

# Free EYLF Templates & Planning Pack

for Preschool Educators

**Australia**

Aligned to EYLF V2.0 | Print-Ready | 100% Free

Planning Templates

Observation & Docs

EYLF Cheat Sheets

Activity Templates

Created with love for Australian early childhood educators | 30+ pages

# How to Use This Pack



## Print & Go

Every page is A4 print-ready. Use white or cream paper for best results. Laminate the weekly planner for a reusable whiteboard version.

## Digital Use

Open in Adobe Acrobat or Preview (Mac) to type directly. Use an Apple Pencil on iPad for handwriting on your device.

## Organise Your Pack

Store in a binder with coloured tab dividers for each section. Create a running observation folder for each child's portfolio.

## EYLF Links

Every template has dedicated spaces to record which EYLF Learning Outcomes are present. Use these to build your assessment cycle evidence.

## Share with Families

Learning Stories and Family Input Forms are designed to be shared via notice boards, email, or family communication platforms.

## Adapt Freely

These templates are your starting point! Add your service logo, adjust headings, or modify fields to suit your unique program context.

### A note from the creator:

I made this pack because I know how hard it is to find free resources that actually work in real classrooms. I hope it saves you hours of prep time and gives you more energy for what matters most.



## 01 Planning Templates

- Weekly Planner
- Daily Routine Planner
- Intentional Teaching Plan
- ★ Small Group Planning
- Learning Experience Planner
- Play-Based Activity Planner

+ 4 more...

## 02 Observation & Documentation

- Anecdotal Record
- Running Record
- Learning Story Template
- Observation Summary
- Milestone Tracking Chart
- Child Interest Tracker



+ 2 more...

## 03 EYLF Support Cheat Sheets

- EYLF Outcomes Summary
- Quick Reference Guide
- Intentional Teaching Examples
- Play-Based Learning Ideas
- Learning Through Play Explained
- Educator Reflection Prompts

## 04 Classroom & Activity Templates

- Literacy Activity Planner
- Numeracy Activity Planner
- Sensory Play Planner
- Fine Motor Activity Planner
- Open-Ended Play Planner
- Nature Play Planner



1



# Planning Templates

Ten ready-to-use tools to map your week, plan intentional experiences, and reflect on your practice.



# 1.1 Weekly Planner

Plan your full week at a glance - indoors, outdoors, group times, and routines.



<b>Educator Name</b> Your full name	<b>Room / Group</b>	<b>Week Beginning</b> dd / mm / yyyy
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<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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Time / Area	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Experience</b>					
<b>Group Time</b>					
<b>Outdoor Play</b>					
<b>Rest / Quiet Time</b>					
<b>Afternoon Activity</b>					

**Weekly Reflection**  
What worked well? What will you change?

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**Resources & Materials Needed**  
List items to gather or prepare.

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# 1.2 Daily Routine Planner

Map out a predictable, nurturing daily routine with clear times and intentional moments.



<b>Date</b> dd / mm / yyyy	<b>Room</b>	<b>Educator(s)</b>
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Time	Routine Moment	Activity / Experience	EYLF Link	Notes
7:00 - 8:00	Arrival & Settling In			
8:00 - 8:30	Breakfast / Morning Tea			
8:30 - 9:30	Free Play - Indoor			
9:30 - 10:00	Group Time / Circle Time			
10:00 - 11:00	Planned Learning Experiences			
11:00 - 11:45	Outdoor Play			
11:45 - 12:15	Lunch			
12:15 - 2:30	Rest / Quiet Time			
2:30 - 3:00	Afternoon Snack			
3:00 - 4:00	Outdoor / Free Choice			
4:00 - 4:30	Group Story / Transition			
4:30 - 6:00	End of Day / Pick Up			



# 1.3 Intentional Teaching Plan

Document a purposeful teaching moment - your goal, approach, questions, and reflection.



Child's Name / Group

Age Group

Date

Educator

Outcome 1  
Identity

Outcome 2  
Community

Outcome 3  
Wellbeing

Outcome 4  
Learning

Outcome 5  
Communication

## Learning Intention

What do you want children to learn?

## Success Indicators

How will you know children have engaged?

## Teaching Strategy / Approach

e.g. modelling, questioning, scaffolding, co-construction, provocation

## ★ Intentional Questions to Ask

- What do you think might happen if...?
- I wonder why...?
- How could we...?
- What did you notice about...?
- Can you show me how you...?
- What would you do differently?

## Materials & Resources

List everything you need to set up.

## Educator Reflection

What happened? What surprised you? What is the next step?

# 1.4 Small Group Planning

Plan a targeted small group experience for intentional teaching and differentiation.



<b>Group Name / Focus</b>	<b>No. of Children</b>	<b>Date &amp; Time</b>
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<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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**Children in This Group**  
Names of children attending

**Focus / Learning Goal**  
What specific skill, concept, or interest are you targeting?

**Materials Needed**

**Step-by-Step Description**  
How will you run this activity?

Child's Name	Observed Response / Engagement	Next Step

# 1.5 Learning Experience Planner

A comprehensive single-experience planning page for your programming folder.



**Experience Title**

**Age Group**

**Date**

dd/mm/yy

**Outcome 1**  
Identity

**Outcome 2**  
Community

**Outcome 3**  
Wellbeing

**Outcome 4**  
Learning

**Outcome 5**  
Communication

## Learning Intention

What will children learn, explore, or practise?

## Materials & Resources

List everything - natural, recycled, and purchased materials.

## Experience Description

Step-by-step: How will you introduce, run, and extend this experience?

## Educator Role

How will you observe, question, and scaffold during the experience?

## Reflection & Evaluation

What happened? What did children discover? What is the next step?

# 1.6 Play-Based Activity Planner

Document play provocations and child-led learning with EYLF connections.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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## Dramatic / Role Play

Roles, scenarios, narratives | e.g. home corner, dress-ups, puppets

**Setup / Materials:** \_\_\_\_\_

**Observed play & EYLF link:** \_\_\_\_\_

## Constructive Play

Create, build, problem-solve | e.g. blocks, loose parts, LEGO

**Setup / Materials:** \_\_\_\_\_

**Observed play & EYLF link:** \_\_\_\_\_

## Exploratory Play

Investigate materials & phenomena | e.g. sand, water, mud, light table

**Setup / Materials:** \_\_\_\_\_

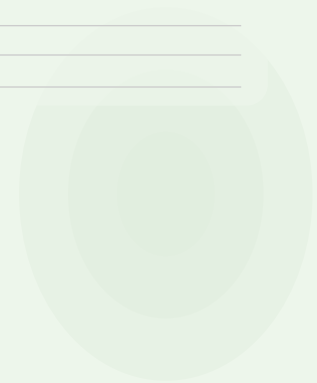
**Observed play & EYLF link:** \_\_\_\_\_

## Social Play

Interact, negotiate, collaborate | e.g. group games, dramatic play with peers

**Setup / Materials:** \_\_\_\_\_

**Observed play & EYLF link:** \_\_\_\_\_



# 1.7 Indoor / Outdoor Planning

Plan simultaneous indoor and outdoor environments for the day or session.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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## Indoor Environment

### Learning Areas / Stations

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### Materials & Setup

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### EYLF / Learning Focus

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## Outdoor Environment

### Learning Areas / Stations

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### Materials & Setup

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### EYLF / Learning Focus

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Reflection - What did children choose today? What will you extend?

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# 1.8 Transitions Planning

Make transitions intentional and smooth - they are rich learning moments every day.



## Arrival & Settling In

Morning drop-off, greeting rituals, self-care

Strategy / Song / Cue: \_\_\_\_\_

## Indoor to Outdoor

Packing away, sun safety, clothing routines

Strategy / Song / Cue: \_\_\_\_\_

## Group Time Start

Gathering children, attention signals

Strategy / Song / Cue: \_\_\_\_\_

## Mealtime Transitions

Handwashing, serving, clearing away

Strategy / Song / Cue: \_\_\_\_\_

## Rest / Quiet Time

Transitioning to rest and waking routines

Strategy / Song / Cue: \_\_\_\_\_

## End of Day

Pack-up, family connection, farewell rituals

Strategy / Song / Cue: \_\_\_\_\_

## Notes - Transition Challenges & Successes This Week

\_\_\_\_\_



# 1.9 Extension Activities Planner

Follow the child's lead - document how you will extend on an observed interest or skill.



## What Did You Observe? (The Starting Point)

Describe the child's interest, question, skill, or play theme that sparked this.

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## Child / Children

## Initial Experience / Activity

### Extension Ideas - tick what you'll try

- Add new materials to the existing experience
- Introduce a related book or story
- Invite a community expert or visitor
- Plan an excursion or community connection
- Offer a structured follow-up provocation
- Bring in family knowledge & resources
- Document through photos / drawing / writing

### Extension Plan (3-5 sentences)

What will you do? When? How?

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## Reflection After Extension

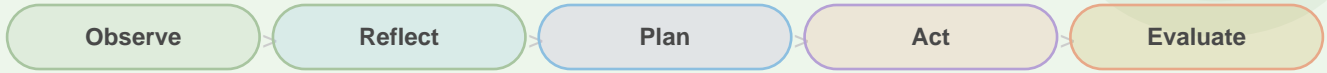
How did children engage? What new directions did they take?

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# 1.10 Reflection-Based Planning

Use reflective practice to plan forward - let what you saw guide what comes next.



## Observe

What did you notice this week? Describe a specific moment of learning.

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## Reflect

What does this tell you about the children's interests, skills, or needs?

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## Plan

Based on your reflection, what will you plan next? What experiences or materials will support learning?

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## Evaluate

After implementing your plan, how did it go? What will you do next?

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# Observation & Documentation



Capture children's learning in meaningful ways - from quick anecdotal notes to rich learning stories.

## 2.1 Anecdotal Record

A brief, factual account of a significant moment in a child's day.



<b>Child's Name</b>	<b>Age</b>	<b>Date</b> dd / mm / yyyy	<b>Educator</b>
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<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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### Setting / Context

Where were you? What was the child doing before this moment?

### Observation - What I Saw and Heard

Past tense. Include direct quotes. Be specific and objective.

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### Analysis - What This Tells Me

What learning or development is evident?

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### Next Steps

What will you plan to extend this child?

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### Photo / Attachment Reference

e.g. Photo #, portfolio page, digital filename

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# 2.3 Learning Story

A narrative observation that captures a meaningful learning moment in story form.



<b>Child's Name</b>	<b>Date</b>	<b>Educator</b>
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<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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**Title of the Learning Story**

### The Story (written to the child, past tense)

Begin with "Today..." or the child's name. Aim for 150-250 warm, narrative words.

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**What This Tells Us**  
Learning & dispositions evident?

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**What Comes Next**  
How will you support & extend?

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**Family Response**

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## 2.4 Observation Summary

Summarise multiple observations for one child to build a holistic picture of learning.



Child's Name

Period Covered

e.g. Term 1

Educator

Outcome 1  
Identity

Outcome 2  
Community

Outcome 3  
Wellbeing

Outcome 4  
Learning

Outcome 5  
Communication

### Identity & Belonging - Outcomes 1 & 2

Key observations linked to this outcome.

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### Wellbeing - Outcome 3

Key observations linked to this outcome.

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### Learning & Thinking - Outcome 4

Key observations linked to this outcome.

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### Communication & Literacy - Outcome 5

Key observations linked to this outcome.

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### Key Strengths & Interests

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### Goals & Next Steps

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## 2.5 Milestone Tracking Chart

Track developmental milestones across key domains for children aged 3-5 years.



Child's Name

Date of Birth / Age

Assessment Date

Domain / Milestone	Emerging	Developing	Consolidating	Notes
<b>Physical Development</b>				
Runs, jumps, hops, and balances with coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses scissors, pencils, and fine motor tools with control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Manages self-care tasks independently (dressing, toileting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Social &amp; Emotional</b>				
Plays cooperatively and negotiates with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identifies and expresses emotions appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follows routines and group expectations confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Language &amp; Communication</b>				
Uses sentences of 4-6+ words confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engages in back-and-forth conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows interest in print, books, and early literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Cognitive &amp; Learning</b>				
Sorts, matches, and creates patterns with objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows curiosity, investigation, and problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engages in symbolic and dramatic play themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes & Next Steps for this Child





# 2.7 Group Observation Form

Document the engagement and learning of a group during a shared experience.



<b>Activity / Experience</b>	<b>Date &amp; Time</b>	<b>Educator</b>
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<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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Child's Name	Engagement Level	What I Observed	EYLF Link	Next Steps
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			
	<input type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L			

**Whole-Group Reflection**  
 What did the group show you? What will you plan next?

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# 2.8 Family Input Form

Invite families to share their child's interests, strengths, and home learning.



Families are our greatest partners in children's learning. Please share what you know about your child!

Child's Name

Family Name(s)

Date Completed

What does your child love to do at home?

What topics or themes are they fascinated by right now?

What are you most proud of about your child?

Are there challenges or things you'd like us to support?

Are there cultural or family experiences we should know about?

Is there anything else you'd like to share with us?





3

# EYLF Support Cheat Sheets

Quick-reference guides to sit on your desk - outcomes, strategies, and reflection prompts.



# 3.1 EYLF Learning Outcomes - Summary

A complete at-a-glance reference to all 5 EYLF Learning Outcomes and sub-elements.



## 1 Children Have a Strong Sense of Identity

- Feel safe, secure, and supported in their learning environment
- Develop autonomy, resilience, and sense of agency
- Build confident self-identities - cultural, spiritual, and familial
- Interact with others with care, empathy, and respect

## 2 Children are Connected With and Contribute to Their World

- Develop a sense of belonging to groups and communities
- Respond to diversity with respect and appreciation
- Become aware of fairness and take responsibility for actions
- Show respect for the natural environment

## 3 Children Have a Strong Sense of Wellbeing

- Grow strong in social and emotional wellbeing
- Develop physical health, safety, and self-care skills

## 4 Children are Confident and Involved Learners

- Develop curiosity, cooperation, confidence, and creativity
- Use creative arts, movement, and play to learn and express
- Transfer and adapt learning across different contexts
- Resource their own learning through people, place, and materials

## 5 Children are Effective Communicators

- Interact verbally and non-verbally for a range of purposes
- Engage with and gain meaning from texts and stories
- Express ideas using a range of media and creative arts
- Begin to understand symbols, patterns, and print systems



## 3.2 EYLF Quick Reference Guide

Key EYLF principles, practices, and the planning cycle at a glance.



### EYLF Principles

★ **Secure, Respectful & Reciprocal Relationships**  
Children thrive with warm, consistent, caring connections.

★ **High Expectations & Equity**  
Every child has potential. Challenge and support each child.

★ **Ongoing Learning & Reflective Practice**  
Curious, self-reflective educators are always growing.

★ **Critical Reflection**  
Regularly question your assumptions, values, and practices.

★ **Partnerships**  
Educators and families share goals and decision-making.

★ **Respect for Diversity**  
Culture, language, and family are strengths - celebrate them.

★ **Sustainability**  
Children learn to care for the environment and their community.

★ **Aboriginal & Torres Strait Islander Perspectives**  
Centre First Nations ways of knowing in all planning.

### EYLF Practices

Holistic Approaches

Responsiveness to Children

Learning Through Play

Intentional Teaching

Learning Environments

Cultural Competence

Continuity of Learning & Transitions

Assessment for Learning

### The Planning Cycle

1 Observe children at play

2 Reflect on what you see

3 Plan experiences & environments

4 Act / Implement your plan

5 Evaluate outcomes & start again

## 3.3 Intentional Teaching - Examples & Strategies

Be deliberate, purposeful, and thoughtful in your decisions about children's learning.



### Modelling

Demonstrating a skill or process for children to observe and imitate.

Example: Showing watercolour techniques; modelling active listening in group time.

### Questioning

Using open-ended questions to provoke thinking and deeper inquiry.

Example: "What do you think will happen if...?" / "Why do you think that is?" / "How could we find out?"

### Scaffolding

Providing just enough support to help children succeed at the next level.

Example: Holding paper while a child cuts; providing visual step-by-step instructions.

### Co-Construction

Building knowledge together through shared thinking and collaboration.

Example: Creating a research wall together; building a structure alongside children.

### Provocation

Setting up an environment or material to spark curiosity and inquiry.

Example: A bird's nest on the light table with magnifiers; an unusual object in the yard.

### Sustained Shared Thinking

Extended back-and-forth thinking with a child to explore an idea deeply.

Example: "I wonder... what do you think? And then what? Why do you think that happened?"



## 3.4 Play-Based Learning Ideas

Practical experience ideas organised by EYLF Learning Outcome - inspiration for busy educators.



### 1 Outcome 1 - Identity

Mirror play and self-portrait activities  
 "All About Me" books and family photos  
 Child-led dress-up and role play  
 Name art - letters, printing, writing

### 2 Outcome 2 - Community

Community helpers dramatic play  
 Collaborative mural and group art  
 Gardening and caring for living things  
 Cultural celebration cooking activities

### 3 Outcome 3 - Wellbeing

Yoga, mindfulness, and breathing games  
 Obstacle courses and gross motor play  
 Feelings check-ins and emotion cards  
 Healthy food sorting and planting gardens

### 4 Outcome 4 - Learning

Open-ended building with blocks/LEGO  
 Science experiments - sink/float/shadows  
 Puzzles, patterns, and maths games  
 Investigation centres with clipboards

### 5 Outcome 5 - Communication

Daily story time with rich questioning  
 Mark-making and writing experiences  
 Puppet shows and storytelling props  
 Sound activities - instruments, nature



## 3.5 Learning Through Play - Explained

Share with families or use as a professional development resource for your team.



Play is not a break from learning - it IS the learning.

Research shows: rich play builds stronger language, social, emotional, and cognitive skills.

### Dramatic / Role Play

Children take on roles and explore narratives, building language, empathy, and social negotiation skills.

### Constructive Play

Children create and build, developing mathematical thinking, spatial reasoning, and persistence.

### Exploratory Play

Children investigate materials, building scientific thinking, sensory integration, and cause/effect understanding.

### Nature Play

Children connect with natural materials, building wellbeing, environmental awareness, and gross motor skills.

### Symbolic Play

Children use objects and marks symbolically - foundational for literacy, numeracy, and abstract thinking.

### Social Play

Children cooperate and negotiate, building friendship skills, emotional regulation, and a sense of belonging.



## 3.6 Educator Reflection Prompts

For personal reflection, team discussions, mentoring, or supervision conversations.



### + About My Practice

- What did I do today that was truly responsive to children's interests?
- Did I allow enough time for deep, sustained play and learning?
- When did I hold back and allow children to solve problems independently?

My reflection:

### \* About the EYLF

- Which EYLF outcomes did I see children working towards today?
- Did my planning give equal attention to all 5 Learning Outcomes?
- What evidence of learning did I document today?

My reflection:

### o About Relationships

- How did I connect meaningfully with each child today?
- Was I genuinely present and attentive during interactions?
- How did I include family voices in my planning this week?

My reflection:

### # About My Growth

- What am I currently learning about as an educator?
- What feedback have I received that I can act on?
- What is one thing I will do differently tomorrow?

My reflection:





4

# Classroom & Activity Templates

Activity-specific planners for your most common early childhood experiences - all EYLF-linked.



# 4.1 Literacy Activity Planner

Plan intentional literacy experiences that build reading, writing, and oral language skills.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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<b>Activity Title</b>	<b>Age Group</b> 3-5 years	<b>Date</b> dd / mm / yyyy
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<b>Literacy Focus - tick one or more</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phonological awareness</li> <li><input type="checkbox"/> Letter knowledge</li> <li><input type="checkbox"/> Vocabulary building</li> <li><input type="checkbox"/> Comprehension &amp; retelling</li> <li><input type="checkbox"/> Mark-making &amp; early writing</li> <li><input type="checkbox"/> Oral language &amp; storytelling</li> <li><input type="checkbox"/> Print concepts &amp; book handling</li> </ul>	<b>Materials &amp; Resources</b> List everything needed. <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>Book / Text Title (if applicable)</b> Leave blank if not using a text
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<b>Learning Intention</b> What literacy skill will children develop?
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<b>Activity Description</b> Step by step - how will you run this experience?
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<b>Educator Role &amp; Teaching Strategies</b>	<b>Educator Reflection</b> What happened? What next?
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# 4.2 Numeracy Activity Planner

Plan hands-on maths experiences that build number sense, spatial reasoning, and mathematical thinking.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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<b>Activity Title</b>	<b>Age Group</b> 3-5 years	<b>Date</b> dd / mm / yyyy
-----------------------	-------------------------------	-------------------------------

<b>Mathematical Concept Focus - tick one</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counting &amp; number sense</li> <li><input type="checkbox"/> Shape &amp; spatial reasoning</li> <li><input type="checkbox"/> Pattern &amp; algebra</li> <li><input type="checkbox"/> Measurement &amp; comparison</li> <li><input type="checkbox"/> Data &amp; sorting</li> <li><input type="checkbox"/> Problem solving</li> <li><input type="checkbox"/> Subitising</li> </ul>	<b>Materials &amp; Resources</b> List everything needed. <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>Learning Intention</b> What mathematical understanding will children build? <hr/>
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<b>Activity Description &amp; Maths Language to Use</b> Step by step - include key vocabulary <hr/> <hr/>
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<b>Educator Role &amp; Teaching Strategies</b> <hr/>	<b>Educator Reflection</b> What happened? What next? <hr/> <hr/>
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# 4.3 Sensory Play Planner

Design rich sensory experiences that support exploration, regulation, and language development.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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<b>Activity Title</b>	<b>Age Group</b> 3-5 years	<b>Date</b> dd / mm / yyyy
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<b>Sensory Medium - tick one</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Water &amp; bubbles</li> <li><input type="checkbox"/> Sand / kinetic sand</li> <li><input type="checkbox"/> Mud &amp; clay</li> <li><input type="checkbox"/> Slime &amp; goop</li> <li><input type="checkbox"/> Rice, pasta, or dried grains</li> <li><input type="checkbox"/> Shaving foam</li> <li><input type="checkbox"/> Cloud dough</li> <li><input type="checkbox"/> Natural materials</li> </ul>	<b>Materials &amp; Resources</b> List everything needed. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>Add-ins &amp; Enhancements</b> e.g. shells, gems, measuring cups, animals <hr/> <hr/>
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<b>Learning Intention &amp; Activity Setup</b> What will children explore and discover? <hr/> <hr/> <hr/>
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<b>Educator Role &amp; Teaching Strategies</b> <hr/> <hr/>	<b>Educator Reflection</b> What happened? What next? <hr/> <hr/>
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# 4.4 Fine Motor Activity Planner

Build hand strength, coordination, and tool control through purposeful fine motor experiences.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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<b>Activity Title</b>	<b>Age Group</b> 3-5 years	<b>Date</b> dd / mm / yyyy
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<b>Fine Motor Skill Focus - tick one or more</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pincer grip development</li> <li><input type="checkbox"/> Hand strength &amp; endurance</li> <li><input type="checkbox"/> Bilateral coordination</li> <li><input type="checkbox"/> Scissor skills</li> <li><input type="checkbox"/> Pencil / tool control</li> <li><input type="checkbox"/> Crossing the midline</li> <li><input type="checkbox"/> Eye-hand coordination</li> </ul>	<b>Materials &amp; Resources</b> List everything needed. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>Learning Intention</b> What fine motor skill will children develop? <hr/> <hr/>
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<b>Activity Description</b> e.g. playdough, threading, tearing, cutting, tweezers, weaving <hr/> <hr/> <hr/>
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<b>Educator Role &amp; Teaching Strategies</b> <hr/> <hr/>	<b>Educator Reflection</b> What happened? What next? <hr/> <hr/>
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# 4.5 Open-Ended Play Planner

Set up loose parts provocations that invite children to create, explore, and imagine freely.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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<b>Activity Title</b>	<b>Age Group</b> 3-5 years	<b>Date</b> dd / mm / yyyy
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<b>Loose Parts &amp; Materials - tick what you'll use</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Natural materials (sticks, stones, bark)</li> <li><input type="checkbox"/> Recycled containers &amp; cardboard</li> <li><input type="checkbox"/> Fabric, ribbons &amp; lace</li> <li><input type="checkbox"/> Mirrors, tubes &amp; cylinders</li> <li><input type="checkbox"/> Wire, clay &amp; mouldable materials</li> <li><input type="checkbox"/> Blocks &amp; planks</li> <li><input type="checkbox"/> Found objects &amp; curiosities</li> </ul>	<b>Materials &amp; Resources</b> List everything needed. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>Provocation / Invitation Setup</b> How will you arrange the space to spark curiosity? <hr/> <hr/>
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<b>Learning Intention</b> What dispositions or skills do you hope to nurture? <hr/> <hr/>
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<b>Educator Role &amp; Teaching Strategies</b> <hr/> <hr/>	<b>Educator Reflection</b> What happened? What next? <hr/> <hr/>
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# 4.6 Nature Play Planner

Connect children with the natural world through purposeful outdoor and nature-based experiences.



<input type="checkbox"/> <b>Outcome 1</b> Identity	<input type="checkbox"/> <b>Outcome 2</b> Community	<input type="checkbox"/> <b>Outcome 3</b> Wellbeing	<input type="checkbox"/> <b>Outcome 4</b> Learning	<input type="checkbox"/> <b>Outcome 5</b> Communication
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<b>Activity Title</b>	<b>Age Group</b> 3-5 years	<b>Date</b> dd / mm / yyyy
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<b>Nature Play Type - tick one</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Garden investigation</li> <li><input type="checkbox"/> Mud kitchen</li> <li><input type="checkbox"/> Nature art &amp; mandalas</li> <li><input type="checkbox"/> Stick &amp; rock building</li> <li><input type="checkbox"/> Bug &amp; creature hunt</li> <li><input type="checkbox"/> Water &amp; weather play</li> <li><input type="checkbox"/> Planting &amp; growing</li> <li><input type="checkbox"/> Nature journalling</li> </ul>	<b>Materials &amp; Resources</b> List everything needed. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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<b>Location &amp; Environment Setup</b> Where will this take place? What will you prepare? <hr/> <hr/>
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<b>Safety Considerations</b> Sun safety, allergy checks, supervision plan, risk assessment. <hr/> <hr/>
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<b>Educator Role &amp; Teaching Strategies</b> <hr/> <hr/>	<b>Educator Reflection</b> What happened? What next? <hr/> <hr/>
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# You're all set!

We hope this pack saves you hours of planning time and helps you feel confident, supported, and inspired in your work with young children. You are making a difference every single day.

★  
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“  
Every child deserves a champion - an adult who will never give up on them.  
- Rita Pierson