



Working together on our designs



Exploring our bush kindy space has been a highlight in Term 1



A love of books develops our literacy skills

# ELC Newsletter

Term 1 April 2021

## Welcome Family and Friends

What a busy start to the year we have had at PBC ELC. It has been a delight to get to know those children and families who have joined us this year and to welcome back those who have returned for 2021. I love to see how children's personalities develop as their confidence and self esteem grow in their new environment and how new friendships flourish as children join our early learning centre community.



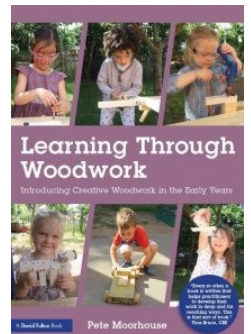
I hope that you enjoy reading this terms newsletter which gives a flavour of the fun, adventures and learning that your children have enjoyed this term. Next term we will be starting our weekly visits to the library on Friday mornings and our Splash sessions will recommence in Term 4



As always your comments and ideas are welcome.

## Woodwork/Tools

We discovered that a number of our new children were very interested in tools and "fixing" things and they have been fascinated watching Pepe doing various maintenance jobs around the grounds. Therefore we set up our own wood work area which proved a huge success as children carefully and skillfully joined pieces of wood using hammers and nails and made creations using recycled materials/lose parts. We will be looking into developing a new and improved woodwork/tinkering area later in the year. This will of course be fully risk assessed to ensure that children are able to benefit safely from a new experience. We will keep you informed of our plans and may make requests for resources.





## Getting to know each other

What a wonderful start to the year we have had in the Bunya room. Lots of new children, and many we have seen as siblings of previous Kindy children. We have all enjoyed getting to know each other and educators have noticed that the Bunya children particularly love listening to stories, having a dance together and constructing using blocks when in the inside learning environment. Outside they enjoy taking risks in the fort area and zooming around the track on the bikes. They have great coordination and large muscle skills.



## Where does our food come from

The Bunya children bonded at mealtimes, having lots of wonderful discussions about their lunchboxes and what was in them. They discussed similarities and differences of their foods, which led us to a focus about foods that grow in the garden, on trees, bushes and under the ground. We encourage children to choose one of these foods to eat first at morning tea.



## All about bees

We also spent time looking at and discussing the wonderful world of bees, after some of the Bunya children spotted them on the flowers growing in our yard. We painted bees and flowers, watch short clips about bees, read books, and discussed arms, legs and bodies of honey and native bees. You may have noticed the children's lovely art work hanging from the wall in the



## Science

“Miss Shyra, does everyone in the whole world get older?” This curious question asked by a child sparked investigative learning about lifecycles during term one. Through intentional teaching tasks children used non-fiction books and ICTs to research lifecycles of various species. They studied the different stages of life for humans, butterflies, fish and plants. Children demonstrated their understanding of the different phases by recreating a cycle stage through representational art and making timelines using the insect fossil resources. This term we also explored planets and our solar system. The children again used non-fiction books and ICTs to research interesting facts about each planet. Teachers extended learning by creating an Outer Space play zone in which the children role played astronauts, aliens and rocket ships.



## Exploring Literacy

Throughout the term Wattle children have been exploring literacy and getting to know each other's names through nametag recognition. They have been identifying and discussing the difference between long names that have lots of letters and short names that have few letters. They have been making connections between “magic” letters that sound the same but are different (**C** and **K**, **C** and **S**) as well as identifying the differences between names that sound the same but are spelt differently. They have also recognised that sometimes smaller words are found inside bigger words.

During group times teachers have been supporting children in developing an understanding of using literacy for a range of purposes. We have been exploring the concept of recording information such as ordering the days of the week to create a calendar, listing character names within the Gingerbread man story to construct a roll and recalling the ingredients from the Wombat Stew book to produce a recipe. The children transferred and adapted this knowledge into play by creating their own shopping lists by cutting and pasting items from grocery and book catalogues onto blank paper.



## Imaginative/Creative Play

Throughout the term, the creative play zone in the Wattle room took on many shapes as a result of the observed interest children were displaying in their play. To begin with, the space was set up as an Ice-cream Shop. During this time children explored mathematical concepts such as product value, money exchange and quantity. Many children also used early writing behaviours by creating product signs and recording ice-cream orders. Children then demonstrated an interest in doing each other's and teacher's hair, therefore we transformed the Ice-cream Shop into a Beauty Salon. In this space the children exercised fine motor skills by operating a range of tools such as spray bottles, plastic scissors, hair ties, hairbrushes, hair straighteners and curling pins. Lastly, when a child brought from home a stuffed dog that had been in an accident, educators noticed her using craft resources to “fix” the dog. This inspired teachers to convert the Beauty Salon into a Kindy Vet. Children transferred and adapted their knowledge of visiting the doctors by using a range of medical tools such as stethoscopes, bandages, pressure pumps, needles and tweezers on their animal patients. A reception area was also part of the space which encouraged children to engage with ICTs such as a laptop, phones and iPad.

## *Policies and Procedures, Hints and Tips*

As part of our continual development we routinely review various policies and procedures throughout the year. This term we looked at our rest and sleep policy and alongside this have written some 'tips for sleep and rest for preschoolers'. Copies of these are available in the foyer.

Monica, the speech pathologist who delivers speech and language support to children at the college and our centre has kindly sent me some information around supporting children's language development. Children's skills in speaking, listening and comprehension are important for their communication and also to support their reading and literacy skills when they start Prep. Copies of these are available in the foyer/please let me know if you would like me to email them to you.

Please let me know if there are any other parenting 'hints/tips' you would be interested in or topics for twilight sessions that we could facilitate at our centre.



*Exploring nature in our big yard*



*Making new friendships*



*Using our senses as we explore our art materials*



*Representational paintings of our Dreamtime stories*



## Dates for your Diary

20th April	Term 2 begins
21st April	Cross Country—we will be joining the college on the oval at 8.50am
26th April	Closed—Anzac Day Public Holiday
3rd May	Closed—Labour Day Public Holiday
7th May	2pm Mother's Day Celebrations. Mums (or another special person in your child's life) are invited to join us for afternoon tea and to join your child in an hour of play. To adhere to Covid 19 restrictions this will be held outdoors and therefore will be weather dependent. Invitations to follow.
19th May	Athletics Carnival—more details to follow
27th May	Reconciliation Week begins
25th June	End of Term 2

