



# MONTHLY PLAN



December 2017

Week	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 49	4. <b>Advent gathering</b> and <b>Christmas workshop</b>  Playing resource (x1)  Food: Packed lunch	5. <b>Advent gathering</b> and <b>Christmas workshop</b>  Playing resource (x2)  Fish cakes	6. <b>Advent gathering</b> and <b>Christmas workshop</b>  Meat cakes with wild garlic	7. <b>Advent gathering</b> and <b>Christmas workshop</b>  Pasta with bolognese sauce	8. JOINT GATHERING <b>Christmas theatre:</b> The staff has made a <b>Christmas theatre show for all the children ☺</b> and <b>advent gathering</b> Playing resource (x1) Soup with meat
WEEK 50	11. <b>Advent gathering</b> and <b>Christmas workshop</b>  Food: Packed lunch	12. <b>Advent gathering</b> and <b>Christmas workshop</b>  Chicken meatballs	13. ST LUCIA CELEBRATION. Midi and Maxi-children will walk in a St Lucia-procession. Lussekatte and gløgg will be served outside the kindergarten at 8.15am for all the children and parents! <b>Advent gathering</b> Fish balls with curry sauce	14. <b>Advent gathering</b> and <b>Christmas workshop</b>  Christmas cinema for the Troll group  Chicken filet	15. JOINT GATHERING Olga reads this year's Christmas story and <b>Advent gathering</b>  Christmas dinner
WEEK 51	18. <b>Advent gathering</b> and <b>outdoors day</b>  Food: Packed lunch	19. <b>Advent gathering</b> and <b>Christmas workshop</b>  Fish cakes	20. <b>Advent gathering</b> and <b>Christmas workshop</b>  Sausage gratin	21. <b>Advent gathering</b> and <b>Christmas workshop</b> Christmas cinema for the Troll group Cod	22. SANTA PARTY: The children can wear "Santa clothes", the house orchestra will also visit <b>Advent gathering</b> Christmas porridge
WEEK 52	25. Christmas Day  <b>Kindergarten is closed</b>  Food:	26. Boxing Day  <b>Kindergarten is closed</b>	27. <b>The departments are all together</b>  Packed lunch	28. <b>The departments are all together</b>  Packed lunch	29. <b>The departments are all together</b>  Packed lunch

## Assessment of the previous period:

### **The goal we had for relationships**

“We wish to have an equal way to be active listeners and try to understand the child the best way we can.”

We have looked at how us adults relate to the children in different everyday situations. We have discussed this at department meetings and in informal situations during the everyday. We see that there is a difference in the children’s reactions and interactions when we focus on how we meet the child. This is something we will continue to work on and we will also continue to focus on: “Personal language” and clear limits as adults.

### **The goal we had for playing**

“We wish to focus on guiding the children in unfortunate interaction patterns.”

We have been active participants whilst the children play and have anticipated any potential conflicts. This requires a lot of presence from the adults, which can be challenging during hectic days with a lot of practical tasks. We see that to prioritise this does benefit the children, and has provided a positive development. We experience fewer conflicts during playtime, and we have chosen to facilitate activities better so that the children can succeed in things they are already good at. For the oldest children, this is being outside or dividing them into smaller groups. We have also increased our cooperation with Blåbær, which the oldest children really enjoy.

### **The goal we had for language**

“Learning words through repetition with adults as linguistic role models.”

We have continued our focus on repetitions. We have tried to meet the children at their level/development. We have played with sounds and waiting for our turn during free playtime and at the changing table with the youngest children who do not have a verbal language yet. This creates a joint focus and the children experience that we consider their initiative. With the oldest, we have increased the one-to-one interactions when reading books. Spending time on this and using repetitions is the key. We observe new and clearer words.

### **The goal we had for the subject area(s)**

“Art, culture and creativity. Form of expression: Music and film.”

We have increased the informal gatherings where we use both music and films. The goal is not to watch films or listen to music just for the sake of doing it. We have tried to use both music and films in different languages. We see that the children who recognise their mother language really brighten up when they hear something familiar from home. By implementing experiences from their native language, we experience that this helps strengthen their sense of identity as well as developing their language.

### **The goal we had for adults**

“The adult role in playing”

We have spent a lot of time being conscious of what we are already good at, and what we wish to do more of. We have discussed this during department meetings and by observing each other during the everyday. We have prioritised spending more time on the floor and focusing more on the individual child. We feel this creates a sense of calm during “free playtime”, maybe because everyone feels like they are being seen. This gives the children a sense of security and they will start exploring more on their own. Each day we have the goal to have good playtimes one-on-one with each individual child several times a day. We must point out that we did a lot of this before as well, but by setting ourselves some goals and demands, we have developed our own playing repertoire, and gained better insight into what each individual child’s interests are. We will continue with this.

What has happened this month:



We have been a lot in the gym on Mondays...



ALL the children are active whilst in the gym...



We have played with rhythm instruments in groups...



The gym is a nice alternative to being outside when the weather is difficult for the youngest...

## Goal for the period:

Topic	Goal	Reason	How to work on these goals:
<b>Relationships</b>	See and acknowledge the children's emotions and accommodate them	Children "are" their emotions, and by acknowledging these, the children experience being seen. By acknowledging emotions, the children feel accepted as they are. This provides a sense of safety for the children. Acceptance of emotions will often calm down the child during their emotional outbursts. All emotions shall be okay, even if the actions require guidance.	The adults acknowledge emotions through helping the child putting words to their emotions. If a child e.g. cries, the adults must help them put words to why the child cries. "I understand you are upset now because... I see now that you are angry because...etc." Accepting emotions is not the same as accepting the action, and we must help provide alternatives and solutions to actions that are not opportune.
<b>Playing</b>	We will use playing as an approach for getting to know each other, but also to develop friendships and joint experiences	In a playing community, we can create new relations and safe environments. Adults who guide during playing will give the children role models for actions they can develop for themselves.	We have a varied choice of toys which can create joint experiences on the children's terms, and through this, achieve contact and safety.  We use each individual child's initiative to establish a joint game that can give joint experiences.  We will divide the children into groups whilst playing in order to meet the different needs in accordance with their age.
<b>Language</b>	The children shall get to know the book «Snekker Andersen» (Carpenter Andersen)	The Framework Plan states that the children shall experience excitement and joy whilst being read to out loud and during story-time.	We shall read/tell the book for all the children, and let it be available for them. This way the children will gain experience with different words and expressions that are tied to the Christmas celebrations.
<b>Subject areas</b>	"Ethics, religion and philosophy"	The Framework Plan states: "Ethics, religion and philosophy help form ways to perceive the world and humans, and shapes values, norms and attitudes."	It is soon Christmas, and this is a time to experience the things that are tied to this. We will decorate the department, do some traditional Christmas activities and will therefore change some of the daily rhythm in order to have enough time to enjoy the Christmas time.
<b>Adults</b>	"Adults shall take part in the children's Christmas preparations and be conscious and listen to the children's wonderings and expectations."	According to the Framework Plan, "The staff shall convey and create space for the children's experiences, conversations and thoughts around religion, life views, ethics and existential topics."	- Through being participating and facilitation for the Christmas topic during the every day - Daily Christmas activities - Choice of songs - Gatherings

<b>This month's book</b>	Snekker Andersen (Carpenter Andersen)
<b>This month's song(s)</b>	Tenn lys (Light a candle – Christmas song that we sing every day during the gathering)