



## How *Kids at Play Active Play* relates to the Early Years Learning Framework (EYLF)

### **EYLF Outcome 1: Children have a strong sense of identity**

**Example:** *Group movement games*

The KAPAP manual includes a range of group movement games. Involvement in these experiences helps children develop a sense of belonging as a member of the group and improves their skills in turn-taking, cooperation and self regulation. Children also gain an increasing awareness of the rights and achievements of others.

**Example:** *Taking photos of Fundamental Movement Skills (FMS) Experiences*

Taking photos of children's involvement in active play experiences encourages them to celebrate their achievements, build their confidence and share their experiences with others.

### **EYLF Outcome 2: Children are connected with and contribute to their world**

**Example:** *Action games / songs from different cultures*

The KAPAP program encourages children to explore action games and songs specific to their own cultural backgrounds and that of others. During these experiences, educators can engage the children in positive conversations about diversity and the connections, similarities and differences between people.

### **EYLF Outcome 3: Children have a strong sense of wellbeing**

**Example:** *KAPAP planned and spontaneous Fundamental Movement Skills (FMS) activities.*

The KAPAP manual outlines how early childhood educators can promote planned and spontaneous FMS experiences to children. These experiences allow children to energetically engage in fun active play that is being safely and enthusiastically modelled by educators. Early, positive experiences with active play helps provide the foundation for ongoing positive participation in physical activity and promotes a sense of wellbeing.

### **EYLF Outcome 4: Children are confident and involved learners**

**Example:** *KAPAP Obstacle Course*

Instructions on how to set up an obstacle course are in the KAPAP manual. An obstacle course will ensure that children practise and develop a wider range of skills, rather than only participating in the activity they are good at and avoiding activities they find difficult. The manual provides instructions on how to match the physical challenge to the child's skill level to facilitate successful participation. Children who successfully participate are more likely to return to this activity and continue to practise the skill. Educators can plan with the children appropriate levels of challenge and risk taking. Through planning together, children learn to make predictions and generalisations as they construct obstacle courses and build experience through trial and error.

### **EYLF Outcome 5: Children are effective communicators**

**Example:** *Singing and dancing to music.*

Through singing action songs with the children and enthusiastically modelling movements, educators are exploring other forms of communication with the children.

For further information, please visit [www.act.gov.au/kidsatplay](http://www.act.gov.au/kidsatplay)

*Acknowledgements: NSW Ministry of Health Munch and Move program, 2012*