

Toddler Room Reflection

4th – 15th May 2015

Lead Educators:

- Sarah (Mon-Fri)
- Renee (Tue-Thur)

Assistant Educators:

- Hannah (Mon-Fri)
- Leanne (Mon-Tue)
- Jyothi (Mon-Fri)
- Jaysri (Mon-Fri)

REMINDER:

- We are in the process of improving ourselves and the centre, giving us any feedback on anything would greatly help us. And returning 'Quality Area' feedback forms would be appreciated.
- As it is getting into the colder months please ensure your child has the appropriate clothing in their bags, and that everything is labeled as our lost property box has begun to fill up again and we will donate the clothing if no one takes ownership.
- Please ensure to bring your child's water bottles every day and take them home. We have limited spare bottles.
- If your child has medication, please inform any member of staff and fill out medication forms appropriately. And most importantly please do not leave medication in child's bag.

Making Mother's Day Gifts

4th – 7th May

PREPARING:

This year for Mother's Day the children, with assistance, made bath bombs. Before we started the educators had a discussion with the children about what we were going to make for Mother's Day and the flavours/aroma's they would like to make. We showed them pictures of the flavours we could make; peppermint, rose, lavender, orange, coconut and vanilla. Jacob: "Orange! Please." Ciara: "Flower... rose." Sarah said: "Is that all? Should we do peppermint and pick some mint out of our garden?" All the children: "Yeah!" Leanne suggested we mix coconut and vanilla together? Think that would be a good idea?"



All the children's bath bombs and cards wrapped up and ready!

MAKING THE BOMBS:

The children stood around the table with Hannah and listened intently as Hannah explained how they were going to make the bath bombs. The children took turns at completing each step of the process.



- Jasmine put the cream of tartar into the bowl.
- Kiaan added the baking soda.
- Evelyn helped measure and add in the corn flour.
- Ciara added a few drops of rose essence.
- Arshiya mixed a few drops of red food dye with water into a spray bottle.
- Ciara: "I like the colour red." Arshiya: "Me too." Miles: "Reddy!"

Miles helped to mix all the ingredients together with some assistance and Jasmine helped Hannah to spray the red water into the mix-

ture fill after a while the mixture turned a lovely pink colour. We passed the bowl around the table and all the children took a whiff of the mixture.

Jacob: "Smells like orange!"
Mihika: "Ha Jacob smells like flowers."

When the mixture was complete, one by one the children pushed the mixture into the flower moulds using their fingers. The children were given the option to choose which flower shape they wanted for their mums.



Learning outcomes:

Outcome 1.1: Children feel safe, secure and supported.

Outcome 3.1: Children become strong in their social and emotional wellbeing.

Outcome 4.1: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity and enthusiasm.

Ingredients/materials:

½ cup cream of tartar
1 cup baking soda
¾ cup corn flour
Food colouring
Essential oils
Bowl
Baking moulds

Method:

1. In a large bowl add cream of tartar, baking soda and corn flour.
2. Use your hands or a mixer to thoroughly incorporate all these dry ingredients together.
3. Use a spray bottle to lightly dampen the mixture you've just created. Add only enough water so that the dough is compactable, but avoid adding so much that it becomes fizzy.
4. When the mixture can be easily moulded in your hands, add essential oil.
5. Using your hands press the bath bomb dough into the chosen mould. Use a lot of pressure to compact the mixture firmly to avoid cracking.
6. Lightly and carefully tip the mould upside down and tap the bottom till the bath bomb comes out. If this is too hard leave in the mould for two hours before attempting to remove from mould.
7. Ensure to leave the bath bombs in a cool dry area away from moisture so they dry properly.

What is Jump For Joy?



The Jump For Joy logo

After receiving feedback from many families, we have realised that a large amount of you don't know what happens during Jump For Joy.

Jump For Joy is a drama, dance and gymnastic program which aims to encourage and develop creative expression in young children.

All the classes are themed differently each week and incorporate balance and centre work, gymnastics and

movements that aid development of fine and gross motor skills, imagination and language skills.

The toddler classes have age appropriate songs and activities that have a strong structure incorporating repetition of movement enabling the toddlers to remember patterns and watch their delight in achieving the task at hand.

Jump for Joy runs every Friday during the school term at 10.00am

Learning outcomes:

Outcome 1.1: Children feel safe, secure and supported.

Outcome 1.4 & 2.1: Children learn to interact in relation to others with care and respect and show interest in being part of a group.

Outcome 3.1: Children become strong in their social and emotional wellbeing.

Outcome 3.2: Children take increasing responsibility for their own health and physical wellbeing.

Outcome 4: Children are confident and involved learner.

Outcome 5.1: Children interact verbally and non-verbally with other for a range of purposes.

“Joy is not in things, it is... in us.”

Children using the rhythm sticks



Jump For Joy Class

8th May 2015

Today, just like every class, Megan came into the room and said hello to all of the excited toddlers. She settled them down and asked them to stand in a frog position to get ready for their introduction song. The song started and they copied the actions as Megan danced to the music.

When the song was finished they went onto their first activity using scarves. They have learnt to sit down and wait patiently to receive their prop and say 'thank you'. Megan put on a fun and up-beat song and began doing some actions;

sweeping the floor, washing windows, zigzags, circles, painting, etc. The children have learnt to watch what action Megan is doing and do their best to mimic that action and when they can do it the children get

super excited and Megan praises them for their achievement.

Next up they got rhythm sticks. "Me, me... can I have on?" asked Vincy-Louis, "Please!" When the children have used their 'magic words' Megan places the rhythm sticks on the floor in front of the children and asks the children to leave the sticks there till the music starts and a majority of the children do just that. Again when the music started the children picked up the sticks and copied Megan's actions. Nearing the end of the song Mitchell turn to Jaysri, put both sticks on top of his head and said "This is my bunny ears!" And Kiaan pretended his sticks were a hammer and a nail and did the actions of hammering his nail into the ground.

There are many more activities that the children did that are exciting

and valuable to their learning, like;

- Musical statues – when the music stopped Sid would say "Fl...!" (Freeze)
- Musical instruments (Shaker eggs)
 - Kiaan: "I got egg shaker."
 - Vincy: "Look, look.... Elbow here." She said as she shook the egg on her elbow.
 - Mitchell: "I have red egg."

When Megan hands out any coloured toy, the children tend to want a certain colour. There has been a saying all educators have been teaching the children. 'You get what you get,

and you don't get upset.' The children have learnt this saying and say it to one another to remind each other so they don't get upset if they don't get the colour they want.



Fall Foliage

11th – 13th May 2015



Katherine is rolling the play dough over the leaf.

- Rolling leaves in play dough.
- Stain glass.
- Leaf mobiles.

We began by collecting some leaves from outside that had fallen from surrounding trees.

The children then helped to make play dough.

Hannah: "What colours play dough would you like?"

Ciara: "Orange like the leaves."

After sleep as a transitional activity the educators provided the children with the leaves and play dough experience. The children enjoyed rolling the leaves into the play dough and Katherine discovered that her

leaf left a print in the play dough and got really excited.

"Look, look," she exclaimed as she pointed to the play dough. All the children looked and wanted to try it as well.

Seeing as the leaf printing in the play dough was such a great interest, Hannah then provided the children with paper and crayons. Hannah showed the children how to make leaf prints on paper by rubbing the crayon over it. The children also loved this experience and watched as the outlines of their leaf slowly came into view



We are nearing the end of Autumn and realized we haven't done any activities relating to this colourful season.

On Monday Sarah sat with some of the children on the computer and looked on Pinterest for ideas for the toddlers to do. They chose;

Learning outcomes:

Outcome 2.4: Children become socially responsible and show respect for the environment.

Outcome 3.1: Children become strong in their social, emotional and spiritual wellbeing.

Outcome 4.1 & 4.1: Children develop dispositions for learning and skills such as curiosity, cooperation, confidence, creativity, enthusiasm, imagination, inquiry, experimentation and investigating.

Autumn Stain Glass Window

On Tuesday Sarah brought in bags of a variety of leaves into the toddler room.

Using book contact the children helped to measure out the sized we needs to fit the door.



After sleep Sarah played the contact on the ground outside ready for the children to start the activity. One by one the children came outside, picked out a few leaves from the basket and stuck the leaves to the contact. All the children had a go at this ad when it was finished Sarah and Leanne carefully stuck the contact to the window. With the children inside watching they got really excited at the end result.

"I stuck the leaf.. And that one." a lot of the children exclaimed to one another.

When they went outside they children rubbed their hands along the contact.

"It feels bumpy." they said.



"One's destination is never a place, but a new way of seeing things."

- Henry Miller

Threaded Leaf Mobiles

On Wednesday Sarah and Hannah showed the children picture of the leaf mobiles they were going to make.

We didn't have any plastic wool needles so we made our own needles out of the ends of the leaves.



We sat the children down and showed them how to make the leaf mobile. We gave them the basket to choose some leaves they wanted and then with assistance the children began threading the makeshift stick needles through the leaves. When they were finished the children were so happy and proud of themselves.

Sarah: "Where should we hang them?"

Adele: "Up there... net."

Using a stapler Sarah and Rupal hung the mobiles from the net. Later we opened the windows and the mobiles began to move.

Vincy: "Oh... look... they're dancing."



Our new Autumn decorations.

Fun-Key Yoga

7th May 2015

Fun-key yoga is a yoga program for the children but the classes are quite different from the typical meditative adult yoga class, the classes for the children are animated, noisy and fun!

Today they became part of the big storm as they revised some of the poses from last term. They turned themselves into 'wind', 'rain', 'thunder' and 'lightening' and explored colours as they learnt a new 'rainbow pose'.



They played a game called 'Thunder, lightning and rain' where they had to act out with movements and sound, then

they explored a team activity with a balloon where they all had to work together to keep it in the air.

As they became a storm today, they stretched their thighs, hips, knees, calves and ankles, strengthened their arches, shoulders, the muscles of their back and legs and toned their abdomens. We found out that yoga is also beneficial for improving digestion, balance and posture.

This term they have been using a new meditation with 'magic stones' where they use a stone to absorb all of the stress and the worry. This has been a great way for the children to learn to focus on and deal with any negative energy in a calm and appropriate way. The Fun-key Yoga instructor uses story-telling, games, music and props to engage children both physically and mentally.



Did you know:

Research shows that when children do yoga in a playful but structured environment, they begin to develop better body awareness and the initial tools for better concentration, co-ordination and balance.

Learning outcomes:

Outcome 1.1: Children feel safe, secure and supported.

Outcome 1.2: Children develop their emerging autonomy, interdependence, resilience and sense of agency

Outcome 3.1: Children become strong in their social, emotional and spiritual wellbeing.

Outcome 4.1 & 4.1: Children develop dispositions for learning and skills such as curiosity, cooperation, confidence, creativity, enthusiasm and imagination.

Physical Activity

14th May 2015

Today we have focused a lot on physical activity especially as the weather is getting colder and wetter.



This morning while it was raining outside we brought a balance beam into the room for the children. Renee sat the children down at one end of the balance beam and informed the children of what they were going to do and that they would have to wait for their turn. The children listened and sat intently waiting for their name to be called. With some assistance the children one by one had a turn at balancing

on the beam. At first Renee held both hands and then slowly encouraged each of the children to let go of one hand and then try letting go of the other. Some of the older children were able to complete the beam with no assistance and some still needed at least one hand for support and were still very happy and proud of themselves for completing the beam when they reached the end.



Later on when the rain had stopped, the educators built a large obstacle course around the bike track. It was built in a way that was easy to begin with and slowly got harder so we could observe what the children can and cannot do, with and without assistance. Nearly all the children at least had a try at the obstacle course and



stopped when they thought they could not do the next part. Most of the children did not need physical assistance but more verbal assistance i.e. knowing where to put their feet or hands to continue. They all did a very good job at the course and we were all very proud of them.



Learning outcomes:

Outcome 1.2: Children develop their emerging autonomy, interdependence, resilience and sense of agency

Outcome 3.1: Children become strong in their social, emotional and spiritual wellbeing.

Outcome 3.2: Children take increasing responsibility for their own health and physical wellbeing.