



Syndal Preschool Newsletter 2020 – Term 3

Director's Report – Term 3 2020

I think we would all agree that 2020 has been a year like no other! We began term 3 with children attending kindergarten on site and then quickly moved into the Stage 4 lock down and learning online. I want to take this opportunity to thank everybody involved with Syndal Preschool for your support and understanding as we have navigated this new style of learning. It has been lovely seeing the children on Zoom, hearing about what they have been doing and continuing the connection between kinder and home.



We are looking forward to returning to regular kindergarten sessions onsite at the beginning term 4.

Monday 5th October – **Blue Group**

Green Group

Tuesday 6th October – **Red Group**

What about school in 2021?



With children heading into term 4, we often look to the future and the transition from kindergarten to school. With 2020 impacting kindergarten programmes in a number of ways, it is important to remember that all children are different, even those of similar ages. No matter what experiences children have had in their

kindergarten year, they will have developed a range of skills and abilities that form the basis for further learning.

Although kindergarten programmes have been delivered differently this year, it is reassuring to know that schools are flexible, adaptable and responsive to children. Each primary school will be considering how they meet children's needs in 2021 in light of the coronavirus (COVID-19) pandemic this year. Foundation teachers are well aware of the impacts of the coronavirus pandemic on preschool programmes and will work with children, families and kindergarten staff to ensure a smooth transition to school.

Although children's attendance at kindergarten has been disrupted, there are many things you can do to support your child's transition to school from home. The key areas of maturity and development in preparation for school are the social and emotional areas.

Some examples are:

- Can children make an independent decision and follow through on this?
- Do they have ideas of their own?
- Can they follow two or three instructions at the same time?
- Can they move on to new activities easily?
- Can they recognise and express their feelings and needs?
- Can they concentrate on a task?
- Are they developing independence? - eg taking jackets on/off by themselves; doing and undoing buttons and zips; opening and closing lunch boxes



There are many activities that parents regularly undertake with young children that have a positive effect on their development and promote the skills which will support the transition from kindergarten to school. Some examples include:

- reading with your child
- teaching them songs and nursery rhymes
- playing with letters and numbers
- taking children on excursions
- playing in the park
- going to the beach
- riding a bike together
- creating regular opportunities for them to play with their friends and other children.



Most importantly, sharing your child's interests and just enjoying spending time together as a family!

Further practical information about starting school can found by following this link:

<https://raisingchildren.net.au/school-age/school-learning/school-choosing-starting-moving/starting-school>

Please speak with your child's preschool teachers if you have any questions regarding the transition processes and ways you can assist your child.

Best wishes for a safe and relaxing holiday break!

We are very much looking forward to seeing you back on site in term 4.

Take care,

Sally Whitrod

For further information regarding transition to school in 2021, we invite parents to join the following webinar, hosted by the City of Monash:



Preparing my child for school during a pandemic

Starting school can be exciting and challenging. During a pandemic, these emotions may be heightened due to continual uncertainty for parents and children.

Families may be asking themselves;

- *What if my child has missed a lot of kinder?*
- *What does school readiness mean?*
- *What can I do to support my child?*

Families of children transitioning to school in 2021 are invited to join an online informative session with guest speaker **Louise Dorrat** (Early Childhood Consultant).

This session will explore families questions and discuss how they can prepare for a smooth and positive transition to school.



Wednesday 23 September

5.00pm – 6.15pm

Zoom Meeting

<https://monash-gov.zoom.us/j/88925253358>

Meeting ID: 889 2525 3358

One tap mobile

+61861193900,,88925253358# Australia

+61370182005,,88925253358# Australia

Dial by your location

+61 8 6119 3900 Australia

+61 3 7018 2005 Australia

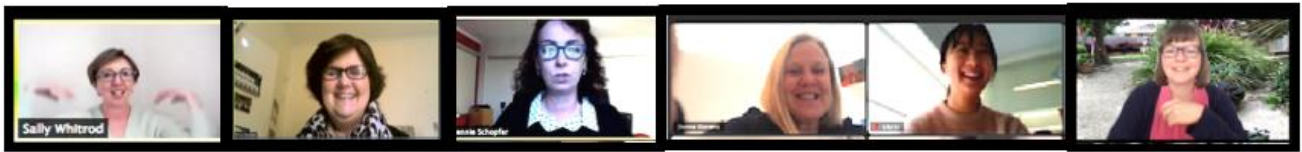
+61 7 3185 3730 Australia

Meeting ID: 889 2525 3358

Find your local number: <https://monash-gov.zoom.us/j/88925253358>

Louise has worked in the early childhood sector for over 30 years in a variety of roles including extensive experience in managing early years' services. She has a Master of Education and has taught the Bachelor of Early Childhood Education at a number of universities in Victoria. Louise assisted in the set-up of the first Victorian bush kindergarten and worked in the bush setting for two years. Louise is currently working with the Department of Education and Training (DET) to deliver 'Transition: A positive Start to school.'

Programme Report - Term 3 Red, Blue & Green



Throughout the term there have been continuous changes to the delivery method of the Syndal Preschool programme. Staff, families and the children have been marvellous, as they have adapted through a combination of onsite, remote learning and online resources available to us.

Term 3 started with an onsite programme with some children across all three groups attending the kindergarten. All Syndal Preschool children were supported with the programme and remote learning resources being emailed to families to access at home.

When stage 4 lockdown began the programme changed to being a joint programme for all 3 & 4year old groups. This involved fortnightly resources being sent via post to each family's residence. Zoom time sessions as group times facilitated by the teachers. The kinder's YouTube channel was used to view pre-recorded story readings, song, exercises and ball skills.

Children were gradually becoming more familiar with seeing their teachers on a screen.

Foremost in our programme planning was to consider the implications of the COVID-19 pandemic on the children and their wellbeing. Staff worked on



providing content that was informative and addressed children's concerns.

- Time to come in, Bear- Story about Social Distancing



- How to wash you hands (including a new song....under-over)
- How to be a good friend (catching our sneezes in our elbow)

The Programme purposefully included activities that were empowering to children's mental health. An important factor when the world appears to be fragile. Providing children with an opportunity to feel courageous, calm and grateful can be helpful.

The focus of the programme throughout the term was wide and varied. It covered:

Extending on children's gross motor, fine motor strength, dexterity and skill

- Variety of activity prompts to create by cutting, gluing, sticking and drawing.

- Playdough & sensory bag recipe



- Threading craft materials or Natural items like leaves
- Milking a cow (glove)
- LEGO photo challenges – finger muscle strengthening
- **Father's Day** – Creating something special. Then experiencing the wonderful feeling of the 'act of giving'.



Literacy, numeracy and science activities through a play-based curriculum

- A selection of stories and songs that link to activities or actions
EG: Painting what we see.
Healthy foods and a felt board for retelling the story – The Hungry Caterpillar by Eric Carle



- Cooking at home recipes- develops language, listening and early maths skill
- Dinosaur Heads game – develops language, listening and thinking skills
- Dinosaur counting collage
- LEGO challenges – Is it the same or different (early maths skill)
- Tangram rocket ships and digital numbers
- Wombat went walking – ordinal numbers
1st, 2nd, 3rd etc...

- Numbers on clocks



- Puppets making to encourage storytelling.
- Ice Sun catchers - Science experiment



- Solar system and the order of the planets

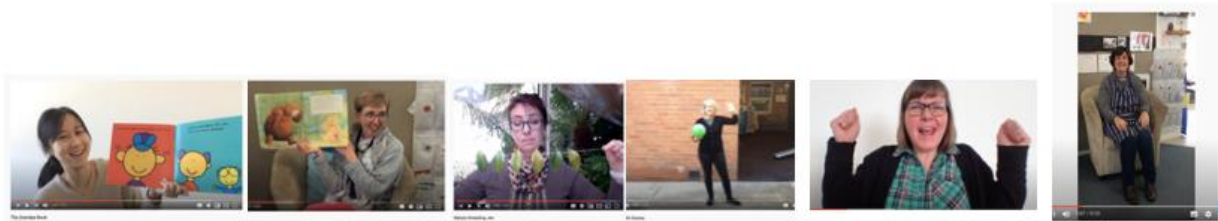
Physical exercise prompts

Donna and Karin on YouTube

- Hopscotch
- Ball & balloon skills
- Aussie animal movements
- LEGO ring Toss – Hand eye coordination and turn-taking

- Ribbon dancing

We hope you continue to access the online resources that Syndal Preschool staff has created for you. There are links to playlists and quality resource and information hubs.



YouTube channel playlist –Syndal preschool teachers are reading stories, singing songs and doing the actions, demonstrating ball skill, yoga and activities. Sent out via email and Flexischools each week. You can revisit these at any time. Here are the links to a few recent ones.

Term 3 Week 9

<https://www.youtube.com/playlist?list=PL8S2wnxj9cUXz-XR7JgGfaUdd4t0SQns>

Term 3 Week 8

<https://www.youtube.com/playlist?list=PL8S2wnxj9cVoiG1EfGtzuEeb6h0JaoZB>

Term 3 Week 7

https://www.youtube.com/playlist?list=PL8S2wnxj9cXX5Mcvsr9vt_yd21nq8Rqe



Raising Children Network – a lot of resources and information to support families including – play and learning, sleep, family life, health, nutrition, and Karaoke!

<https://raisingchildren.net.au/guides/baby-karaoke>

Story Box Library- Syndal Preschool has a subscription until the end of September. Quality stories read by Australian storytellers.

To access the Story Box Library:

1. visit this website <https://www.storyboxlibrary.com.au/login>
2. Choose 'LOG IN' from the RED button on the top right corner of the screen
3. Log in using the following Username & Password
4. Username = Syndalpreschool & Password = Syndalpreschool

“What does love mean?”

A group of professional people posed this question to a group of 4 to 8 year olds, 'What does love mean?'

The answers they got were broader, deeper, and more profound than anyone could have ever imagined!

- 'When my grandmother got arthritis, she couldn't bend over and paint her toenails anymore. So, my grandfather does it for her all the time, even when his hands got arthritis too. That's love.' Rebecca- age 8
- 'When someone loves you, the way they say your name is different. You just know that your name is safe in their mouth.' Billy - age 4
- 'Love is when you go out to eat and give somebody most of your French fries without making them give you any of theirs.' Chrissy - age 6
- 'Love is what makes you smile when you're tired.' Terri - age 4
- 'Love is when my mommy makes coffee for my daddy and she takes a sip before giving it to him, to make sure the taste is OK.' Danny - age 8
- 'Love is what's in the room with you at Christmas if you stop opening presents and just listen.' Bobby - age 7 (Wow!)
- 'If you want to learn to love better, you should start with a friend who you hate.' Nikka - age 6 (we need a few million more Nikka's on this planet)
- 'Love is like a little old woman and a little old man who are still friends even after they know each other so well.' Tommy - age 6
- 'My mommy loves me more than anybody. You don't see anyone else kissing me to sleep at night.' Clare - age 6
- 'Love is when Mommy gives Daddy the best piece of chicken.' Elaine-age 5
- 'Love is when Mommy sees Daddy smelly and sweaty and still says he is handsomer than Robert Redford.' Chris - age 7
- 'Love is when your puppy licks your face even after you left him alone all day.' Mary Ann - age 4
- 'I know my older sister loves me because she gives me all her old clothes and has to go out and buy new ones.' Lauren - age 4
- 'Love is when Mummy sees Daddy on the toilet and she doesn't think it's gross....' Mark - age 6
- 'You really shouldn't say 'I love you' unless you mean it. But if you mean it, you should say it a lot. People forget.' Jessica - age 8





School Holiday Ideas for a fun 'Staycation at home'

While we are all looking forward to the end of Stage 4 restrictions, here are some fun ideas for parents and children to make the most of the school holiday break around home.

- For parents who need to work from home, take turns working and parenting.
- Set up video chat 'play dates' with school friends
- Don't forget about your own needs. Keep up meditation, yoga and exercise.
- Take time to prepare meals together, get creative, let the children take control!
- Perfect time to Marie Kondo your child's bedroom, together.
- Got a crafty skill like crochet or knitting – share the skill with your family.
- Make a short movie – stop motion using household items, a drama or comedy.
- Not creative? Colouring in is very calming, frame your favourite piece!

Ideas for maintaining your wellbeing

- Make regular phone calls or video calls to people you know.
- Being in close confines can be stressful, watch out for signs of stress among family members.
- Work out a strategy to defuse any difficult situations or anger.
- Watch movies or footy games together, virtually.
- Get some sun every day – keep up the vitamin D.
- Stay in touch with work colleagues. If you can, working from home could help you stay busy and connected.
- Self-indulge and put on that hair mask you've had in the back of the drawer or give yourself a pedicure.
- Now's the time to do those household projects you've been putting off.

Ideas for having fun

- Replace outdoor time, with kitchen dance parties or yoga in the sitting room.
- If you have access to a garden, go out and pull out the weeds, mow and rake the lawn, trim the hedges, transfer plants, get dirty.
- Start planning a holiday. Do your research and create your perfect itinerary, where would you stay? What would you see in a day? Where will you eat lunch?
- Challenge yourself in the kitchen - try a ingredient meal or bake a soufflé.
- Sort out all those old photos and videos.

THE EMOTIONAL CUP

Imagine that every child has a cup that needs to be filled -- with affection, love, security, and attention. Some seem to have a full cup most of the time, or know good ways to get a refill. But most children get a little nervous when their cup gets near empty.

Some ways that children deal with having an empty cup:

- steal from other people's cups
- misbehave to get your attention and show that they need a refill
- seem to have bottomless cups, or need constant 'topping off'
- can't sit still for refills or actively refuse them
- bounce off the walls when they approach 'empty'
- think they have to fight or compete for every refill

What fills a child's cup:

- play
- friendship
- one-on-one time
- love and affection
- connection
- succeeding
- doing what they love to do or what they choose to do



What empties the cup:

- stress and strain
- rejection by peers
- loneliness and isolation
- yelling and punishment
- failing
- fatigue
- doing what they're forced to do or they hate to do