



Developing our maths skills as we measure and compare sizes



Choosing books on our trips to the college library



Learning about our fantastic lifesavers during Under 8's celebrations



ELC Newsletter

Term 2 July 2021

Welcome Family and Friends

We've had a fun filled term 2 full of play and learning, a little of which we share with you in this newsletter. As I look through our photographs to add to it and read Liz and Shyra's summaries of some of the experiences the children have enjoyed I reflect with pride at the breadth and quality of the learning opportunities that are offered and the delight that the educators take as they observe and guide the children in their investigations and development.

As always your comments and ideas are always welcome.



Reflections on Theorists

As part of our early years training we learnt about various education and child development theories and research. During our staff meetings we will be reflecting on how some of these influence our work with children and families. This month we have looked at Erik Erikson's eight stages of psychosocial development and how these relate to the importance of our work in building secure and trusting relationships in which children are able to develop their personalities and sense of identity. It also reinforces how vital our play based, child led curriculum is as well as our behaviour guidance policy which avoids using a punishment or reward system and instead supports children in recognizing and regulating their behaviours and responses to their big emotions. Here are the first three of Erickson's eight stages which you may well recognize in your own children;

Infancy—Trust vs. Mistrust: In this stage, infants require a great deal of attention and comfort from their parents, leading them to develop their first sense of trust (or, in some cases, mistrust);

Early Childhood—Autonomy vs. Shame and Doubt: Toddlers and very young children are beginning to assert their independence and develop their unique personality, making tantrums and defiance common;

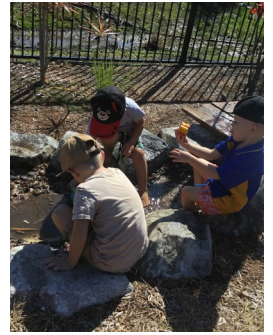
Preschool Years—Initiative vs. Guilt: Children at this stage begin learning about social roles and norms. Their imagination will take off at this point, and the defiance and tantrums of the previous stage will likely continue. The way trusted adults interact with the child will encourage him or her to act independently or to develop a sense of guilt about any inappropriate actions.





In The Bunya Room

Term 2 has seen the Bunya children develop their confidence and self-identity. It has been lovely to watch them create strong friendships and to see how much they enjoy each other's company. They are comfortable communicating their needs with educators, and are now more confident attempting something themselves before asking educators for assistance. The Bunya children are contributing to their learning each day, as we follow more child led interests and experiences.



Planting Seeds

After one of our children chose a book from the library about 'Jack and the Beanstalk' the Bunya children went on a bean and seed journey together. We planted beans and sunflower seeds in our Kindy garden, we watched some short videos of Jack and the Bean stalk, and about harvesting sunflower seeds, we also painted sunflowers for our room. During this time we also found native sunflowers at Bush Kindy and the children were amazed by how tall they were. The beans we planted are growing and the Bunya children love watering them and seeing how they have changed, who knows maybe there will be a goose that lays golden eggs at the top...



Hooray For Fish

'Hooray for Fish' is a book about a little fish introducing the readers to his friends in the sea. It uses numeracy language, discusses colours and has many imaginative fish. The children enjoyed the book and a few asked to recreate the fish by painting them. Each child chose their favourite to paint, creating various colours to represent their chosen fish.



Fundamental Movement Skills

Throughout the term the Wattle children have been practicing and improving on their fundamental movement skills through a variety of exercises and physical challenges. In particular this term teachers have focused on balancing skills. Most mornings children engaged in a stretching routine that tested their balance. Poses such as the rocket ship required children to balance on one leg and use backward sequential counting patterns to hold the pose for a number of seconds. Teachers then challenged children to balance objects on their head. Children enjoyed the competition of seeing who could keep a beanbag stable on their head while performing movement tasks such as twirling, clapping hands, touching the floor and hopping. Challenges were extended into the outdoors where children were invited to complete an obstacle course while balancing a beanbag on their head. This task also tested hand/eye and foot/eye coordination as well as patience and resilience.



Focus Child

In term 2 the Wattle children were interested in exploring their wider world, this sparked the intention for our Focus Child topic – sharing experiences of family holidays or places of significance to them. Children and teachers enjoyed sharing memories and photographs of family trips they had taken within Queensland, Australia and the world. Using the photographs, we constructed a photo wall that created a sense of pride and belonging for children, as they regularly inspected the wall and enjoyed showing and telling parents about their peers' adventures. During the sharing sessions we used the Australian and world map/globe to pinpoint locations visited. We learnt about different types of voyages such as road trips for local travel, plane journeys for far away destinations and boat rides to island locations. We extended our learning by researching flags and languages of some of the places the children had visited as well as exploring music and instruments from around the world.



Collaborative learning environments

Throughout the term teachers observed children role playing shop keeper and customer in the home corner area, this inspired educators to create a Kindy Shop play zone. As a group, the Wattle children discussed, planned and recorded resources needed for the area (cash register, money, green bags) and negotiated ideas on what the shop would sell (fruit, toys and medicine) and how much items would sell for. Educators organised the play space and children began collecting recyclable items from home to bring in and add to the area. Once the shop was ready for play the children transferred and adapted their personal experiences of shopping into role play scenarios such as visiting the grocery store while playing families. To enhance the children's learning in this zone teachers explored the concept of money exchange during intentional teaching tasks. Throughout transition games such as currant buns, the children used real money, \$1 and \$2 coins, to practice paying for goods and receiving change.

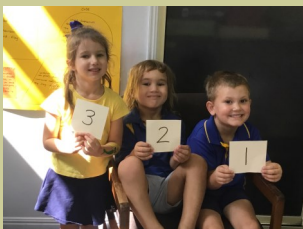




Providing mark making and writing experiences in different ways encourages children with different learning styles to develop these skills



Joining the college for cross country and learning about ordinal numbers as we celebrate our fastest runners



Healthy Lunch Boxes, Hints and Tips

Some families have been asking for ideas for their children's lunch boxes so I have found some links to various websites with some delicious looking ideas as well as some basic guidelines. As we are always trying to reduce waste and to support children's independence we ask that you limit packaged snacks which they find difficult to open. These are often processed or very sweet so good to avoid as we encourage children's healthy diet. The amount your child needs will of course depend on the length of their day with us and remember that if your child is having a growth spurt they may be more hungry than usual and then their appetite may reduce.

Healthy lunch ideas

Packing a lunch box from home means you can offer your child a range of healthy lunch options from the five food groups:



- vegetables
 - fruit
 - grain foods such as bread, pasta, breakfast cereals, rice, corn
 - dairy such as milk, cheese, yoghurt
 - Protein such as meat, fish or chicken, canned tuna or salmon, eggs and legumes, including peas, beans, lentils, chickpeas, nuts, tofu
 - Here are some **healthy lunch ideas that get the five food groups into your child's lunch box:**
 - a sandwich with wholegrain bread and a filling like salad, cheese, lean meat or falafel
 - different breads for extra interest - rye breads, baguettes, seeded rolls, pita bread pockets, flat bread, foccacia, rice cakes, corn thins or turkish bread
 - dips like hummus, tzatziki or beetroot, along with pita or crackers and vegetable sticks for dipping
 - potato salad, chickpea salad, quinoa salad, Greek salad or tabbouleh
 - leftover pasta, rice and noodle dishes kept and eaten cold, or kept cold and reheated
 - yoghurt and fruit or muesli, kept cold.
- If your child won't eat anything but white bread, try a high-fibre, low-GI loaf. These are more nutritious than white bread and will stop your child from getting hungry again too quickly after lunch.

Healthy snack options

Fresh fruit, stewed fruit in natural juice, a small serve of dried fruit, muesli, yoghurt, pieces of cheese, fruit bread, rice cakes, pikelets and wholegrain crackers all make nutritious snacks.

Get more school lunch ideas by watching videos on <https://raisingchildren.net.au/school-age/nutrition-fitness/breakfast-lunches/healthy-lunch-boxes>
<https://www.superhealthykids.com/recipes/kid-lunchbox-photo-roundup-90-healthy-lunches/>

Dates for your Diary

20th July—PBC term 3 begins
 6th Sept—Fathers Day celebrations 2pm (details to follow)
 10th Sept—CLOSED for the Noosa show
 17th Sept—PBC term 3 ends
 4th Oct—CLOSED for the Queen's birthday



Sharing our play spaces with our mums and loved ones to celebrate Mother's Day