



## Curriculum News

Welcome back after the mid year holidays. We hope families were able to enjoy some time together and spend some time relaxing and re-charging ready for the second half of the year.

### Changes At Kindy

This term we have undertaken several changes, which provide valuable opportunities for our children to practice coping with change and developing flexible thinking. Practicing change in a safe environment with adults who support and model growth mindsets helps our children prepare for all the changes they will continue to encounter in the years to come.

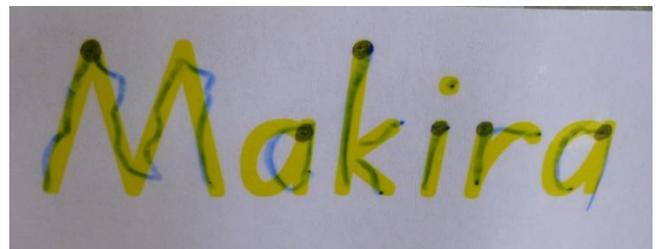
Lockers - To support our children with increased challenge and 'growing their brain' (as we talk to the children about) we have changed the locker arrangements. Children now come in and choose a different locker each day. This supports our children to develop their cognitive(thinking) skills, as they need to consider where they want to put their bag, remember to put their name on their locker, remember which locker they are using. This requires the children to be organised and responsible with their belongings as lockers are emptied at the end of each day.

Hats - Children's hats are now pegged on cloths racks, this means that the children need to read the names on the hats so they can find their own hat. This is a purposeful way of ensuring that children are recognising their own names, and for some recognising their friend's names.

Children Signing In - There are new name tags for children to use for their signing in process each day. These name tags are written in 'South Australian Beginners print' which is the handwriting that we currently use in South Australia. Each letter on the name tag has a black dot to denote where to start each letter. This is an opportunity for children to begin developing more fluent hand writing. It is important that children are able to enjoy writing and mark making without pressure and fear of getting it wrong.



Green Group Full Days – Due to a high number of families from the green groups (half day groups) requesting full days we now have about 20 children who have changed from the ½ day pattern of attendance to full days. This means that some children will no longer see their friends from either the Light Green or Dark Green group. These children are doing a great job of managing their new kindy routines.



Our new sign in names helping us practice letter formation. Great practicing Makira!

The staff are very proud of how the children have 'grown their brain' this term. We as adults find change more challenging and because of that we don't tend to engage in change and flexible thinking. Hence the children manage the changes better than we often think they will because they are often not locked into the fixed patterns of habit like we as adults often are. Great Job kindy friends!



Looks like Mason worked hard on this painting thinking carefully about what he wanted his picture to look like, and how proud he looks tells it all!



Jasmin working hard on the pipe construction.

## Child Lead Learning Experiences

As the year continues we support the children to revisit ideas and learning from previous terms along with new ideas, topics and experiences as they arise. This term we will continue with some previous children's interests and follow the new ones as they develop.

- Art materials & mediums – This term the children will be provided with the opportunity to engage in an art project that they can plan and develop throughout the term. This will give children the opportunity to plan and consider ways to express themselves and their interests (which might change from day to day) over an extended period of time. There will be some guidelines to support the children with their projects.
- Science investigations – As we continue to check the rain gauge, discuss the world around us, explore on our nature walks we will undertake scientific investigations that connect to the children's curiosities as they occur.
- Numeracy Resources and Language – Throughout their day at kindy our children explore many mathematical concepts, resources, and skills along with the language of Maths. As the children undertake these experiences the educators support the children's learning through questioning, modelling and provoking thoughts to extend children's individual mathematical knowledge. Through these experiences children learn things like 'trusting the count' (not having to recount when they know how many items they already have) and then counting on when they are adding to collections. Or learning to recognise how many items are in a collection by just looking to them and not having to count, because they can recognise how many. They learn that there are patterns all around us, some are easy to spot, some are harder to spot.



Using resources and equipment to further mathematical knowledge through investigation, such looks of concentration and focus. Connor looks very pleased with his investigation.



- Cooking – Our cooking continues this term on Monday afternoons and Friday mornings. The children are planning menus that align with the 'eat a rainbow' healthy eating program, which supports children understanding of a balanced diet and healthy eating habits. Last term the children were asking about what was in their food and how it helped their bodies. As we have been discussing these concepts during snack and lunch times we want to extend this into the cooking experiences too.



Creating pizzas with red foods in the red part of 'eat a rainbow'.

- Story Telling & Writing – There have been some fabulous stories being told, acted out, recorded and shared at kindy already this term. The skill of storytelling and constructing a story through play is a vital skill in literacy development. When children are able to create their own play scenarios and story lines they are developing skills that will support creative writing and comprehension when reading. We must first construct and play out our own stories before we can record, share and write our own stories. Most authors have a concept of their story before they write it. Through acting out stories we learn about how different story lines can take place and we construct meaning to draw upon when reading which helps to understand the story line. Role play is vital in this journey.



Here's Jasmine showing her recording, it looks like she has been very thoughtful in deciding what to include in her work.

## Child Safe Curriculum – Protective Behaviours

This term we continue on with the Child Protection Curriculum developing understanding of focus areas 3 & 4. A brief overview of some of the topics are below, these build upon the learning we have been engaged in all year and

will continue throughout children's educational journey.

We have the right to be safe – this aims to support children in developing their own sense of safety and what they can do if they don't feel safe.

Keeping Safe and Talking to Trusted Adults - this supports children to develop an understanding of seeking help and to recognise they will have several people they can talk to. This also includes discussions and plans for things like emergency procedures (evacuation procedures and lockdown procedures) we will be discussing and walking through our site emergency plans with the children twice this term and twice next term. We have already walked through these procedures several times earlier this year.

Rights and Responsibilities – this continues on from last term and will continue throughout our time at kindy. Building on from last term we are discussing with children their responsibility to look after their belongings and their right to influence decision making processes. For example the children will begin to plan the nature walks, now that they have some experience with these walks and the possibilities.



Challenging ourselves by climbing up the piles of mulch, there are great views from up there.

### Numeracy focus

We continue to work on our numeracy priority discussing with children when they are being mathematicians and users of maths.

The children actively resource their exploration in this area often using equipment available to measure, compare, count, notice differences in number, experiment with making big numbers, creating collections of items with similarities and spotting differences. The possibilities are limitless and the children continue to discover new ways of knowing about maths developing their numeracy skills.

### Positive Education

Bucket Filling – we continue to share our bucket filling moments and refer to ways of filling our

own buckets and those of our family and friends, as discussed in the last newsletter.

What Went Well – we are asking the children to think about what went well for them throughout the day and recording these thoughts. This is a great way to support children to focus on the positive things in their day and what made these things positive. This is also a great strategy for conversation starters at home. Focusing on the positives of your day is a good way to support mental health and wellbeing.

Growth Mindsets – we continue to share ideas and spot opportunities for 'growing our brain' and learning from our mistakes. Research shows that when we value our failures and acknowledge our mistakes we can learn much more and will take further risks to develop skills abilities and knowledge.

Curiosity & Creativity – through the dispositions of curiosity and creativity children (and adults) are able to direct their own learning, solve their own problems and engage in deeper levels of satisfaction from their achievements. Hence we focus on supporting children to develop these dispositions.



Curious investigators on our nature walks.

Kimochis – our work with kimochis continues throughout the year. In response to family requests and building closer links with home and kindy we are developing some more targeted information about this program for families to support consistent language in the development of emotional intelligence. Studies indicate that emotional intelligence is a greater measure of success and wellbeing in adulthood than academic intelligence. Supporting children to develop their emotional vocabulary will support their lifelong successes.



Kaylee and Tyler had some wonderful discussions about the Kimochis as they carefully ordered the emotions. Wellbeing, numeracy, communication, problem solving, so many things from 1 experience.

## Literacy

Oral Literacy - We continue to discuss and draw attention to rhyming words and the rhythm of language that rhyming creates. Recently I have heard children creating their own rhymes during their play demonstrating embedded oral literacy skills and awareness.

This term we have also been drawing children's attention to the syllables within words. It's great to be able to clap out or step out the 'parts' of words. Children must first be able to hear syllables before they can hear and accurately identify individual sounds within words. As with most aspects of development, we start with the larger bits and work our way down to the smaller more complex aspects.



Alana sharing about her adventures when Sundah spent time at Alana's house.

Communicating through symbols – as we shared last newsletter physical development is vital for meaningful mark making (which includes drawing). What is also important is being able to distinguish, interpret and read visual cues, drawings, writing and gestures. There is so much more to communication than traditional forms of reading and writing. For some children conversation boards (boards with collections of pictures and words) help them access language and make comments about their world when they have difficulty accessing verbal communication. We use lots of visual supports within communication and it is important to support our children in understanding these cues too. Discussing signs within the community or trying to guess how a stranger is feeling by looking at their facial expressions or body language are great ways of supporting children to learn about reading some of these visual cues.



Eliza working hard on some meaningful marking making to share her ideas, such a look of concentration.

## Nature Walks

The nature walks continue this term with several children asking if they can go on nature walks more often. On the rare occasion that we have had to cancel the walks due to the weather the children have suggested going on the next day, great problem solving. However we have then had the conversation about our responsibilities to look after everyone and that families have only signed consent for our walks to occur on Tuesdays and Thursdays.

This term the children will become more responsible for the planning and preparing of the nature walks. This opportunity to influence the decisions that affect them links directly to the *UN conventions of the rights of the child, children and young people are active participants in decision making*. This is an area that Australia has been 'put on notice' from the UN after the last report into the rights of children and young people in Australia.

## Governing Council News

Next meeting is Wednesday **August 10<sup>th</sup>** 9am. Meetings are held at Elsie Ey and new members are always welcome!

The Governing Council arranged a fundraising event on the day of the Federal Election which received great support from families. We were very grateful for the generous donations of baked goods, soups and people's time that they gave so generously. A MASSIVE THANKYOU to those generous families. Over \$1400 was raised on the day, a wonderful reward for an uplifting joint effort.

Kyttons Fundraising– you will notice that there is a Kyttons fundraiser currently underway with orders closing on Tuesday 9<sup>th</sup> August.

Orders can be collected on the afternoon of Tuesday 16<sup>th</sup> August or Wednesday 17<sup>th</sup> August.

Book Week – the read-a-thon is a great way to celebrate book week and sharing in the love of reading.



Tahlia and Jason enjoying the new swing at the playground during the nature walk.

## Staff News

There have been a few minor changes to try and support consistency of educators with children. There is a roster on the final page of this newsletter to support families with who is at kindy when.

Long Service Leave - Both Cathy and Lorry will be having extended periods of leave this term.

Cathy will go on leave from 25<sup>th</sup> August until next term. The hours that Cathy works will be covered by other educators within the centre to try and maintain consistency.

Lorry will be on leave from the 15<sup>th</sup> August until next term, we are very happy to announce that Bethany Hardi will be Acting Director during this time. I know staff, families and children will support Bethany and trust that Bethany will enjoy her time as Acting Director within our amazing centre and community.

## Individual Reporting

Last term families were invited to have conversations with their children's teacher. Most families took this opportunity and the feedback has been positive, we hope you found the conversations valuable. If you were unable to have a meeting with your child's teacher and would like to, please make contact with them by the 12<sup>th</sup> August.

This term families will receive a written report about their children's learning. As with previous reports there will be an opportunity to comment on your child's learning journey.

Families in the Inclusive Preschool Program can expect progress meetings to occur early this term, most are already booked, Megan will be making the remainder of these meeting times with families over the next week.

If you have any questions about your child/ren's learning journey please feel free to make contact with your child's group teacher or Lorry (or the Acting Director while Lorry's on leave)



Boston and Jye working together to create Strawberry milkshakes. Yummy red foods from eat a rainbow.

## Cooking Roster

We welcome any family members who would like to volunteer to help us with the weekly cooking experiences. This is a great opportunity to see your child in the preschool environment and for them to 'show off' their family. The children love it when they have family come to kindy.

August 3<sup>rd</sup> 2016

Thankyou to those family members who have already volunteered their time to support cooking experiences throughout the year. Cooking experiences happen Monday afternoon and Friday morning. If you would like to volunteer please see a member of staff. All help is welcome.

## Book Week

Week 5 this term is book week, the Governing Council have organised a 'read-a-thon' fundraiser to coincide with book week.

To celebrate book week we will have 2 dressup days.

**Wednesday 24<sup>th</sup> August** – Orange, Light Green Full Day, and Dark Green half day groups

**Friday 26<sup>th</sup> August** – Purple, Light Green Half Days and Dark Green Full Days. We will join the school parade on Friday morning.



## A Friendly Reminder

**Clearly marked labels:** If you would like your children's items returned if lost it is vital that their items are clearly labelled. Last term we had a large number of items that were left at kindy without any names, we would like to be able to return lost item to their owners.

**Wet Weather gear:** Children's named gum boots are welcome to stay at kindy we have a rack on the veranda where they are stored. Coats should stay in children's bags ready for our nature walks.

**Spare Clothes:** Please remember to bring a spare set of clothes for your child. Messy play is an important part of our curriculum, and having an extra set of clothes can ensure that your child can enjoy all the activities that kindy has to offer.

**Water Bottles:** Please ensure your child has their named drink bottle every day. Water bottles are important for several reasons; limiting the spread of germs, having water for the nature walks, tracking water intake for healthy bodies and preparing for school when children need to have their own water bottles.

**Allergies:** We would like to remind families that we have children with the following allergies: **Legumes (Pea family), Nuts, Sesame and Eggs.** **Please alert staff if your child has any of these items so we can manage the risk to other children.**

**Illness:** Reminder, if children are unwell it is recommended that they have a 24 hour period free of symptoms before returning to kindy.

Term 3, 2016 Staff Roster

Staff	Monday	Tuesday	Wednesday Odd Weeks	Wednesday Even Weeks	Thursday	Friday
<b>Lorry</b>	In	In	In	In	In	In
<b>Philippa</b>	G	G	G	In	IPP	
<i>Trudy</i>	G	G	G L	G L	PG	
<b>Penny</b>				G	G	G
<i>Sarah</i>					G	G L
<i>Bronny</i>	PS L	PS L			PS L	PS L
<i>Marnie</i>			PS L	PS L		
<i>Sandy</i>	L	L	L	L	L	L
<b>Bethany</b>			O morning G afternoon	G morning P afternoon		
<b>Carolyn</b>	O	O	O			
<i>Cathy</i>	O L	O L	IPP		IPP	IPP
<b>Nicole</b>			P		P	P
<i>Sarina</i>			O	P	P L	P
<b>Megan</b>	IPP	IPP	IPP	IPP	In	IPP
<i>Wendy</i>	IPP	IPP	IPP			
<i>Karen</i>	IPP	IPP	IPP	IPP	IPP	IPP
<i>Sue</i>	In	In	In	In	In	In
<b>Megan</b>	CP weeks 6-10		CP			

**Key**

**Teachers**

*Early Childhood Educators*

**Community Development Coordinator** – positions currently not filled

**Speech Pathologist** – Children’s Centre Community Programs – position currently not filled

**Occupational Therapist** – Children’s Centre Community Programs

**G:** Green groups

**O:** Orange group - Mondays, Tuesdays, Wednesdays Wks 1,3,5,7,9 (odd weeks of term) (8:45am – 3:30pm)

**P:** Purple group - Thursdays, Fridays, Wednesdays Wks 2,4,6,8,10 (even weeks of term) (8:45am – 3:30pm)

**IPP:** Inclusive Preschool Program - Mondays, Tuesdays, Wednesdays Wks 1,3,5,7,9 (odd wks of tm) (9am – 3pm)

**IPP:** Inclusive Preschool Program - Thursdays, Fridays, Wednesdays Wks 2,4,6,8,10 (even wks of tm) (9am – 3pm)

**PG:** Play group

**In:** Administration Time

**CP:** Running a community program

**PS:** Preschool support (support for children with additional DECD funded support programs)

**L:** Lunch Care

**odd:** Odd weeks of term

**even:** Even weeks of term

**Elsie Ey Playgroup**

The Elsie Ey Playgroup is on during school term from week 2 until week 9 in term 2, on **Thursdays 9.30-11.00**

For parents/grandparents/carers and children aged 0-5 years.

We meet at the Hewett Primary grounds in the secured play-ground area.

Our playgroup is currently supported by Trudy who has a Diploma Qualification in Early Childhood Education  
Enquires phone **85221900**



How many people can we fit in one tree?  
What a wonderful way to explore nature, appreciate the beauty in nature, grow our bodies and look after our wellbeing.