindergarten Learning Progressions Alignment**

#### ***Personal and Social Development***

Self-confidence, pride, empathy, respectful listening.

#### ***Emotional Development***

Self-esteem, emotional awareness, resilience, positive self-talk.

#### ***Communication***

Symbolic representation, oral explanation, listening skills.

#### ***Cognitive Development***

Reflection, meaning-making, decision-making, creative thinking.

## **Exercise Activity Mapping: Power Pose Challenge**

### **Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

#### ***Connection to the Activity***

Power Pose Challenge supports children to develop confidence, recognise personal strength, and build belief in themselves through physical expression and positive self-talk.

#### ***How the Activity Demonstrates This Outcome***

- Students practise strong, confident body shapes that reinforce self-belief.
- Using affirmations helps children internalise positive messages about themselves.
- The activity encourages pride in effort and willingness to try.

### **Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

#### ***Connection to the Activity***

The activity promotes shared participation, encouragement, and collective confidence.

#### ***How the Activity Demonstrates This Outcome***

- Students move together, speak affirmations as a group, and support one another.
- Watching peers practise confidence builds empathy and respect.
- Group reflection reinforces that confidence grows in supportive communities.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### ***Connection to the Activity***

Power Pose Challenge supports emotional wellbeing by linking physical posture with calm, confidence, and positive self-regulation.

#### ***How the Activity Demonstrates This Outcome***

- Strong poses help students feel balanced, grounded, and secure in their bodies.
- Positive affirmations encourage emotional resilience and self-encouragement.
- Movement supports physical wellbeing while strengthening emotional confidence.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### ***Connection to the Activity***

The activity invites experimentation, persistence, and engagement through playful movement.

#### ***How the Activity Demonstrates This Outcome***

- Students try new poses and hold them with focus and control.
- Choice of favourite poses supports autonomy and decision-making.
- Reflection prompts encourage students to think about when and why confidence is useful.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### ***Connection to the Activity***

Power Pose Challenge strengthens communication through movement, language, and shared expression.

***How the Activity Demonstrates This Outcome***

- Students use short affirmations to express belief and capability.
- Body language becomes a form of communication, expressing confidence without words.
- Group discussion supports vocabulary related to feelings and self-belief.

**Kindergarten Learning Progressions Alignment**

***Personal and Social Development***

Confidence, self-belief, peer encouragement, group participation.

***Emotional Development***

Positive self-talk, resilience, emotional regulation, pride in effort.

***Physical Development***

Balance, posture, coordination, body awareness.

***Communication***

Affirmation language, expressive movement, reflective discussion.

**Gratitude & Giving Activity Mapping: Confidence Hearts**

**Early Years Learning Outcome 1: Children Have a Strong Sense of Identity**

***Connection to the Activity***

Confidence Hearts supports children to recognise their own strengths, achievements, and moments of pride, strengthening their sense of identity and self-worth.

***How the Activity Demonstrates This Outcome***

- Students reflect on something they are proud of, reinforcing positive self-identity.
- Creating a personal keepsake helps children see themselves as capable and valued.
- Sharing confidence with others encourages ownership of strengths and personal growth.

**Early Years Learning Outcome 2: Children Are Connected With and Contribute to Their World**

***Connection to the Activity***

The activity builds meaningful connections between the classroom and home, allowing children to share their confidence with family members.

***How the Activity Demonstrates This Outcome***

- Taking the Confidence Heart home strengthens school-family partnerships.
- Sharing proud moments encourages positive relationships and mutual appreciation.

- Optional classroom sharing builds a culture of encouragement and respect.

### **Early Years Learning Outcome 3: Children Have a Strong Sense of Wellbeing**

#### ***Connection to the Activity***

Confidence Hearts nurtures emotional wellbeing by helping children recognise positive emotions such as pride, confidence, and self-belief.

#### ***How the Activity Demonstrates This Outcome***

- Reflecting on success supports emotional resilience and optimism.
- Creative expression provides a calm, affirming way to explore feelings.
- Celebrating achievements reinforces a sense of emotional safety and wellbeing.

### **Early Years Learning Outcome 4: Children Are Confident and Involved Learners**

#### ***Connection to the Activity***

The activity encourages reflection, decision-making, and engagement through open-ended creative expression.

#### ***How the Activity Demonstrates This Outcome***

- Students choose what they feel proud of, supporting autonomy and agency.
- Drawing or writing strengthens focus, persistence, and engagement.
- Reflecting on learning builds metacognitive awareness at an early age.

### **Early Years Learning Outcome 5: Children Are Effective Communicators**

#### ***Connection to the Activity***

Confidence Hearts supports communication through visual representation, early writing, and verbal sharing.

#### ***How the Activity Demonstrates This Outcome***

- Students use drawings, symbols, or words to communicate meaning.
- Sharing hearts encourages expressive language and confidence in speaking.
- Communicating pride strengthens emotional vocabulary and storytelling skills.

### **Kindergarten Learning Progressions Alignment**

#### ***Personal and Social Development***

Self-confidence, pride, positive self-identity, connection with others.

#### ***Emotional Development***

Recognition of achievement, emotional awareness, gratitude.

#### ***Communication***

Early writing, visual communication, expressive language.

#### ***Approaches to Learning***

Reflection, engagement, persistence, autonomy.

## Week 16:

### Play Activity Mapping – *Gratitude Balloon Toss*

#### **Outcome 1 – *Children have a strong sense of identity***

How this activity supports Outcome 1:

- Students are supported to recognise and express positive emotions, strengthening self-awareness and emotional literacy.
- Sharing personal experiences of gratitude supports the development of a positive sense of self-worth and identity.
- The predictable, non-competitive structure helps children feel safe, secure, and confident to contribute.
- Turn-taking and listening reinforce respectful interactions and emerging autonomy.

#### **Key links to the activity:**

- Naming something they are thankful for supports children to reflect on their own lives and experiences.
- The circle formation reinforces belonging and emotional safety.

#### **Outcome 2 – *Children are connected with and contribute to their world***

How this activity supports Outcome 2:

- Students participate in a shared group ritual, strengthening connection to peers and the learning community.
- Listening to others' gratitude encourages empathy, respect, and appreciation of diverse experiences.
- The activity builds awareness of reciprocal relationships, recognising people, places, and experiences that support wellbeing.
- The Saturn metaphor reinforces the idea of connection, kindness, and shared responsibility within a group.

#### **Key links to the activity:**

- Gratitude ideas include family, friends, nature, and everyday experiences, broadening children's sense of community.
- The collaborative goal of keeping the balloon in the air supports collective contribution.

#### **Outcome 3 – *Children have a strong sense of wellbeing***

How this activity supports Outcome 3:

- The activity promotes emotional wellbeing by focusing on positive feelings such as appreciation, joy, and connection.
- Gentle balloon tossing supports physical wellbeing, coordination, and body awareness in a low-pressure context.
- Students practise self-regulation, waiting for turns and responding calmly during group play.

- Reflection questions support awareness of how emotions feel in the body and mind.

**Key links to the activity:**

- Expressing gratitude aloud supports positive mental health and emotional resilience.
- Movement and laughter contribute to a joyful, relaxed learning environment.

**Outcome 4 – *Children are confident and involved learners***

**How this activity supports Outcome 4:**

- Students demonstrate confidence, enthusiasm, and persistence by actively participating in the game.
- The open-ended nature of gratitude sharing encourages creative and reflective thinking.
- Optional challenges (extra balloons, music pauses) invite experimentation and problem-solving.
- Students transfer learning about emotions and gratitude into a playful, social context.

**Key links to the activity:**

- Children practise sustaining attention and engagement during a shared group task.
- Reflection prompts encourage children to think about applying gratitude beyond the classroom.

**Outcome 5 – *Children are effective communicators***

**How this activity supports Outcome 5:**

- Students communicate verbally by naming things they are thankful for.
- Students communicate non-verbally through eye contact, body positioning, and balloon movement.
- Listening to peers supports receptive language and attention skills.
- Visual cue cards support emerging communicators and inclusive participation.

**Key links to the activity:**

- Gratitude sharing supports expressive language and confidence in speaking.
- Turn-taking reinforces conversational skills and respectful communication.

**Kindergarten Learning Progressions**

This activity strongly aligns with the following Learning Progression Domains:

- **Wellbeing – Emotions:**  
Children identify, express, and reflect on positive emotions and emotional responses in themselves and others.
- **Wellbeing – Movement:**  
Children practise coordination, balance, and spatial awareness through gentle, purposeful movement.
- **Communication – Interactions:**  
Children engage in reciprocal communication through listening, speaking, and shared group attention.
- **Identity and Community – Social:**

Children develop empathy, belonging, cooperation, and respect within a group setting.

- **Learning Dispositions:**

Children demonstrate enthusiasm, confidence, reflection, and engagement in playful learning.

### **Creative Activity Mapping – *My Thankful Hand***

#### **Outcome 1 – *Children have a strong sense of identity***

How this activity supports Outcome 1:

- Students reflect on personal experiences, relationships, and sources of joy, supporting the development of self-awareness and identity.
- Tracing their own hand reinforces body awareness and ownership of learning.
- Choosing what to include on each finger supports agency, autonomy, and decision-making.
- Optional sharing builds confidence and supports a positive sense of self-worth.

#### **Key links to the activity:**

- Each Thankful Hand is unique, reinforcing that every child's experiences and feelings matter.
- The activity provides a calm, predictable space for personal reflection.

#### **Outcome 2 – *Children are connected with and contribute to their world***

How this activity supports Outcome 2:

- Students recognise and acknowledge people, places, and experiences that support their lives.
- Sharing gratitude promotes empathy, respect, and appreciation of others.
- Group sharing opportunities strengthen connection and belonging within the learning community.
- Gratitude themes often extend to family, friends, nature, and pets, fostering awareness of wider connections.

#### **Key links to the activity:**

- Students contribute to a culture of kindness by sharing thankful thoughts.
- Displaying completed hands can create a shared visual representation of community gratitude.

#### **Outcome 3 – *Children have a strong sense of wellbeing***

How this activity supports Outcome 3:

- Reflecting on gratitude supports emotional wellbeing and positive mental health.
- Fine motor tasks such as tracing, colouring, and drawing support physical wellbeing and hand-eye coordination.
- The calm, creative nature of the task supports self-regulation and focus.
- Talking about positive experiences strengthens emotional resilience.

**Key links to the activity:**

- Students experience a sense of calm, pride, and satisfaction through creative expression.
- Gratitude discussions support emotional awareness and vocabulary.

**Outcome 4 – *Children are confident and involved learners***

How this activity supports Outcome 4:

- Students demonstrate creativity, curiosity, and imagination through personal artwork.
- The open-ended nature of the task supports engagement and persistence.
- Children practise planning and organising ideas by deciding what to place on each finger.
- Reflection and sharing support the transfer of learning about gratitude into other contexts.

**Key links to the activity:**

- Students engage deeply in a meaningful, purposeful creative task.
- The Saturn metaphor supports abstract thinking and symbolic understanding.

**Outcome 5 – *Children are effective communicators***

How this activity supports Outcome 5:

- Students express ideas through drawing, symbols, and emerging writing.
- Verbal sharing supports expressive language and confidence in communication.
- Listening to others during sharing circles builds receptive language and attention skills.
- Visual representation supports communication for diverse learners.

**Key links to the activity:**

- Children use multiple modes to communicate meaning.
- The activity supports both verbal and non-verbal expression.

**Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Wellbeing – Emotions:**  
Children identify, express, and reflect on positive emotions and emotional experiences.
- **Communication – Symbols and Texts:**  
Children use drawings, symbols, and early writing to express meaning.
- **Communication – Interactions:**  
Children practise sharing ideas and listening to others in a supportive group context.
- **Identity and Community – Social:**  
Children develop empathy, belonging, and respect through shared reflection.
- **Learning Dispositions:**  
Children demonstrate concentration, creativity, reflection, and confidence in learning.

## **Exercise Activity Mapping – *Stretch and Say Thanks***

### **Outcome 1 – *Children have a strong sense of identity***

How this activity supports Outcome 1:

- Students are provided with a safe, calm, and predictable movement routine, supporting feelings of security and emotional safety.
- Naming personal sources of gratitude strengthens self-awareness and positive self-identity.
- Choosing how to stretch and what to share supports agency, autonomy, and confidence.
- The reflective nature of the activity encourages children to recognise their own thoughts, feelings, and strengths.

#### **Key links to the activity:**

- Gratitude statements are personal and meaningful, reinforcing each child's sense of self.
- The Saturn metaphor supports reflection and identity-building through symbolic thinking.

### **Outcome 2 – *Children are connected with and contribute to their world***

How this activity supports Outcome 2:

- Listening to peers' thankful words builds empathy, respect, and appreciation of others.
- The circle and group stretch formats reinforce belonging and shared responsibility.
- The optional variation encourages children to notice, acknowledge, and appreciate others.
- Expressing gratitude for people, nature, and experiences strengthens awareness of interconnected relationships.

#### **Key links to the activity:**

- Peer-to-peer gratitude and admiration support social connection and kindness.
- The shared calm experience reinforces collective contribution and inclusion.

### **Outcome 3 – *Children have a strong sense of wellbeing***

How this activity supports Outcome 3:

- Gentle stretching supports physical wellbeing, flexibility, balance, and body awareness.
- Slow movement and breathing promote emotional regulation and calmness.
- Gratitude practice supports positive mental health and emotional resilience.
- Students practise recognising how movement and reflection affect how their bodies feel.

#### **Key links to the activity:**

- Stretches such as Reach for the Stars and Hug Yourself support both physical and emotional wellbeing.
- Reflection questions support awareness of internal states and relaxation.

### **Outcome 4 – *Children are confident and involved learners***

How this activity supports Outcome 4:

- Students demonstrate engagement, concentration, and persistence during guided movement.

- Combining movement with reflection supports mindful learning and sustained attention.
- The optional variation encourages initiative, observation, and thoughtful interaction.
- Children transfer learning about gratitude into physical and social contexts.

**Key links to the activity:**

- Students follow, adapt, and repeat movement sequences with increasing confidence.
- Reflection prompts encourage children to think about their learning and feelings.

**Outcome 5 – *Children are effective communicators***

How this activity supports Outcome 5:

- Students communicate verbally by naming things they are thankful for.
- Students communicate non-verbally through body movement, gestures, and positioning.
- Listening to peers supports receptive language and attention.
- Gratitude cue cards support inclusive communication and vocabulary development.

**Key links to the activity:**

- Combining spoken language with movement supports multimodal communication.
- The activity builds confidence in sharing ideas aloud in a supportive setting.

**Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Wellbeing – Movement:**  
Children practise controlled movement, balance, coordination, and body awareness through gentle stretching.
- **Wellbeing – Emotions:**  
Children identify, express, and regulate emotions through gratitude and calm reflection.
- **Communication – Interactions:**  
Children engage in reciprocal communication through listening, speaking, and shared group focus.
- **Identity and Community – Social:**  
Children demonstrate empathy, appreciation, cooperation, and respect within a group setting.
- **Learning Dispositions:**  
Children show concentration, mindfulness, confidence, and reflective engagement in learning.

**Gratitude & Giving Activity Mapping – *Thank You Space Power Cubes***

**Outcome 1 – *Children have a strong sense of identity***

How this activity supports Outcome 1:

- Students reflect on their own feelings of appreciation, supporting self-awareness and emotional literacy.
- Choosing who to thank strengthens agency, autonomy, and personal voice.
- Creating a personalised gift builds confidence, pride, and a positive sense of self-worth.

- Giving the cube supports children to act with care, empathy, and respect in relationships.

**Key links to the activity:**

- Each Space Power Cube is unique, reinforcing that each child's thoughts and expressions matter.
- The act of giving affirms children as capable contributors to their community.

**Outcome 2 – *Children are connected with and contribute to their world***

How this activity supports Outcome 2:

- Students identify people within their school community who support and care for them.
- Giving a Space Power Cube reinforces reciprocal relationships and social responsibility.
- The activity supports respect for others and appreciation of diverse roles within the school.
- The Saturn metaphor reinforces connection, kindness, and shared responsibility.

**Key links to the activity:**

- Gratitude is directed toward real people in the child's world.
- Children contribute positively to their community through intentional acts of kindness.

**Outcome 3 – *Children have a strong sense of wellbeing***

How this activity supports Outcome 3:

- Expressing gratitude supports emotional wellbeing and positive mental health.
- Creative making supports calm focus and emotional regulation.
- Giving to others builds feelings of joy, belonging, and connectedness.
- Fine motor tasks support physical wellbeing and coordination.

**Key links to the activity:**

- Children experience pride and satisfaction through creating and giving.
- Emotional confidence is strengthened through supported sharing.

**Outcome 4 – *Children are confident and involved learners***

How this activity supports Outcome 4:

- Students demonstrate creativity, imagination, and persistence during construction.
- Planning who to give the cube to and what to include supports reflective thinking.
- Cutting, folding, and assembling the cube builds problem-solving and task completion skills.
- Students transfer learning about gratitude into meaningful, real-world action.

**Key links to the activity:**

- Children engage in a purposeful, hands-on task with a clear intention.
- The activity encourages sustained engagement and thoughtful decision-making.

**Outcome 5 – *Children are effective communicators***

How this activity supports Outcome 5:

- Students communicate ideas through drawing, symbols, and emerging written language.
- Giving the cube encourages verbal and non-verbal communication, including eye contact, tone, and gesture.
- Children practise using kind and respectful language for a real audience.
- The cube itself acts as a symbolic text conveying meaning.

**Key links to the activity:**

- Multiple communication modes are used to express appreciation.
- Students gain confidence in sharing messages with others.

**Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Communication – Symbols and Texts:**  
Children use drawings, symbols, and early writing to convey meaning.
- **Communication – Interactions:**  
Children engage in purposeful social communication when giving and explaining their cube.
- **Identity and Community – Social:**  
Children demonstrate empathy, belonging, respect, and contribution within their community.
- **Wellbeing – Emotions:**  
Children identify, express, and reflect on positive emotions such as gratitude and kindness.
- **Learning Dispositions:**  
Children show creativity, focus, confidence, and persistence in completing a meaningful task.

**Week 17:**

**Play Activity Mapping – Try Again Towers**

**Outcome 1 – Children have a strong sense of identity**

How this activity supports Outcome 1:

- Students are supported to feel safe, secure, and accepted when attempts do not work the first time.
- Experiencing setbacks and trying again builds resilience, autonomy, and agency.
- Children develop a positive sense of self-worth by valuing effort rather than outcome.
- Encouragement and shared language support respectful interactions with others.

**Key links to the activity:**

- Towers falling is normalised as part of learning.
- Smiling, breathing, and rebuilding reinforce emotional confidence and self-belief.

**Outcome 2 – Children are connected with and contribute to their world**

How this activity supports Outcome 2:

- Working in pairs or small groups strengthens cooperation, shared responsibility, and belonging.
- Students practise supporting peers and celebrating effort together.
- The activity promotes fairness and inclusion, as all attempts are valued equally.
- Shared materials encourage care for resources and respectful use of space.

**Key links to the activity:**

- Group reflection highlights collective learning and mutual encouragement.
- The Uranus metaphor reinforces that differences and unexpected outcomes are valued.

### **Outcome 3 – *Children have a strong sense of wellbeing***

How this activity supports Outcome 3:

- Students practise emotional regulation when towers fall or challenges arise.
- Breathing, pausing, and trying again support mental and emotional wellbeing.
- Fine and gross motor skills are strengthened through building and balancing.
- Positive self-talk supports confidence and emotional resilience.

**Key links to the activity:**

- Children learn strategies to manage frustration in a supportive environment.
- The focus on calm responses promotes wellbeing and persistence.

### **Outcome 4 – *Children are confident and involved learners***

How this activity supports Outcome 4:

- Students demonstrate curiosity, persistence, creativity, and problem-solving.
- Rebuilding encourages experimentation and adaptation of strategies.
- Children transfer learning from one attempt to the next.
- Reflecting on effort supports growth mindset and learning awareness.

**Key links to the activity:**

- Towers are redesigned and improved through trial and reflection.
- Students remain engaged even when tasks are challenging.

### **Outcome 5 – *Children are effective communicators***

How this activity supports Outcome 5:

- Students communicate ideas and strategies verbally during group building.
- Non-verbal communication occurs through gesture, demonstration, and shared attention.
- Reflection discussions support expressive language and listening skills.
- Shared phrases encourage positive, supportive communication.

**Key links to the activity:**

- Group conversations help children articulate feelings and learning.
- Encouraging language reinforces respectful and purposeful interaction.

## Kindergarten Learning Progressions

This activity aligns strongly with the following Learning Progression Domains:

- **Learning Dispositions:**  
Children show persistence, confidence, reflection, and willingness to take positive risks.
- **Identity and Community – Social:**  
Children cooperate, support peers, and develop a sense of belonging within a group.
- **Wellbeing – Emotions:**  
Children practise recognising, regulating, and responding positively to emotions.
- **Wellbeing – Movement:**  
Children develop coordination, balance, and fine motor control through building.
- **Communication – Interactions:**  
Children engage in reciprocal communication during collaborative play and reflection.

## Creative Activity Mapping – “I Can Try” Booklet

### Outcome 1 – *Children have a strong sense of identity*

How this activity supports Outcome 1:

- Students reflect on their own learning journeys, supporting self-awareness and identity development.
- Identifying personal challenges builds agency, autonomy, and ownership of learning.
- Creating a personalised booklet supports confidence and positive self-worth.
- Optional sharing allows children to choose how and when they share personal experiences.

#### Key links to the activity:

- Each booklet is unique, reinforcing that learning looks different for everyone.
- The Uranus metaphor supports acceptance of individuality and difference.

### Outcome 2 – *Children are connected with and contribute to their world*

How this activity supports Outcome 2:

- Sharing learning goals fosters empathy, understanding, and peer encouragement.
- Listening to others’ challenges supports respect for diversity and fairness.
- Group reflection builds a sense of belonging and shared experience.
- Celebrating effort supports a classroom culture of kindness and inclusion.

#### Key links to the activity:

- Students learn that everyone is working on something different.
- Peer encouragement strengthens community connection.

### Outcome 3 – *Children have a strong sense of wellbeing*

How this activity supports Outcome 3:

- Reflecting on effort supports emotional resilience and mental wellbeing.
- Normalising challenge reduces anxiety and supports emotional regulation.
- Creative tasks support calm focus and emotional safety.

- Students build confidence by recognising progress rather than perfection.

**Key links to the activity:**

- Children learn that it is okay not to be able to do something yet.
- Positive self-talk is reinforced through educator language and reflection.

**Outcome 4 – *Children are confident and involved learners***

How this activity supports Outcome 4:

- Students demonstrate growth mindset, persistence, and reflection.
- Creating the booklet supports planning, decision-making, and sustained engagement.
- Children transfer learning about resilience into personal goal setting.
- The activity encourages curiosity about learning and improvement.

**Key links to the activity:**

- Students engage deeply in a meaningful, reflective task.
- The focus on “trying” supports learning dispositions over outcomes.

**Outcome 5 – *Children are effective communicators***

How this activity supports Outcome 5:

- Students express ideas through drawing, symbols, and emerging writing.
- Sharing pages supports verbal communication and confidence.
- Listening to peers supports receptive language and attention skills.
- The booklet itself functions as a personal symbolic text.

**Key links to the activity:**

- Multiple modes of communication are valued.
- Students practise sharing personal ideas in a supportive environment.

**Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Learning Dispositions:**  
Children show persistence, confidence, reflection, and willingness to continue learning.
- **Identity and Community – Social:**  
Children develop empathy, belonging, and respect for others’ learning journeys.
- **Wellbeing – Emotions:**  
Children recognise, express, and regulate emotions linked to challenge and effort.
- **Communication – Symbols and Texts:**  
Children use drawings and early writing to represent ideas and experiences.
- **Communication – Interactions:**  
Children engage in sharing, listening, and supportive peer communication.

## **Exercise Activity Mapping – *Bounce Back Race***

### **Outcome 1 – *Children have a strong sense of identity***

How this activity supports Outcome 1:

- Students experience a safe and supportive environment where mistakes and falls are expected and accepted.
- Bouncing back after falling builds confidence, resilience, and emerging autonomy.
- Using positive language and body cues supports a strong, capable self-image.
- Choosing how to bounce back encourages agency and self-belief.

#### **Key links to the activity:**

- Falling is reframed as part of learning, not failure.
- Smiling and posing after getting up reinforces positive self-talk and identity.

### **Outcome 2 – *Children are connected with and contribute to their world***

How this activity supports Outcome 2:

- Students practise encouraging peers through cheering and shared celebration.
- Team and relay variations strengthen cooperation, belonging, and shared responsibility.
- Children learn to recognise and respect others' efforts, regardless of speed or outcome.
- Shared movement experiences reinforce group connection and inclusion.

#### **Key links to the activity:**

- Peer encouragement and collective reflection build classroom community.
- Group rules and safe use of space promote fairness and care for others.

### **Outcome 3 – *Children have a strong sense of wellbeing***

How this activity supports Outcome 3:

- Active movement supports physical wellbeing, balance, coordination, and body awareness.
- Safe falling and getting up practise emotional regulation and confidence.
- Repeating the movement pattern helps children manage excitement and frustration.
- Reflection supports awareness of how emotions and bodies respond to challenge.

#### **Key links to the activity:**

- Gentle falling and bouncing back model safe risk-taking.
- Celebrating effort reduces anxiety and supports positive mental wellbeing.

### **Outcome 4 – *Children are confident and involved learners***

How this activity supports Outcome 4:

- Students demonstrate persistence, enthusiasm, and positive risk-taking.
- Repeating the movement sequence supports learning through practice and reflection.
- Children transfer resilience strategies from physical play into broader learning contexts.
- The activity encourages curiosity about how bodies move and recover.

#### **Key links to the activity:**

- Students stay engaged even when the task feels tricky.
- Reflection questions promote awareness of learning strategies and effort.

#### **Outcome 5 – *Children are effective communicators***

How this activity supports Outcome 5:

- Students communicate non-verbally through movement, gesture, and body expression.
- Verbal encouragement and cheering support expressive language and social interaction.
- Group reflection supports listening, turn-taking, and sharing ideas.
- Shared resilience language builds a common communication framework.

#### **Key links to the activity:**

- Children practise encouraging words and supportive communication.
- Listening to peers' reflections strengthens receptive language skills.

#### **Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Wellbeing – Movement:**  
Children develop coordination, balance, spatial awareness, and controlled movement.
- **Wellbeing – Emotions:**  
Children practise recognising, regulating, and responding positively to emotions linked to challenge.
- **Identity and Community – Social:**  
Children demonstrate empathy, cooperation, and encouragement within a group.
- **Learning Dispositions:**  
Children show persistence, confidence, enthusiasm, and willingness to try again.
- **Communication – Interactions:**  
Children engage in reciprocal communication through encouragement, reflection, and shared play.

#### **Gratitude & Giving Activity Mapping – *My Cheer Squad***

#### **Outcome 1 – *Children have a strong sense of identity***

How this activity supports Outcome 1:

- Students reflect on personal challenges and efforts, strengthening self-awareness and identity.
- Sharing stories in a supportive circle builds confidence, emotional bravery, and self-worth.
- Choosing whether or not to share supports agency, autonomy, and emotional safety.
- Receiving applause reinforces a positive sense of self and pride in effort.

#### **Key links to the activity:**

- Children are recognised for trying, not for being perfect.
- The Uranus metaphor supports acceptance of individuality and difference.

## **Outcome 2 – *Children are connected with and contribute to their world***

How this activity supports Outcome 2:

- Students practise celebrating others, fostering empathy, respect, and social connection.
- The shared cheer experience strengthens belonging and community spirit.
- Listening to peers' experiences builds understanding of diverse challenges and perspectives.
- Group gratitude reinforces shared responsibility for creating a supportive classroom culture.

### **Key links to the activity:**

- Every child contributes to the emotional safety of the group.
- Encouragement and applause promote fairness and inclusion.

## **Outcome 3 – *Children have a strong sense of wellbeing***

How this activity supports Outcome 3:

- Sharing and being celebrated supports emotional wellbeing and confidence.
- Applause, cheers, and positive affirmations build joy and reduce anxiety.
- Students practise emotional regulation by listening, waiting, and responding kindly.
- Gratitude toward the group strengthens feelings of safety and connection.

### **Key links to the activity:**

- Children experience positive emotional responses linked to effort and encouragement.
- Calm, structured sharing supports emotional security.

## **Outcome 4 – *Children are confident and involved learners***

How this activity supports Outcome 4:

- Reflecting on persistence reinforces a growth mindset and learning awareness.
- Hearing peers' stories supports learning through shared experiences and modelling.
- Students remain engaged through meaningful discussion and reflection.
- The activity encourages transfer of resilience skills into future learning situations.

### **Key links to the activity:**

- Children learn that effort leads to growth.
- Celebrating learning journeys strengthens motivation and confidence.

## **Outcome 5 – *Children are effective communicators***

How this activity supports Outcome 5:

- Students practise verbal communication when sharing experiences.
- Non-verbal communication is reinforced through clapping, gestures, and facial expression.
- Listening respectfully builds receptive language and attention skills.
- Group affirmations support shared language around resilience and gratitude.

### **Key links to the activity:**

- Children communicate meaning through words, actions, and symbols.
- Turn-taking supports respectful and effective interaction.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Identity and Community – Social:**  
Children demonstrate empathy, belonging, cooperation, and respect within a group.
- **Wellbeing – Emotions:**  
Children recognise, express, and respond positively to emotions linked to effort and achievement.
- **Communication – Interactions:**  
Children engage in reciprocal communication through sharing, listening, and encouraging peers.
- **Learning Dispositions:**  
Children show confidence, reflection, persistence, and motivation as learners.

### **Week 18:**

#### **Play Activity Mapping – *Walk in Their Space Boots***

**Outcome 1 – *Children have a strong sense of identity***

##### **How this activity supports Outcome 1:**

- Students explore their own feelings by comparing them with the feelings of others, strengthening self-awareness.
- Taking on roles supports identity exploration and emotional expression.
- Choosing how to respond kindly supports agency, autonomy, and confidence.
- The predictable partner structure helps students feel safe and supported when sharing emotions.

##### **Key links to the activity:**

- Role-switching helps children recognise both self and others.
- Emotional language builds confidence in naming and understanding feelings.

**Outcome 2 – *Children are connected with and contribute to their world***

##### **How this activity supports Outcome 2:**

- Students practise empathy, respect, and perspective-taking within peer interactions.
- Listening and responding kindly supports reciprocal relationships and social responsibility.
- Exploring different life situations builds awareness of diversity and fairness.
- Group reflection reinforces shared responsibility for caring classroom culture.

##### **Key links to the activity:**

- Children learn that everyone has different experiences and emotions.
- Kind responses strengthen community connection and inclusion.

### **Outcome 3 – *Children have a strong sense of wellbeing***

#### **How this activity supports Outcome 3:**

- Discussing emotions supports emotional literacy and regulation.
- Being listened to helps children feel valued, calm, and emotionally safe.
- Practising kind responses supports positive mental wellbeing.
- The gentle, imaginative play format reduces pressure and anxiety.

#### **Key links to the activity:**

- Children learn strategies to support themselves and others emotionally.
- Reflection questions help children notice how empathy feels.

### **Outcome 4 – *Children are confident and involved learners***

#### **How this activity supports Outcome 4:**

- Students demonstrate imagination, curiosity, and engagement through role-play.
- Switching roles encourages flexible thinking and adaptation.
- Children transfer understanding of emotions into new social scenarios.
- Reflection supports learning awareness and deeper thinking.

#### **Key links to the activity:**

- Role-play supports learning through imagination and exploration.
- Students remain actively involved in meaningful discussion.

### **Outcome 5 – *Children are effective communicators***

#### **How this activity supports Outcome 5:**

- Students practise verbal communication by describing feelings and experiences.
- Listening and responding builds receptive language and conversational skills.
- Emotion cards and facial images support visual communication and inclusion.
- Non-verbal cues such as tone, facial expression, and body language are reinforced.

#### **Key links to the activity:**

- Children communicate meaning through words, gestures, and symbols.
- Turn-taking supports respectful and effective interaction.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Identity and Community – Social:**  
Children demonstrate empathy, perspective-taking, cooperation, and respect.
- **Wellbeing – Emotions:**  
Children recognise, express, and respond appropriately to emotions in themselves and others.
- **Communication – Interactions:**  
Children engage in reciprocal communication through listening, speaking, and responding.

- **Learning Dispositions:**

Children show curiosity, imagination, confidence, and reflection during play-based learning.

### **Creative Activity Mapping – *Heart Glasses Craft***

#### **Outcome 1 – *Children have a strong sense of identity***

##### **How this activity supports Outcome 1:**

- Students explore what kindness and empathy mean to them, supporting self-awareness and identity development.
- Creating a personalised item builds confidence, pride, and a positive sense of self-worth.
- Wearing the glasses encourages children to see themselves as kind, caring individuals.
- Choice in decoration supports agency, autonomy, and ownership of learning.

##### **Key links to the activity:**

- Each pair of heart glasses is unique, reinforcing individuality.
- The activity supports children to see kindness as part of who they are.

#### **Outcome 2 – *Children are connected with and contribute to their world***

##### **How this activity supports Outcome 2:**

- Students practise noticing and responding to the feelings of others, strengthening empathy and social responsibility.
- Role-play interactions encourage inclusive behaviour and community connection.
- Discussing kindness builds understanding of fairness, care, and respect.
- Shared displays or role-play moments reinforce belonging within the group.

##### **Key links to the activity:**

- Children learn that their actions can positively affect others.
- Kind behaviours contribute to a caring classroom culture.

#### **Outcome 3 – *Children have a strong sense of wellbeing***

##### **How this activity supports Outcome 3:**

- Exploring empathy supports emotional literacy and emotional wellbeing.
- Creative making provides calm focus and supports emotional regulation.
- Acting with kindness promotes positive feelings such as joy, safety, and connection.
- Fine motor activities support physical wellbeing and coordination.

##### **Key links to the activity:**

- Students experience positive emotions linked to caring actions.
- The activity creates a gentle, supportive emotional environment.

#### **Outcome 4 – *Children are confident and involved learners***

##### **How this activity supports Outcome 4:**

- Students demonstrate creativity, imagination, and engagement through craft and

role-play.

- Symbolic play supports deeper understanding of abstract concepts like empathy.
- Students transfer learning about kindness into real-life social interactions.
- Reflection questions support thoughtful and purposeful learning.

**Key links to the activity:**

- Children remain actively involved in meaningful, imaginative learning.
- The activity supports learning through exploration and play.

**Outcome 5 – *Children are effective communicators***

**How this activity supports Outcome 5:**

- Students express ideas through art, symbols, and spoken language.
- Role-play interactions strengthen verbal and non-verbal communication skills.
- Discussing what it means to “see with kindness” builds emotional vocabulary.
- Listening and responding during role-play supports respectful communication.

**Key links to the activity:**

- Multiple communication modes are valued and supported.
- Children practise using kind and thoughtful language.

**Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Wellbeing – Emotions:**  
Children recognise, express, and respond appropriately to emotions in themselves and others.
- **Identity and Community – Social:**  
Children demonstrate empathy, inclusion, cooperation, and care for others.
- **Communication – Symbols and Texts:**  
Children use visual symbols and creative representation to convey meaning.
- **Communication – Interactions:**  
Children engage in reciprocal communication during discussion and role-play.
- **Learning Dispositions:**  
Children show curiosity, creativity, engagement, and reflection during learning.

**Exercise Activity Mapping – *Mirror Me***

**Outcome 1 – *Children have a strong sense of identity***

**How this activity supports Outcome 1:**

- Students experience being both leader and follower, strengthening self-awareness and confidence.
- Taking turns supports agency, autonomy, and respect for others.
- Matching another person’s movements encourages children to reflect on their own body control and emotional state.
- The calm, predictable structure supports feelings of safety and emotional security.

**Key links to the activity:**

- Children learn that their movements can guide others.
- Role swapping reinforces a balanced sense of self and others.

**Outcome 2 – *Children are connected with and contribute to their world***

**How this activity supports Outcome 2:**

- Working in pairs strengthens connection, cooperation, and belonging.
- Students practise responding to others with care and attention.
- Mirroring encourages respect for differences in movement style and pace.
- Group reflection reinforces shared responsibility for creating a calm, inclusive space.

**Key links to the activity:**

- Children learn that listening can happen without words.
- Careful movement shows consideration for others.

**Outcome 3 – *Children have a strong sense of wellbeing***

**How this activity supports Outcome 3:**

- Slow, gentle movement supports physical wellbeing, balance, and coordination.
- Calm pacing promotes emotional regulation and mindfulness.
- Matching energy levels helps children manage excitement and self-control.
- The activity supports awareness of how bodies and emotions feel in stillness and motion.

**Key links to the activity:**

- Calm music and slow movement reduce stress and support regulation.
- Children practise moving with intention and care.

**Outcome 4 – *Children are confident and involved learners***

**How this activity supports Outcome 4:**

- Students demonstrate focus, persistence, and engagement.
- Leading and mirroring encourages curiosity and experimentation with movement.
- Children adapt movements based on their partner's needs.
- Reflection supports learning awareness and thoughtful participation.

**Key links to the activity:**

- Students remain involved through shared attention and purpose.
- Learning occurs through observation, imitation, and reflection.

**Outcome 5 – *Children are effective communicators***

**How this activity supports Outcome 5:**

- Students communicate non-verbally through body movement, facial expression, and gesture.
- Eye contact and body orientation reinforce attentive listening.
- Emotion cards support recognition and expression of feelings.

- Turn-taking strengthens respectful interaction and shared meaning-making.

**Key links to the activity:**

- Children learn that communication extends beyond spoken words.
- Mirroring reinforces understanding through physical expression.

**Kindergarten Learning Progressions**

This activity aligns strongly with the following Learning Progression Domains:

- **Wellbeing – Movement:**  
Children develop coordination, balance, body awareness, and controlled movement.
- **Wellbeing – Emotions:**  
Children recognise, regulate, and respond to emotions through calm, mindful activity.
- **Identity and Community – Social:**  
Children demonstrate empathy, cooperation, and respect within peer interactions.
- **Communication – Interactions:**  
Children engage in reciprocal, non-verbal communication through shared attention.
- **Learning Dispositions:**  
Children show concentration, confidence, curiosity, and reflective engagement.

**Gratitude & Giving Activity Mapping – *Caring Boots***

**Outcome 1 – *Children have a strong sense of identity***

**How this activity supports Outcome 1**

Students reflect on their own values and choices as they consider how they can act with care and kindness. Tracing their own feet or shoes supports body awareness and a sense of ownership over learning. Creating personalised Caring Boots allows children to express who they are and the kind of person they want to be, supporting confidence and positive self-worth. Sharing reflections is optional, allowing children to maintain emotional safety and autonomy.

**Outcome 2 – *Children are connected with and contribute to their world***

**How this activity supports Outcome 2**

Students identify ways they can support and care for others in their classroom and wider community. Imagining life from another person's perspective strengthens empathy and understanding of others' needs. Group discussion and optional displays promote belonging and shared responsibility. The activity encourages respect, fairness, and social responsibility by focusing on caring actions that positively impact others.

**Outcome 3 – *Children have a strong sense of wellbeing***

**How this activity supports Outcome 3**

Reflecting on caring actions supports emotional wellbeing and the development of empathy. The calm, creative nature of the task supports self-regulation and focus. Fine motor activities such as tracing, drawing, and decorating support physical wellbeing. Talking about helping others builds positive emotions such as pride, connection, and compassion.

## **Outcome 4 – *Children are confident and involved learners***

### **How this activity supports Outcome 4**

Students engage in creative problem-solving as they decide how to represent kindness through images and words. The open-ended nature of the task supports curiosity, imagination, and persistence. Children transfer learning about empathy into meaningful real-world actions. Reflection and discussion help students think about how their learning can be applied beyond the activity.

## **Outcome 5 – *Children are effective communicators***

### **How this activity supports Outcome 5**

Students express ideas through drawings, symbols, and emerging writing. Sharing their Caring Boots supports verbal communication and confidence. Listening to peers during reflection builds receptive language and respectful interaction. Visual representations support communication for diverse learners and provide a shared language around empathy and kindness.

## **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Wellbeing – emotions  
Children identify, express, and respond to emotions in themselves and others through caring actions.
- Identity and community – social  
Children demonstrate empathy, cooperation, inclusion, and a sense of belonging.
- Communication – symbols and texts  
Children use drawings, symbols, and early writing to convey meaning.
- Communication – interactions  
Children engage in respectful listening, sharing, and group discussion.
- Learning dispositions  
Children show reflection, creativity, engagement, and confidence in learning.

## **Week 19:**

### **Play Activity Mapping – *Change It Up***

#### **Outcome 1 – *Children have a strong sense of identity***

##### **How this activity supports Outcome 1**

Students experience a safe and supportive environment where making mistakes is expected and accepted. Responding to changing rules helps children build confidence in their ability to cope with uncertainty. Staying engaged and trying again supports emerging autonomy, resilience, and a positive sense of self. Children begin to see themselves as capable learners who can manage change.

#### **Outcome 2 – *Children are connected with and contribute to their world***

##### **How this activity supports Outcome 2**

Playing together under shared and changing rules strengthens cooperation and a sense of belonging. Students learn to respond respectfully to group expectations and adapt their behaviour for the benefit of the group. Laughing together and encouraging peers fosters inclusion, fairness, and shared responsibility within the learning community.

### **Outcome 3 – *Children have a strong sense of wellbeing***

#### **How this activity supports Outcome 3**

Movement supports physical wellbeing through coordination, balance, and body awareness. Unexpected rule changes provide opportunities for children to practise emotional regulation and manage frustration. Pausing to reflect supports awareness of emotional responses and strategies for staying calm and positive when things feel challenging.

### **Outcome 4 – *Children are confident and involved learners***

#### **How this activity supports Outcome 4**

Students practise cognitive flexibility, problem-solving, and persistence as rules change. The playful structure supports curiosity, enthusiasm, and willingness to take positive risks. Children adapt strategies and transfer learning from one round to the next, strengthening their ability to engage confidently with new and unfamiliar situations.

### **Outcome 5 – *Children are effective communicators***

#### **How this activity supports Outcome 5**

Students listen carefully to verbal instructions and respond appropriately to changes. Group discussion and reflection support expressive and receptive language. Non-verbal communication through movement, gesture, and facial expression reinforces shared understanding and engagement.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Learning dispositions  
Children demonstrate curiosity, flexibility, persistence, and confidence when faced with change.
- Wellbeing – emotions  
Children practise recognising and regulating emotions in response to unexpected situations.
- Wellbeing – movement  
Children develop coordination, balance, and spatial awareness through active play.
- Communication – interactions  
Children engage in listening, turn-taking, and responding within group play.
- Identity and community – social  
Children participate cooperatively and adapt behaviour to support group play.

### **Creative Activity Mapping – “New Way” Drawings**

#### **Outcome 1 – *Children have a strong sense of identity***

### **How this activity supports Outcome 1**

Students explore their own ideas and preferences by choosing how to transform familiar objects, supporting self-awareness and confidence. Creating artwork that looks different from others reinforces individuality and a positive sense of self. Sharing drawings, when students choose to do so, supports emotional safety and pride in personal expression.

### **Outcome 2 – *Children are connected with and contribute to their world***

#### **How this activity supports Outcome 2**

Group brainstorming and sharing help students appreciate diverse perspectives and creative choices. Listening to others explain their drawings supports respect for differences and fairness. The activity encourages a classroom culture where varied ideas are welcomed and valued, strengthening connection and belonging.

### **Outcome 3 – *Children have a strong sense of wellbeing***

#### **How this activity supports Outcome 3**

Creative expression supports emotional wellbeing by providing a calm, enjoyable outlet for imagination. Trying something unusual in a safe environment helps students build confidence and manage uncertainty. The relaxed, non-judgemental nature of the activity supports emotional regulation and positive feelings about learning.

### **Outcome 4 – *Children are confident and involved learners***

#### **How this activity supports Outcome 4**

Students practise adaptability, creativity, and flexible thinking by reimagining familiar objects in new ways. Experimenting with colours, shapes, and ideas supports curiosity, persistence, and positive risk-taking. Reflecting on choices helps students make connections between ideas and transfer learning into new contexts.

### **Outcome 5 – *Children are effective communicators***

#### **How this activity supports Outcome 5**

Students communicate ideas through drawings, symbols, and emerging spoken explanations. Sharing artwork supports expressive language, reasoning, and confidence. Listening to peers during reflection strengthens receptive language and respectful interaction.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Learning dispositions  
Children demonstrate curiosity, creativity, confidence, and willingness to try new approaches.
- Communication – symbols and texts  
Children use visual representation and creative media to express ideas and meaning.
- Communication – interactions  
Children practise sharing ideas, listening to others, and engaging in group discussion.
- Wellbeing – emotions

Children experience enjoyment, confidence, and emotional safety when trying new ideas.

- Identity and community – social

Children respect differences and value diverse ways of thinking and creating.

### **Exercise Activity Mapping – *Obstacle Switcheroo***

#### **Outcome 1 – *Children have a strong sense of identity***

##### **How this activity supports Outcome 1**

Students build confidence as they successfully navigate changing challenges and learn that they can cope when things are different from what they expected. Repeated opportunities to try again support emerging autonomy and self-belief. Celebrating effort rather than speed helps children develop a positive sense of self and confidence in their ability to adapt.

#### **Outcome 2 – *Children are connected with and contribute to their world***

##### **How this activity supports Outcome 2**

Students participate in shared group play that requires cooperation, turn-taking, and encouragement of peers. Watching others adapt to changes builds respect for different approaches and abilities. When students help reset or suggest course changes, they contribute actively to the group experience and develop a sense of shared responsibility.

#### **Outcome 3 – *Children have a strong sense of wellbeing***

##### **How this activity supports Outcome 3**

Physical movement supports gross motor development, balance, coordination, and body awareness. Encountering unexpected changes provides opportunities to practise emotional regulation and manage mild frustration in a safe environment. Reflection moments help students recognise strategies that support calmness and persistence when challenges arise.

#### **Outcome 4 – *Children are confident and involved learners***

##### **How this activity supports Outcome 4**

Students demonstrate adaptability, curiosity, and problem-solving as the obstacle course changes. They experiment with new strategies and transfer learning from previous rounds into new situations. The playful structure encourages persistence, enthusiasm, and positive risk-taking, supporting strong learning dispositions.

#### **Outcome 5 – *Children are effective communicators***

##### **How this activity supports Outcome 5**

Students listen carefully to instructions and respond to verbal cues when changes are introduced. Group discussions and reflections support expressive language as children explain how they adapted. Non-verbal communication through movement, gesture, and facial expression strengthens shared understanding during play.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Wellbeing – movement  
Children develop coordination, balance, strength, and spatial awareness through active play.
- Wellbeing – emotions  
Children practise recognising and regulating emotions when faced with change and challenge.
- Learning dispositions  
Children show persistence, flexibility, confidence, and willingness to try new approaches.
- Communication – interactions  
Children engage in listening, responding, and reflecting within a group context.
- Identity and community – social  
Children participate cooperatively and support peers during shared activities.

### **Gratitude & Giving Activity Mapping – *Adapt & Appreciate***

#### **Outcome 1 – *Children have a strong sense of identity***

##### **How this activity supports Outcome 1**

Students reflect on their own experiences of change and identify moments where they adapted successfully, supporting self-awareness and confidence. Recognising personal feelings connected to surprise and enjoyment helps children build a positive sense of self. Choosing whether and how to share their experience supports autonomy and emotional safety.

#### **Outcome 2 – *Children are connected with and contribute to their world***

##### **How this activity supports Outcome 2**

Sharing stories of positive surprises helps students understand that others experience change differently. Listening to peers promotes empathy, respect, and appreciation of diverse experiences. Group discussion reinforces belonging and contributes to a classroom culture that values flexibility and gratitude.

#### **Outcome 3 – *Children have a strong sense of wellbeing***

##### **How this activity supports Outcome 3**

Reflecting on enjoyable surprises supports emotional wellbeing by helping children reframe uncertainty in a positive way. Drawing and calm discussion support emotional regulation and focus. Expressing gratitude strengthens positive emotions such as joy, pride, and contentment.

#### **Outcome 4 – *Children are confident and involved learners***

##### **How this activity supports Outcome 4**

Students practise reflective thinking as they consider what they learned from adapting to change. The open-ended creative task supports curiosity, imagination, and engagement. Making connections between experiences and feelings encourages transfer of learning into future situations involving change.

#### **Outcome 5 – *Children are effective communicators***

##### **How this activity supports Outcome 5**

Students communicate ideas through drawings, symbols, and spoken explanations. Sharing with a partner or small group supports expressive language and confidence. Listening to others strengthens receptive language and respectful interaction.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Wellbeing – emotions  
Children recognise, express, and reflect on emotions linked to change and positive experiences.
- Learning dispositions  
Children demonstrate flexibility, reflection, curiosity, and confidence when responding to new situations.
- Communication – symbols and texts  
Children use drawings, symbols, and simple text to represent experiences and meaning.
- Communication – interactions  
Children engage in sharing, listening, and discussion within a supportive group setting.
- Identity and community – social  
Children appreciate others' experiences and contribute to a positive, inclusive learning environment.

Week 20:

#### **Play Activity Mapping – Space Station Celebration**

##### **Outcome 1 – *Children have a strong sense of identity***

###### **How this activity supports Outcome 1**

Students reflect on their personal growth and recognise themselves as capable learners who have developed important life skills. Naming favourite planets and skills supports self-awareness and pride in achievement. Participating in a shared celebration reinforces confidence and a positive sense of self as part of a successful learning journey.

##### **Outcome 2 – *Children are connected with and contribute to their world***

###### **How this activity supports Outcome 2**

Celebrating together strengthens a sense of belonging and shared accomplishment. Students contribute ideas, movements, and reflections to the group celebration, reinforcing community participation. Revisiting all nine life skills highlights care for others, cooperation, and shared responsibility within the classroom community.

##### **Outcome 3 – *Children have a strong sense of wellbeing***

###### **How this activity supports Outcome 3**

Joyful movement, music, and celebration support emotional and physical wellbeing. Reflecting on positive experiences builds confidence and emotional security. The playful closure helps students experience satisfaction, pride, and calm completion at the end of a learning journey.

## **Outcome 4 – *Children are confident and involved learners***

### **How this activity supports Outcome 4**

Students recall, reflect on, and connect learning across multiple experiences, demonstrating learning awareness. Choosing favourite moments and life skills supports engagement, curiosity, and reflection. Creative celebration activities encourage enthusiasm, imagination, and active participation.

## **Outcome 5 – *Children are effective communicators***

### **How this activity supports Outcome 5**

Students communicate ideas through spoken reflection, movement, and imaginative play. Sharing memories and preferences supports expressive language and confidence. Listening to peers during reflection builds receptive language and respectful interaction.

## **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Identity and community – social  
Children demonstrate belonging, cooperation, and pride in shared achievement.
- Wellbeing – emotions  
Children recognise and express positive emotions connected to accomplishment and closure.
- Wellbeing – movement  
Children engage in coordinated movement, dance, and physical play.
- Communication – interactions  
Children participate in group discussion, listening, and turn-taking.
- Learning dispositions  
Children show confidence, reflection, enthusiasm, and engagement in learning.

## **Creative Activity Mapping – *My Astronaut Journey Poster***

### **Outcome 1 – *Children have a strong sense of identity***

#### **How this activity supports Outcome 1**

Students reflect on their own learning journey by recalling the planets visited and the life skills explored. Creating a personal poster supports pride, confidence, and a positive sense of self. Representing learning visually allows children to recognise their growth and achievements across the journey. Sharing their poster, when they choose to do so, supports agency and emotional safety.

### **Outcome 2 – *Children are connected with and contribute to their world***

#### **How this activity supports Outcome 2**

Revisiting life skills such as kindness, empathy, and adaptability helps students understand how their learning connects to relationships and community. Sharing posters builds appreciation for others' journeys and perspectives. Displaying the posters contributes to a shared classroom narrative and strengthens belonging and connection.

### **Outcome 3 – *Children have a strong sense of wellbeing***

#### **How this activity supports Outcome 3**

Reflecting on positive learning experiences supports emotional wellbeing and confidence. The creative, calm nature of the task supports self-regulation and focus. Remembering moments of success and enjoyment builds positive emotions such as pride, joy, and reassurance.

### **Outcome 4 – *Children are confident and involved learners***

#### **How this activity supports Outcome 4**

Students demonstrate recall, integration, and reflection by matching planets with life skills. The open-ended design supports creativity, persistence, and engagement. Creating a visual timeline encourages students to make connections across learning experiences and transfer understanding into a meaningful representation.

### **Outcome 5 – *Children are effective communicators***

#### **How this activity supports Outcome 5**

Students communicate learning through drawings, symbols, and spoken explanations. Labelling planets and explaining symbols supports expressive language and reasoning. Listening to peers share their posters strengthens receptive language and respectful interaction.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Communication – symbols and texts  
Children use drawings, symbols, and labels to represent ideas and learning.
- Communication – interactions  
Children share ideas, explain meaning, and listen to others in group settings.
- Learning dispositions  
Children show reflection, confidence, persistence, and pride in learning.
- Wellbeing – emotions  
Children recognise positive emotions linked to achievement and reflection.
- Identity and community – social  
Children develop a sense of belonging through shared celebration of learning.

### **Exercise Activity Mapping – *Suit Up Workout***

#### **Outcome 1 – *Children have a strong sense of identity***

#### **How this activity supports Outcome 1**

Students recognise and celebrate themselves as capable learners by recalling each life skill and expressing it through movement. Matching movements to planets reinforces pride in their journey and confidence in what they have learned. Moving together as Playful Astronauts supports a positive sense of self and belonging within the group.

#### **Outcome 2 – *Children are connected with and contribute to their world***

#### **How this activity supports Outcome 2**

Completing the workout as a group strengthens connection, cooperation, and shared celebration. Partner movements, such as mirroring for empathy, encourage awareness of others and respectful interaction. Revisiting life skills like kindness, gratitude, and empathy reinforces positive contributions to the classroom community.

### **Outcome 3 – *Children have a strong sense of wellbeing***

#### **How this activity supports Outcome 3**

Active movement supports physical wellbeing, coordination, strength, and body awareness. Linking movement to emotions and life skills supports emotional wellbeing and self-regulation. Deep breathing and cool-down routines help students notice how movement can support calmness, happiness, and a sense of balance.

### **Outcome 4 – *Children are confident and involved learners***

#### **How this activity supports Outcome 4**

Students demonstrate recall, focus, and engagement as they move through each planet and life skill. The structured yet playful circuit supports persistence, enthusiasm, and curiosity. Connecting learning to physical action helps students transfer understanding across contexts and reinforces learning through embodied experience.

### **Outcome 5 – *Children are effective communicators***

#### **How this activity supports Outcome 5**

Students listen to verbal cues and respond with coordinated movement. Naming planets and life skills supports vocabulary and concept recall. Group chanting, mirroring, and shared celebration strengthen both verbal and non-verbal communication skills.

### **Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Wellbeing – movement  
Children develop coordination, strength, balance, and spatial awareness through active play.
- Wellbeing – emotions  
Children recognise and regulate emotions through movement and breathing.
- Learning dispositions  
Children demonstrate confidence, persistence, enthusiasm, and engagement in learning.
- Communication – interactions  
Children listen, respond, and participate in shared group routines.
- Identity and community – social  
Children experience belonging and pride through shared achievement and celebration.

### **Gratitude & Giving Activity Mapping – *Mission Complete Medals***

#### **Outcome 1 – *Children have a strong sense of identity***

#### **How this activity supports Outcome 1**

Students experience affirmation and recognition through receiving kind words from peers, strengthening confidence and self-worth. Creating a medal for someone else supports self-awareness as children reflect on positive qualities they notice in others. Choosing who to acknowledge and how to express appreciation supports agency and emotional confidence.

**Outcome 2 – *Children are connected with and contribute to their world***

**How this activity supports Outcome 2**

Giving and receiving medals strengthens relationships and reinforces a sense of belonging within the class community. Students recognise how peers have supported and contributed to the shared journey, building empathy, respect, and social responsibility. The activity encourages fairness and inclusion by valuing every child's contribution.

**Outcome 3 – *Children have a strong sense of wellbeing***

**How this activity supports Outcome 3**

Expressing and receiving gratitude supports emotional wellbeing by fostering positive emotions such as joy, pride, and connection. The creative, calm nature of the task supports emotional regulation and focus. Feeling seen and appreciated contributes to emotional safety and a positive classroom climate.

**Outcome 4 – *Children are confident and involved learners***

**How this activity supports Outcome 4**

Students engage in reflection as they consider the kindness, teamwork, and growth shown during the journey. Designing and decorating medals supports creativity, persistence, and engagement. Sharing reasons for giving a medal encourages thoughtful reflection and helps students connect learning experiences across the program.

**Outcome 5 – *Children are effective communicators***

**How this activity supports Outcome 5**

Students communicate appreciation through drawings, symbols, and spoken language. Presenting a medal supports expressive language and confidence. Listening to peers during exchanges builds receptive language and respectful interaction. The medals act as symbolic texts that convey meaning and emotion.

**Kindergarten Learning Progressions**

This activity aligns strongly with the following learning progression domains:

- Identity and community – social  
Children demonstrate empathy, belonging, cooperation, and appreciation of others.
- Wellbeing – emotions  
Children recognise, express, and respond to positive emotions linked to gratitude and recognition.
- Communication – symbols and texts  
Children use drawings, symbols, and simple words to represent meaning.
- Communication – interactions  
Children engage in turn-taking, sharing, and listening during group activities.

- Learning dispositions

Children show reflection, confidence, persistence, and pride in learning.