

Munch & Move



Reflective Calendar 2025

National Quality Framework QA2 Children's Health and Safety

Educators systematically and regularly reflect on opportunities to enhance each child's health outcomes and promote physical activity with children and families.



2025

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Useful Links

Munch & Move
Resources



Central Coast
Munch & Move web page



Munch & Move
Newsletter and Updates



Central Coast Early Childhood
Menu Support



Australian 24hr Movement
Guidelines for the Early Years



Munch & Move
eLearning



Our Healthy and Active January



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your physical activity policy reference the Australian 24-hour movement guidelines for the Early Years (birth to five years)?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Ensure that all educators are familiar with current guidelines about healthy eating, physical activity, rest and safe sleeping.

Our Healthy and Active February



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your nutrition policy include: "Educators role modelling healthy food and drink choices"?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Plan the program to ensure that there is a balance between planned and spontaneous active play as well as a balance between passive and active experiences.

Our Healthy and Active March



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your physical activity policy include: "Physical activity is embedded in the daily program through spontaneous and planned active play that is both child initiated and educator led"?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Set up the environment and resources to encourage and support children to engage in movement and physical play.

Our Healthy and Active April



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your nutrition policy include:
“Strategies are in place to ensure food provided by families in lunchboxes are consistent with the Australian Dietary Guidelines” (food from home) or “food provided by the service is consistent with Australian Dietary Guidelines” (food provided by service)?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Plan the program to include opportunities for active play during periods of inclement weather.

Our Healthy and Active May



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your reduced screentime policy include: "Not using screen time as a reward or to manage behaviours"?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Encourage children to solve problems in relation to physical challenges in the environment.

Our Healthy and Active June



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your breastfeeding policy include:
"Families are informed that the service and educators support breast feeding when the family first makes contact with the service or during orientation"?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Systematically and regularly reflect on opportunities to enhance each child's health outcomes and promote physical activity with children and families.

Our Healthy and Active July



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your reduced screentime policy reference the Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Children's changing health and activity needs should influence the design and delivery of the educational program.

Our Healthy and Active August



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Have your children's parents been involved in the review of policies?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

Directors and educators discuss the influences on their approach to supporting and promoting children's health and activity requirements and outcomes, the recognised guidelines that underpin their practice approach, and how these build on the approved learning framework/s and the service's health policies and procedures.

Our Healthy and Active September



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Have you referenced the relevant regulations and are these reflected in the policy?

E.g. adequate health and hygiene practices, as well as safe practices for handling, preparing and storing food (regulation 77).

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA2 Children's Health and Safety

The service's approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information.

Our Healthy and Active October



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Does your service document a feeding plan for breastfed infants and provide a supportive physical environment for mothers who want to breastfeed?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA3 Physical Environment

Features in the physical environment encourage open-ended interactions, spontaneity, considered and calculated risk taking, exploration, discovery and connection with nature.

Our Healthy and Active November



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Do your educators and families understand the key terms used in your physical activity policy including active play, physical activity, screen time and sedentary behaviour?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA5 Relationships with Children

Educators confidently and effectively facilitate cooperative and collaborative learning opportunities, in appropriate group sizes, to ensure that every child is consistently supported to collaborate, learn from and help others.

Our Healthy and Active December



How did we get moving?

E.g. favourite games, dancing, bush walks, yoga.

How did we explore healthy choices?

E.g. growing veggies, cooking, taste testing, games.

How did we extend on children's interests and learning of fundamental movement skills?

E.g. international teaching obstacle course, games, songs, risky play.

How did we learn the benefits of reducing screen time?

E.g. Jack's FUNtastic Day.

How did we share information about healthy eating , physical activity and reduced screen time with families?

E.g. involving families in review of policies and planned physical activity or cooking experiences, health information inserted in newsletters, referring families to resources.

How did we connect with our community and/or the natural environment?

E.g. nature play and exploration experiences, building a fort or obstacle course from natural materials, visiting the local park or fruit and veg shop.

Policy Checkpoint

Are all educators familiar with your nutrition, physical activity and screen time policies? Have you reflected as a team on this year's progress and achievements?

Yes No

If yes, how? If no, how might you?

How will we plan? What are your goals for next month?

Did your reflections lead to ideas for improvement? Were actions recorded in your service QIP?

The National Quality Framework (NQF) QA6 Collaborative Partnerships

Educators, co-ordinators and the educational leader establish and maintain ongoing collaborative partnerships with the community and link with community and support agencies to enhance children's learning, wellbeing and participation.

This resource was developed by Central Coast Health Promotion Service.

Level 10, Central Coast Clinical School and Research Institute,
Holden Street, Gosford, NSW 2250

T: (02) 4320 9700 E: cclhd-healthpromotion@health.nsw.gov.au