

30+ Free EYLF Templates That Save You 10+ Hours of Planning Every Week

30+
Templates

The ultimate free planning resource for
Australian early childhood educators

- ◆ Planning Templates
- ◆ Observation & Documentation
- ◆ EYLF Cheat Sheets
- ◆ Activity Planners

Playful Roadmaps

playfulroadmaps.com

Created with love for Australian educators | EYLF V2.0 | AGDE 2022



"The best free planning pack for Australian EC educators"

A Note From the Creator

Hi there! I'm Sarah, an early childhood educator with over 12 years in long day care, kinder, and family day care settings right across Victoria. Like you, I spent years piecing together planning documents from scratch — searching Pinterest at 9pm, reformatting templates that never quite fit, and wishing someone would just hand me something beautiful *and* practical.

This pack is everything I wish I'd had on Day 1. Every template has been tested in real classrooms, refined through real feedback, and designed to make your work feel lighter — so you can show up **fully present** for the children who need you most.

Whether you're a grad who just landed your first room, a room leader trying to lift the whole team's quality documentation, or a director looking for a consistent planning framework — this pack has something for you. Print it, laminate it, share it at your next team meeting. It's yours, completely free.

"Play is the highest form of research. And you — the educator — are the scientist who makes it possible."

★ How to Use This Pack

- **Print & Go** Every page is A4 print-ready. Use white or cream paper. Laminate the Weekly Planner for a reusable whiteboard version.
- **Go Digital** Open in Adobe Acrobat or Preview (Mac) to type directly into fields. Use an Apple Pencil on iPad for handwriting.
- **Organise** Store in a binder with coloured tab dividers — one per section. Keep a running observation folder for each child's portfolio.
- **Link to EYLF** Every template includes the 5 Outcome pills. Circle or highlight the outcomes present to build evidence for your assessment cycle.
- **Share with Families** Learning Stories and Family Input Forms are designed to share via notice boards, email, or Storypark / Kinderm8.
- **Adapt Freely** These templates are your starting point. Add your service logo, adjust headings, and make them yours!

◆ What's Inside This Pack

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Planning Templates

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

01

1.1 Weekly Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

EDUCATOR NAME

ROOM / GROUP

WEEK BEGINNING

| Time / Area | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--------|---------|-----------|----------|--------|
| Morning Experience | | | | | |
| Group Time | | | | | |
| Outdoor Play | | | | | |
| Rest / Quiet Time | | | | | |
| Afternoon Activity | | | | | |

WEEKLY REFLECTION

What worked well? What will you change?

NOTES / NEXT STEPS

RESOURCES & MATERIALS NEEDED

1.2 Daily Routine Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

DATE

ROOM

EDUCATOR(S)

| Routine Moment | Activity / Experience | EYLF Link | Notes |
|------------------------------|-----------------------|-----------|-------|
| Arrival & Settling In | | | |
| Breakfast / Morning Tea | | | |
| Free Play — Indoor | | | |
| Group Time / Circle Time | | | |
| Planned Learning Experiences | | | |
| Outdoor Play | | | |
| Lunch | | | |
| Rest / Quiet Time | | | |
| Afternoon Snack | | | |
| Outdoor / Free Choice | | | |
| Group Story / Transition | | | |
| End of Day / Pick Up | | | |

1.3 Intentional Teaching Plan

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

CHILD'S NAME / GROUP

AGE GROUP

DATE

EDUCATOR

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.

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

GROUP NAME / FOCUS

NO. OF CHILDREN

DATE & TIME

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?

INDIVIDUAL OBSERVATIONS

| Name | Observed Response / Engagement | Next Step |
|------|--------------------------------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |

1.5 Learning Experience Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

CHILD / GROUP

DATE

EDUCATOR

EXPERIENCE TITLE

AGE GROUP / DATE

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.

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

DATE

ROOM

EDUCATOR

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 | e.g. sand, water, mud, light table

SETUP / MATERIALS:

OBSERVED PLAY & EYLF LINK:

Social Play

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

SETUP / MATERIALS:

OBSERVED PLAY & EYLF LINK:

1.7 Indoor / Outdoor Planning

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

DATE

SESSION

EDUCATOR

Indoor Environment

| Learning Areas / Stations | Materials & Setup | EYLF / Learning Focus |
|---------------------------|-------------------|-----------------------|
| | | |
| | | |
| | | |

Outdoor Environment

| Learning Areas / Stations | Materials & Setup | EYLF / Learning Focus |
|---------------------------|-------------------|-----------------------|
| | | |
| | | |
| | | |

REFLECTION — What did children choose today? What will you extend?

1.8 Transitions Planning

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

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 an observed interest or skill.

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

CHILD / GROUP

DATE

EDUCATOR

EXTENSION IDEAS — TICK WHAT YOU'LL TRY

- Add new materials to the existing experience
- Invite a community expert or visitor
- Offer a structured follow-up provocation
- Document through photos / drawing / writing

- Introduce a related book or story
- Plan an excursion or community connection
- Bring in family knowledge & resources

WHAT DID YOU OBSERVE? (THE STARTING POINT)

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

CHILD / CHILDREN

EXTENSION PLAN

What will you do? When? How?

REFLECTION AFTER EXTENSION

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

1.10 Reflection-Based Planning

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

CHILD / GROUP

DATE

EDUCATOR

OBSERVE

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

REFLECT

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

PLAN

Based on your reflection, what will you plan next?

EVALUATE

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



Observation & Documentation

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

02

2.1 Anecdotal Record

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

CHILD'S NAME

AGE

DATE

EDUCATOR

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.

ANALYSIS — WHAT THIS TELLS ME

What learning or development is evident?

NEXT STEPS

What will you plan to extend this child?

PHOTO / ATTACHMENT REFERENCE

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

2.3 Learning Story

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

CHILD'S NAME

DATE

EDUCATOR

TITLE OF THE LEARNING STORY

THE STORY

Written to the child, past tense. Begin with 'Today...'. Aim for 150–250 warm, narrative words.

WHAT THIS TELLS US

Learning & dispositions evident?

WHAT COMES NEXT

How will you support & extend?

FAMILY RESPONSE

Signature:

Date:

Comments:

2.4 Observation Summary

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

CHILD'S NAME

PERIOD COVERED

EDUCATOR

IDENTITY & BELONGING — OUTCOMES 1 & 2

Key observations linked to this outcome.

WELLBEING — OUTCOME 3

Key observations linked to this outcome.

LEARNING & THINKING — OUTCOME 4

Key observations linked to this outcome.

COMMUNICATION & LITERACY — OUTCOME 5

Key observations linked to this outcome.

KEY STRENGTHS & INTERESTS

GOALS & NEXT STEPS

2.7 Group Observation Form

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

ACTIVITY / EXPERIENCE

DATE & TIME

EDUCATOR

| Engagement H / M / L | What I Observed | EYLF Link | Next Steps |
|----------------------|-----------------|-----------|------------|
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WHOLE-GROUP REFLECTION

2.8 Family Input Form

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

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?

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

| Milestone | Emerging | Developing | Consolidating | Notes |
|---|----------|------------|---------------|-------|
| Development | | | | |
| Runs, hops, and balances with coordination | | | | |
| Uses scissors, pencils, and fine motor tools with control | | | | |
| Completes self-care tasks independently (dressing, toileting) | | | | |
| Emotional | | | | |
| Interacts cooperatively and negotiates with peers | | | | |
| Identifies and expresses emotions appropriately | | | | |
| Follows routines and group expectations confidently | | | | |
| Language & Communication | | | | |
| Uses sentences of 4–6+ words confidently | | | | |
| Engages in back-and-forth conversation | | | | |
| Shows interest in print, books, and early literacy | | | | |
| Play & Learning | | | | |
| Manipulates objects, and creates patterns with objects | | | | |
| Shows curiosity, investigation, and problem-solving | | | | |
| Engages in symbolic and dramatic play themes | | | | |

NOTES & NEXT STEPS FOR THIS CHILD

2.6 Child Interest Tracker

Keep track of each child's current interests to inform planning that is truly child-centred.

| Child's Name | Current Interests & Passions | Favourite Activities | Home / Family Context | Planning Ideas |
|--------------|------------------------------|----------------------|-----------------------|----------------|
| | | | | |
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GROUP INTERESTS & EMERGING THEMES THIS TERM



EYLF Support Cheat Sheets

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

03

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.

Partnerships

Educators and families share goals and decision-making.

High Expectations & Equity

Every child has potential. Challenge and support each child.

Respect for Diversity

Culture, language, and family are strengths — celebrate them.

Ongoing Learning & Reflective Practice

Curious, self-reflective educators are always growing.

Sustainability

Children learn to care for the environment and community.

Critical Reflection

Regularly question your assumptions, values, and practices.

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.

| | |
|---|--|
| <p>Modelling Demonstrating a skill or process for children to observe and imitate. <i>e.g. Showing watercolour techniques; modelling active listening in group time.</i></p> | <p>Questioning Using open-ended questions to provoke thinking and deeper inquiry. <i>e.g. "What do you think will happen if...?" / "Why do you think that is?"</i></p> |
| <p>Scaffolding Providing just enough support to help children succeed at the next level. <i>e.g. Holding paper while a child cuts; providing visual step-by-step instructions.</i></p> | <p>Co-Construction Building knowledge together through shared thinking and collaboration. <i>e.g. Creating a research wall together; building a structure alongside children.</i></p> |
| <p>Provocation Setting up an environment or material to spark curiosity and inquiry. <i>e.g. A bird's nest on the light table with magnifiers; an unusual object in the yard.</i></p> | <p>Sustained Shared Thinking Extended back-and-forth thinking with a child to explore an idea deeply. <i>e.g. "I wonder... what do you think? And then what? Why do you think that happened?"</i></p> |

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."

| | |
|--|--|
| <p>Dramatic / Role Play</p> <p>Children take on roles and explore narratives, building language, empathy, and social negotiation skills.</p> | <p>Constructive Play</p> <p>Children create and build, developing mathematical thinking, spatial reasoning, and persistence.</p> |
| <p>Exploratory Play</p> <p>Children investigate materials, building scientific thinking, sensory integration, and cause/effect understanding.</p> | <p>Nature Play</p> <p>Children connect with natural materials, building wellbeing, environmental awareness, and gross motor skills.</p> |
| <p>Symbolic Play</p> <p>Children use objects and marks symbolically — foundational for literacy, numeracy, and abstract thinking.</p> | <p>Social Play</p> <p>Children cooperate and negotiate, building friendship skills, emotional regulation, and a sense of belonging.</p> |

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 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 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:

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:

Done-For-You: One-Week Sample Plan

A fully completed sample week aligned to EYLF V2.0 — ready to inspire your own planning. Theme: **Our Natural World** | Room: Preschool 3–5 years

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--|---|--|--|---|
| Morning Experience | Leaf rubbings & nature journaling (O4, O5) | Mud kitchen free play with measuring tools (O3, O4) | Bug hunt with clipboards & magnifiers (O4, O5) | Collaborative nature mandala making (O2, O4) | Planting seeds — observation drawings (O4, O5) |
| Group Time | Read 'The Very Hungry Caterpillar' + discussion (O5) | Mindfulness: barefoot on grass, sensory check-in (O3) | Lifecycle of a butterfly — sorting cards (O4) | Gratitude circle: what do we love about nature? (O1, O2) | Sharing our week: show & tell from nature journals (O5) |
| Outdoor Play | Loose parts in the sandpit + water (O4, O3) | Obstacle course: balance beams & jumping logs (O3) | Dramatic play: 'forest rangers' role play (O1, O2) | Weather observation — clouds, wind, temperature (O4) | Free choice outdoor with extended nature art (O4, O5) |
| Afternoon Activity | Watercolour painting: favourite nature scene (O5) | Worm farm investigation + question recording (O4) | Nature weaving with sticks, leaves, and wool (O4) | Writing/drawing in nature journals (O5) | Photo book creation: our week in nature (O5, O2) |

Key Learning Intentions for This Week

| | |
|------------------|---|
| O1 Identity | Children build confidence through nature-based exploration and independent inquiry. |
| O2 Community | Children develop care and respect for living things and the natural environment. |
| O3 Wellbeing | Children engage in physical outdoor play and mindful, sensory experiences. |
| O4 Learning | Children investigate, question, and document the natural world around them. |
| O5 Communication | Children express ideas through drawing, writing, discussion, and storytelling. |



Classroom & Activity Templates

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

04

4.1 Literacy Activity Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

ACTIVITY TITLE

AGE GROUP

DATE

LITERACY FOCUS — TICK ONE OR MORE

- | | |
|---|---|
| <input type="checkbox"/> Phonological awareness | <input type="checkbox"/> Letter knowledge |
| <input type="checkbox"/> Vocabulary building | <input type="checkbox"/> Comprehension & retelling |
| <input type="checkbox"/> Mark-making & early writing | <input type="checkbox"/> Oral language & storytelling |
| <input type="checkbox"/> Print concepts & book handling | |

MATERIALS & RESOURCES

List everything needed.

LEARNING INTENTION

What will children learn or develop?

ACTIVITY DESCRIPTION

Step-by-step — how will you run this experience?

EDUCATOR ROLE & TEACHING STRATEGIES

EDUCATOR REFLECTION — What happened? What next?

4.2 Numeracy Activity Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

ACTIVITY TITLE

AGE GROUP

DATE

MATHEMATICAL CONCEPT FOCUS — TICK ONE OR MORE

Counting & number sense

Shape & spatial reasoning

Pattern & algebra

Measurement & comparison

Data & sorting

Problem solving

Subitising

MATERIALS & RESOURCES

List everything needed.

LEARNING INTENTION

What will children learn or develop?

ACTIVITY DESCRIPTION

Step-by-step — how will you run this experience?

EDUCATOR ROLE & TEACHING STRATEGIES

EDUCATOR REFLECTION — What happened? What next?

4.3 Sensory Play Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

ACTIVITY TITLE

AGE GROUP

DATE

SENSORY MEDIUM — TICK ONE OR MORE

Water & bubbles

Sand / kinetic sand

Mud & clay

Slime & goop

Rice, pasta, or dried grains

Shaving foam

Cloud dough

Natural materials

MATERIALS & RESOURCES

List everything needed.

ADD-INS & ENHANCEMENTS

e.g. shells, gems, measuring cups, animals

LEARNING INTENTION & ACTIVITY SETUP

What will children explore and discover?

EDUCATOR ROLE & TEACHING STRATEGIES

EDUCATOR REFLECTION — What happened? What next?

4.4 Fine Motor Activity Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

ACTIVITY TITLE

AGE GROUP

DATE

FINE MOTOR SKILL FOCUS — TICK ONE OR MORE

Pincer grip development

Hand strength & endurance

Bilateral coordination

Scissor skills

Pencil / tool control

Crossing the midline

Eye-hand coordination

MATERIALS & RESOURCES

List everything needed.

LEARNING INTENTION

What will children learn or develop?

ACTIVITY DESCRIPTION

Step-by-step — how will you run this experience?

EDUCATOR ROLE & TEACHING STRATEGIES

EDUCATOR REFLECTION — What happened? What next?

4.5 Open-Ended Play Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

ACTIVITY TITLE

AGE GROUP

DATE

LOOSE PARTS & MATERIALS — TICK ONE OR MORE

Natural materials (sticks, stones, bark)

Recycled containers & cardboard

Fabric, ribbons & lace

Mirrors, tubes & cylinders

Wire, clay & mouldable materials

Blocks & planks

Found objects & curiosities

MATERIALS & RESOURCES

List everything needed.

LEARNING INTENTION

What will children learn or develop?

ACTIVITY DESCRIPTION

Step-by-step — how will you run this experience?

EDUCATOR ROLE & TEACHING STRATEGIES

EDUCATOR REFLECTION — What happened? What next?

4.6 Nature Play Planner

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

1 Identity

2 Community

3 Wellbeing

4 Learning

5 Communication

ACTIVITY TITLE

AGE GROUP

DATE

NATURE PLAY TYPE — TICK ONE OR MORE

- | | |
|--|--|
| <input type="checkbox"/> Garden investigation | <input type="checkbox"/> Mud kitchen |
| <input type="checkbox"/> Nature art & mandalas | <input type="checkbox"/> Stick & rock building |
| <input type="checkbox"/> Bug & creature hunt | <input type="checkbox"/> Water & weather play |
| <input type="checkbox"/> Planting & growing | <input type="checkbox"/> Nature journaling |

MATERIALS & RESOURCES

List everything needed.

LOCATION & ENVIRONMENT SETUP

Where will this take place? What will you prepare?

SAFETY CONSIDERATIONS

Sun safety, allergy checks, supervision plan, risk assessment.

EDUCATOR ROLE & TEACHING STRATEGIES

EDUCATOR REFLECTION — What happened? What next?

You're all set!

We hope this pack saves you hours of planning time
and helps you feel confident, supported, and inspired.

*"Every child deserves a champion — an adult who will
never give up on them."*

— Rita Pierson

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