



## Yearly Routine

Date adopted:

Date last reviewed:  
October 2020

Reviewed by:  
Educational Staff

Date of next review:  
October 2022

### Policy context:

This policy relates to:

National Quality Standards.	<p>National Quality Standards</p> <ul style="list-style-type: none"><li>Quality Area 1-Educational Program and Practice</li><li>Quality Area 2-Health and Safety</li><li>Quality Area 3-Physical Environment</li><li>Quality Area 4-Staffing Arrangements</li><li>Quality Area 5-Relationships with Children</li><li>Quality Area 6-Collaborative partnerships with families and communities</li><li>Quality Area 7-Governance and Leadership</li></ul> <p>Early Years Learning Framework</p> <ul style="list-style-type: none"><li>Principle 1; Secure, respectful and reciprocal relationships</li><li>Principle 2; Partnerships with families</li><li>Principle 3; High Expectations and Equity</li><li>Principle 4; Respect for diversity</li><li>Principle 5; On-going learning and reflective practice</li></ul> <p>Practice 1; Holistic approaches</p> <p>Practice 2; Responsiveness to Children</p> <p>Practice 3; Learning through play</p> <p>Practice 4; Intentional Teaching</p> <p>Practice 5; Learning Environments</p> <p>Practice 6; Cultural Competence</p> <p>Practice 7; Continuity of Learning and Transitions</p> <p>Practice 8; Assessment for Learning</p> <p>Learning Outcome 1 Children have a strong sense of identity</p> <p>Learning Outcome 2 Children are connected with and contribute to their world</p> <p>Learning Outcome 3 Children have a strong sense of well being</p> <p>Learning Outcome 4 Children are confident and involved learners</p> <p>Learning Outcome 5 Children are effective communicators</p>
Legislation/Act.	<p>Education and Care Services National Law Act 2010</p> <p>Education and Care Services National Regulations 2011</p>

### Documents related to this policy

Related policies	Educational Program and Practice Policy
Forms or other organisational documents	
References	

<b>Policy Review:</b>	
Policy review frequency: This policy will be reviewed in accordance with the Organisations Review Policy.	Responsibility for review: The Board of Management.
Where appropriate staff will be part of the review process.	
Documentation and communication: Policy documentation to be held in Policy and Procedure manuals. Where appropriate copies of new or reviewed policies will be given to staff, volunteers and families.	

Note: Routine may change as educators strive to develop and deliver a flexible and responsive learning program.

Links to NQS and EYLF Principles, Practices and Outcomes are broadly referenced and not exhaustive.

7:15	Supervisor starts their shift and unlocks the centre commencing safety checks.	<i>Opening &amp; Playground audits conducted prior to opening; Q.A 2.2 Safety</i>
7:30	Centre opens.  Arrival times provide opportunities for educators and families to share information and staffing arrangements offer continuity;  Children assist in setting up indoor / outdoor environment / pet care; Ensure sunscreen has been applied by parents and children are wearing hats; Activities include motor challenges, art/craft, environmental exploration, problem solving, puzzles / playdough, numeracy, literacy and skill /social games; Starfish/Dolphin children are combined, individual and small group work occurs;	<i>QA4.1 Staffing arrangements, QA6.1 Collaborative Partnerships with families, Secure, respectful &amp; reciprocal relationships- EYLF Principle1, Partnerships with families – EYLF Principle 2 and Learning Environments-EYLF Practice 5 LO 1.1, 1.2, 1.3, 1.4 and 2.1 and 2.4  QA2.1.1 Well- being &amp; Comfort  QA 5 Relationships with educators and peers  QA 1.1.2, 1.1.3 and 1.2 Program &amp; Practice,</i>
8:30	Commence Indoor (Starfish Room open) / Outdoor session (In wet weather open Dolphin Room); <i>Often both rooms will be open and available.</i>	<i>QA 1.1.3 Program learning opportunities</i>
8:45	Children enrolled in the State funded Preschool places begin to arrive Assessments, extensions and observations may occur through-out the day;	<i>QA1 Program/Practice/Learning and Assessment, On-going Learning and Reflective practice EYLF Principle 5</i>
9:15	Nappy changing and toilet training as required; Children in attendance check is conducted.	<i>QA2.1.1 Well- being &amp; Comfort QA7.1.2 Management systems are in place to enable effective management and operation of service</i>
9:20	Progressive morning tea – children invited to eat/drink, when ready they wash hands and sit at tables in groups of 4-6  Children are able to socialise and given the opportunity to make choices and practice age appropriate self-help skills. Children are encouraged to use self-help skills to pour/serve own foods <b>**Due to management of COVID this practice has</b>	<i>LO 1 &amp; LO2.1 building identity and a sense of belonging to community and Continuity of Learning and Transitions-EYLF Practice 7 LO 1.1 &amp; 1.2, QA 5.2.2 Self-regulation and maintaining High Expectations and Equity EYLF Principle3</i>

	<p><i>been paused.</i></p> <p>Morning tea consists of two courses meets nutritional guidelines e.g. sandwiches and fruit platter and may be served either indoors or outdoors due to cold/wet weather;</p> <p>Indoor/outdoor play is available for children to choose play spaces and learning environments with family grouping continuing across all areas.</p> <p>Hygiene and self-care reinforced in the bathroom as children toilet and wash hands after outdoor play and prior to eating.</p>	<p>QA2.1.3 Healthy Lifestyle and EYLF Learning Outcome 3</p> <p>QA 1.1.3 Program Learning Opportunities</p> <p>QA 2.1.2 Hygiene</p>
10:50	<p>Pick Up Five for High Five, children contribute to reset of the environment</p> <p>Clapping sticks invite all children to join in the Acknowledgement of Country which is led by a child from each room;</p> <p>Fundamental movement and message for the month is reinforced during the transition activity.</p>	<p>Cultural competence-EYLF Practice 5, LO 2.1 &amp; 2.2 communities and diversity, Respect for Diversity - EYLF</p> <p>Principle 4, Cultural competence-EYLF Practice 6</p> <p>QA2.1 &amp; LO 3.2</p>
11:00	Children in attendance check is conducted to ensure any children who may have arrived late are accounted for.	QA7.1.2
11:15	<p>Dolphin and Starfish children move in their own rooms.</p> <p>Music/groups</p> <p>Starfish and Dolphin children in their own rooms. (Hand washing after mixed grouping and outdoor activities.)</p> <p>Children can work in large groups or divide into primary (skill/age based) groups.</p> <p>Activities include language (Starfish convenes for Morning minutes), dramatisation and science.</p> <p>Music time includes: greetings/Welcome to Country/ rhymes/ poems and finger plays, percussion, active listening, songs and games, dancing and movement</p> <p>News items (Gerald the Giraffe for the Starfish) shared - which promotes self-esteem and confidence.</p> <p>Children participate in songs, games and dances to practice a variety of skills e.g. singing, co-ordination, memory, sequencing and participation;</p> <p>Starfish educators choose a helper of the day. The child's photograph is displayed and jobs help build self-esteem and co-operation and conduct morning meeting with the children;</p> <p><i>** In Term 4 small groups of Dolphin children accompanied by an educator join/visit the Starfish children group time to facilitate transitions between classrooms.</i></p>	<p>Q.A 1 Program, Practice, Learning and assessment, EYLF practices 2,3 and 4 of Responsiveness, Learning through play and Intentional Teaching</p> <p>LO 1, LO 2.1 and LO 3.1, QA 5.2.1 Collaborative learning</p> <p>QA6.2.1 Transitions – Continuity of learning and transitions for each child are supported</p>
11:30	Nappy changing and toilet training as required;	QA2.1.1 Well- being & Comfort
11:40	Pack away and transition to the bathroom, facilitated by a song or game, which reinforces a skill or theme e.g. Road Safety, names, colours, shapes, friendships and Yoga/guided relaxation (this may occur at different times for each room);	Holistic approaches-EYLF practice 1.
11:45	Dolphin children wash hands prior to lunch and hygiene	LO1.1 & 1.2

	<p>reinforced. Children seated at tables in groups of 5 - 7 with a staff member at each table.</p> <p>Children make choices in regard to food selection/portions and practice age appropriate self-help skills;</p> <p>Healthy eating, dental hygiene and social skills are promoted (e.g. Swish, Swish, Swallow);</p> <p>Children are encouraged to attempt a taste of all foods and cultural diversity reflected in the menu;</p>	<p><i>QA 5 Relationships with educators and peers</i></p> <p><i>LO 3.2 &amp; QA 2.1</i></p> <p><i>LO 3, Cultural Competence EYLF Practice 6, QA2.1.1 Well -being and comfort as allergies catered for.</i></p>
12:00	Starfish children follow same lunch time routine as dolphin room above.	
12:20	<p>Children assist with domestics e.g. scraping and washing up plates and taking items to kitchen and feeding chickens/ worms. Surplus water used to water plants and herbs; Educators supervise children through the bathroom and encourage hygiene and self-help.</p> <p>Children who choose to sleep gather items for quiet time on their beds. Some children are encouraged to rest to support home/ family routines /requests and are offered quiet alternatives as necessary.</p> <p>Quiet activities available to non-sleepers e.g. drawing, puzzles, technology, construction and craft. Indoor/outdoor play available once sunscreen is applied along with a stamp before leaving the lunch table and children are encouraged to play in the shade. Power-point presentations, critical reflections, photographs or a collective observation are documented;</p>	<p><i>LO 2.4 and QA 3.2.3 Environmentally responsible</i></p> <p><i>Partnerships with families-EYLF Principle 2,</i></p> <p><i>Ongoing Learning and Reflective Practice-EYLF Principle 5, Assessment for Learning-EYLF practice 8 and QA 1.3.3 Information for families</i></p>
12:30	<p>Starfish children engage in rest and relation including sleep opportunities, yoga, candle gazing, meditation.</p> <p>Starfish children participate in afternoon tabletop activities to explore a variety of opportunities and practice a variety of skills e.g. fine motor development, co-ordination, memory, sequencing and participation;</p>	<p><i>QA2.1.1 Well- being &amp; Comfort</i></p> <p><i>QA 1.2.1 Intentional Teaching Educators are able to use this opportunity to work closely with the children in small groups to practice and develop skills.</i></p>
1:30	The Dolphin children seated at table or on a picnic rug to drink milk and have a snack (if available e.g. after cooking.) During warmer weather this occurs outdoors.	<i>Practice 2 Responsiveness to children. QA2.1.3 Health eating</i>
2:00	<p>Children toilet as required / shoes on Children assist with routines, e.g. beds away, pack away quiet activities. Children recognise their names, put their work away and put their shoes on (assisted as required). Sunscreen reapplied - Sun-safe stamp and hat reinforces practices (20 minutes prior to outdoor activity). Dolphin Room open for indoor activities ** Closed for COVID related cleaning as needed.</p>	<p><i>QA2.1.1 Well- being &amp; Comfort</i></p> <p><i>QA2.1.2 Health practices and procedures</i></p>

2:30	Nappy Changing and Toilet training Children move outside	QA2.1.1 Well- being & Comfort
3:15	Preschool children go home In wet weather children move into Dolphin room.	QA 6.2.1 Transitions
3:30	Toileting and hand washing supervision. Progressive afternoon tea - children sit at tables in groups when they are ready to eat often seated as a picnic. Children are able to socialise and given the opportunity to make choices and practice age appropriate self-help skills. Afternoon tea consists of two courses e.g. sandwiches and fruit platter and may be served either indoors or outdoors	QA 2.1.2 Hygiene QA2.1.3 Healthy Lifestyle and EYLF Learning Outcome 3
4:00	Toileting and hand washing supervision Children have access to free choice activities, e.g. playdough, stories, dancing, construction.	QA2.1.1 Well- being & Comfort QA 1.1.3 Program Learning Opportunities
4.30	Nappy changing and Toileting as required	QA2.1.1 Well- being & Comfort
5:30	Centre closes. Lock up check conducted	Conduct Closing check; Q.A 2.2 Safety

**N.B.** Please note that this program is a guide only. The program is flexible and changes to meet the children's interests and facilitate spontaneous experiences e.g. a visiting pet.

Activities are presented over the week to encourage children's rotation at all (20 or more) experiences. Children's interactions with materials is more complex after sustained usage.

### **Variations to the program**

In the event of wet/extreme weather, both rooms will be open by 8:30am to allow free, family grouped play between the Dolphin and Starfish Rooms. Where possible activities on the verandah or gross motor challenges will be provided indoors. This will be documented in the program.

### **Variations to Sunsmart Hours**

- 11 – 3 (Daylight Savings) October, November, December, January, February, March.
- N/A June/July due to Low UV index. In Sunsmart UV Index it only indicates June falls below 3
- 10 – 2 (non daylight savings) April, May, August, September.

At all times children will be appropriately dressed, wear a hat and be directed to shaded / verandah activities at this time.

This routine is displayed in each classroom.