



Director's Report term 2 2020

It has been a very different term 2, with preschool learning taking place both at kinder and on line at home. As we move into the term 2 break and with greater flexibility now available in our movements, many families will be looking forward to catching up with family and friends.



As your children play with their siblings and friends these holidays, here is some information regarding the learning that is taking place during informal, dramatic play.

Through dramatic play, children accept and designate roles, and then act them out. It is an activity where they break through their norms, pretend to be someone or something different from themselves and dramatize situations and feelings for the characters they have chosen.

Development of Self-Control

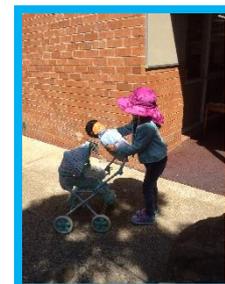
Children are known for acting on emotions. Interestingly, when children assign and accept roles in a dramatic play situation, they are inspired to stick to them, seeing them as rules to follow. This helps them develop the ability to organize and plan with others as well as control their impulses

Outcome 1: Children have a strong sense of identity

Conflict Resolution skills

Both unstructured and structured dramatic play create an avenue for conflict resolution. Normally, disputes will occur during playtime, but dramatic play gives children an opportunity to work through their disagreements to reach a compromise. It helps children to consider other perspectives as they recognize various roles of people in their lives and communities.

Outcome 2: Children are connected with and contribute to their world



Child Empowerment

Dramatic play is empowering because children can choose and accept their own roles in the scenario. Dramatic play offers a haven for children to act out experiences and try on more powerful roles. Often children choose to play mum or dad, two important figures in their lives. A child who has experienced a challenging event, can work through their feelings in a safe and controlled environment.

Outcome 3: Children have a strong sense of wellbeing

Math and Literacy

It provides a platform for children to familiarize themselves with abstract maths and print. Consider the children who are playing as servers in a restaurant. He/she will combine both print and numbers as they take orders and fill them.

Outcome 4: Children are confident and involved learners



Language Development

Dramatic play teaches and promotes expressive language. Children are inspired to communicate their wishes to their peers and therefore, must learn to speak

from the perspective of their pretend roles. Dramatic play is a good avenue for children to begin to learn about group participation

Outcome 5: Children are effective communicators

Even more beneficial than playing with a friend, is playing with Mum and Dad! For more information and ideas for dramatic play at home please speak with your child's teacher or follow this link

<https://raisingchildren.net.au/preschoolers/play-learning/getting-play-started/preschoolers-at-play>



Term 2, Report Blue and Red Group

The start of term 2 was unlike any other, as the community strived to contain the spread of COVID-19 and to work within social distancing and hygiene measures.

Staff started off by running a programme for the few children attending as well supporting families at home with links to child development information, activity ideas, and experiences to try as a family, and later links to the Sydal Preschool You Tube channel. The YouTube channel has links

to quality story readings, parenting advice, staff reading stories, and staff explaining ball skills.

The programme has been endeavoring to follow children's interests, including the changing of the seasons and autumn earlier in the term.

Observation and enquiry about living creatures and their environment, allows for children to develop early science skills as well as developing a sense of responsibility for living things and the environment. This exploration then becomes inspiration for art, craft and literature experiences too.

The children this year have a strong interest in number, and we are providing **mathematics experiences** exploring number, shape and measurement.

Experiences that foster the development of **literacy skills**, include reading and responding to stories, learning good listening skills at group times, and becoming familiar with letters and sounds through learning to recognise and write our own name, and stimulating an interest in reading and writing words.

Twice earlier this term we sent out envelopes to each child registered at the kinder (both attending and not attending children). The envelopes contained literacy and numeracy resources as well as print outs of things to cut out and do. The envelope also contained a bundle of resources for the children to make and create with including feathers, coloured paper, sticker eyes and silver paper to spark their imaginations.

We have received some emails with photos of the children using these ideas we sent home. We have printed these and pinned them on the pin-up board at Kinder and children have been looking at them.

The feedback from families has been very positive, with many participating and enjoying the experiences from home. With number slowly increasing, it is lovely to welcome children back to kindergarten.

Thank you for embracing the programme of experiences that we have adapted for home as well as offering onsite.

We also appreciate your patience and understanding of the necessary risk minimization procedures we are continuing to use to ensure the safety of everyone.

Enjoy the holidays and stay safe.



RED and BLUE Group staff.

Red and Blue 4 year Old Groups

Jennie Schopfer

Nature at kinder.

Within the kindergarten program the children have the opportunity to explore the features of many natural items. Leaves, sticks, wool, gumnuts, flower petals and clay have been used to create with, count with and even write with!

Clay rolled into a long shape. A shell was added and some seed pods were used to create snails.



Clay discs were rolled flat with a leaf on the top to create an imprint of the leaf's texture.



Children could choose from a collection of leaves. Using their fingertips they delicately collaged the first letter of their name.



Leaves and flowers are often part of children's outdoor creative play. They are used to embellish pretend cakes, pies and pizza in the mud and sand kitchen.



We used some balls of wool to transform the climbing frame into a giant spider web. The children collected leaves and twigs and made a spider and some insects trapped in the web.

How do we know which one is the spider? Lets count the legs.



Flowers were provided as a provocation to paint. Practicing their skills of observation. What can you see? Can you notice the details of the flower? Some have little yellow dots in the centre.



Using natural items for counting. We counted the leaves, the sticks and the acorns to match the number on the scroll. We even used the number line scroll to figure out how long our body is. What is your number?



Using petals and leaves the children made **Nature Number Books**. Note the clever use of petals to create the number 4. Using sticks to make words.



Connecting with nature is also an opportunity for us to discuss and learn about Australian Indigenous Aboriginal art and culture. We sat in a circle and talked about who were the first inhabitants and custodians of the land we now live on. Acknowledging the elders of the Wurundgeri people of the Kulin Nation, and that we would also take care of the plants and animals and other people who share this space that we call kinder.



Indigenous dreamtime stories are often about Australian animals. One such story is about the Rainbow Snake and how as it moved across the land it created riverbeds. Choosing wool of various colours the children wound it around and around to create their own rainbow snake.



Using a large piece of tree bark the children worked on a group project over a few sessions. They painted the bark and then added their own handprint and other marks. This is similar to cave and rock art made by Aboriginal people 40,000 years ago. Outside we used chalk to make our handprints on the rocks.



Indigenous art inspired painting at the easel. Using only wooden sticks or our hands to make prints and marks on to the paper.



Nature Play -Linked to the Early Years Learning Framework

Outcome 1: Children confidently explore and engage with their environments.

Outcome 2: Children broaden their understanding of the world they live in. Develop a sense of comfort and belonging in the environment. Develop a knowledge and respect for natural environments.

Outcome 3:Increasingly cooperate and work collaboratively with others.

Outcome 4:Express wonder and interest in their world.

Use play to investigate, imagine and explore ideas. Participate in a variety of rich and meaningful inquiry-based experiences.

Outcome 5:Interact with others to explore ideas and understandings. Begin to sort and order objects according to their attributes.

Green Group Newsletter Report Term 2

We are now heading to the end of term 2. It has been an unusual term for the group. We have merged the 3 year old green group with the 4 year old group for half of the term. We also offered our program both onsite and offsite throughout the term. The learning has been changing during the term. Fortunately, the children have been settled reasonably well with support of all the families and teaching staff.

There are four main aspects the green group has been focused on for term 2 which were the development of the children's motor skills, and basic math and literacy skills. We also emphasized personal hygiene for daily kinder routines.

Personal Hygiene

We reinforce the importance of personal hygiene whenever the children are attending to our kinder. We have taught the children a washing hands song which the children can sing while they are washing their hands. We supported the children to learn about singing the song twice while they were washing hands equals approximately 20 seconds. And washing hands for 20 seconds can help us to keep our hands clean. The children have built up an awareness of keeping personal hygiene by reminding each other and themselves to wash their hands, as well as singing the washing hands song for twice when they wash their hands.

Fine and Gross Motor Skills

We aimed to support the children to develop their fine motor and gross motor skills this term. Guiding the children to develop their cutting skills was our main focus for developing their fine motor skills. We started from cutting straight lines, then moved onto zig zags and triangles. It was challenging at the beginning, but once the children have started to do more cutting, they actually enjoyed doing cutting and would asked to do cutting on their own initiatives.



To develop the children's gross motor skills, we have recorded a few videos of how to play balls and improve our ball skills on our YouTube Channel. We introduced some examples of how we can

pass, catch and throw balls and balloons. We also demonstrated how to kick balls by using our foot-eye coordination skills. We have received positive feedback from some families about the ball skills activities. The children have also started to do more climbing and jumping activities when they came back to kinder. It seems like the children's fine and gross motor skills are improving smoothly.



Math and Literacy

We started to put out more math related activities this term, such as matching numbers and corresponding objects, recognizing and matching basic shapes. The children enjoyed every opportunity of counting numbers. We counted the number of children when we gathered outside. Moreover, we had basic shapes including squares, triangles, circles and rectangles for the children to identify and match. We also put out these shapes for children to make collage. The children enjoyed and felt proud of themselves when they recognized and matched the shapes.

The children showed their interests in letters, especially the letters in their names. They would like to learn about all the letters and enjoyed playing the alphabets puzzles.



If you are interested in our 3 year old program, please feel free to contact us to book a tour. We would love to introduce our amazing program to you.

Pre-schooler and Sleep

(Suitable for 3-5 years)



Pre-schooler sleep: what you need to know

Sleep is important for your pre-schooler's health, growth and development. When children sleep well, they're more settled and happy during the day. Getting the right amount of sleep also strengthens your child's immune system and reduces the risk of infection and illness.

Key points

A good night's sleep is important for their growth, learning and development.

- Children aged 3-5 years need **around 11-13 hours of sleep a night**.
- A consistent bedtime routine is the best way to handle many pre-schooler sleep problems.
- Pre-schoolers sometimes have sleep problems like getting out of bed.

How to help children sleep well

A good night's sleep is about getting to sleep, staying asleep and getting enough good-quality sleep. Here are some ideas that can help your child get the sleep they need.

Bedtime routine

Sleep can sometimes come more slowly for pre-schoolers because their mind is busy thinking about the day even after they go to bed. A positive bedtime routine can help with this, especially if you follow the routine consistently, both during the week and on weekends.

A bedtime routine for pre-schoolers might look something like this:

- 6.30 pm: brush teeth, go to toilet, put on night nappy if needed.
- 6.45 pm: quiet time – read a book, tell a story, sing a song, have a cuddle.

- 7 pm: get into bed and kiss goodnight.



Most pre-schoolers are ready for bed around 7 pm, especially if they've had a big day at preschool. School-aged children (5-8 years) still require 10-11 hours of sleep a night. They're usually tired after a full day of school 5 days a week and might look forward to bedtime from about 7.30 pm.

Some children can demand more and more bedtime stories as a delaying tactic. You might want to establish a two or three book rule for bedtime, with the promise to read more during the day.

For good dental hygiene it is important that children **do NOT** go to bed with a bottle of milk. Settling children to sleep with a bottle can lead to tooth decay. Only offer water to drink after they have brushed their teeth.

Tips on how to shift your child's sleep routine

1. Adjust wake-up time in stages.

Start by getting your child up a half hour earlier for a few days. Then gradually wake your child up earlier and earlier.

2. Gradually move up bedtime.

Again, adjust your child's schedule in stages. If your child is getting up an hour earlier, make bedtime an hour earlier too, and so on.

3. Make sure your child gets exercise.

Being physically active throughout the day will help your child sleep at night. But try to avoid exercise in the three hours before bedtime.

4. Phase out electronics one hour before bedtime.

Computers, mobile phone games and video games can prevent your child from winding down. Be fair and create a **no-electronics rule for the whole family**. Keep electronics out of the bedroom.

The light and noise of electronics can be distracting. Your child may be tempted to play on a smartphone or digital tablet instead of sleeping. Place devices in a common area, like the living room not in their bedroom.

5. Establish a bedtime routine.

Putting on pajamas, brushing teeth, and reading a story together can help kids prepare for sleep. If your child has trouble with routines, try using a **bedtime checklist**.

6. Create a sleep-friendly environment.

Turn off the lights, shut the blinds, and keep the temperature cool.

If your child has problems with sleep more information can be found at the website Raising Children Network:

<https://raisingchildren.net.au/preschoolers/sleep>

Term 3 begins:

Blue Group: Monday 13th July 2020

Green Group: Monday 13th July 2020

Red Group: Tuesday 14th July 2020

Transition to School

To assist children to develop a positive attitude towards the transition to primary school, we keep close relationships between many of our local schools.

Please enjoy this story reading from the Camelot Rise primary School foundation teachers.

https://youtu.be/C_zb3mU1L4E

Enrolments

Enrolments for both our 3 and 4 year old programmes for 2021 are closing on 30th June 2020. Numbers are filling quickly, to avoid disappointment we suggest families enrol as soon as possible. To enrol please contact the Monash Council. Please note: If your child attends 3 year old at Syndal preschool they are not automatically enrolled into one of our 4 year old programmes.

A Final Word...

We'd like to say well done to all our kinder families on the great job you have done in assisting your child with their education during this term. We know it has not been an easy task balancing their education, parenting and your own work commitments, but we have seen the children return happy and keen to engage in the programme, whilst offering us insight into their time at home.

Thank you too, for supporting us in our continuing journey to keep everyone safe at kinder.

We hope you enjoy the holidays and look forward to seeing everyone back for term 3.