

Toddler Reflection...

18th September 2015

Reminders

- Please ensure that your children's belongings are clearly labeled as our lost property box continues to fill up. Please make sure that you check it for any of your child's belongings, we will donate them to a worthy cause if not claimed every 2 months.
- We have noticed that we are needing to supply a lot of spare water bottles to the children, please ensure to bring a clearly labeled water bottle in for your child every day they are in care, and take them home to be washed at the end of the day.
- Now that Spring is here, it is beginning to get sunnier. A big reminder to all families to remember to bring a hat for your child/children and if they need any special sunscreen to provide us with one. Also please bring your child in with the appropriate clothing, especially closed shoes and a T-shirt under strappy sundresses. On the topic of clothes, as we all know the children love to get messy and do sometimes have accidents, so please remember to put spare clothes in their bag.
- We have noticed that we are running out of nappies before children are being picked up. Please ensure to bring between 3-5 nappies every day your child is in as we don't always have spare nappies for your children.
- Our Toddler Garden has slowly begun to accumulate, thanks to all the families who have already brought in a family photo. For the families who have yet to bring one in, please do so when you get the chance, they mean a lot more to your children than you realize.

Room Leaders

Sarah: Full-time
(Monday - Friday)

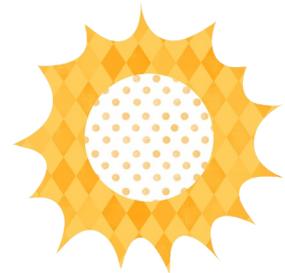
Kristen: Full-time
(Monday - Friday)

Assistant Educators

Hannah: Full-time
(Monday - Friday)

Leanne: Part-time
(Monday & Tuesday)

Rupal, Agnes, Kena:
Casual



Oranges (sweet) and Lemons (sour)

Leanne brought in some oranges and lemons for the children to try. Sarah sat the children down and discussed the activity with the children. The children hypothesized what the oranges and lemons may taste like.

“What do you think the Orange will taste like?”

Jacob: “Orange!”

Ciara: “Sweet.”

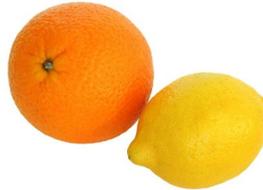
Jasmine: “Juicy!”

“What do you think the Lemon will taste like?”

Sid: “Yucky.”

Mitchell: “Sour.”

Sarah cut the oranges and lemons and allowed the children to smell them before tasting them. Of course all the children loved the oranges but only a handful enjoyed the lemons.



Link to the VEYLDF:

1.3—Children develop knowledgeable and confident self-identities.

4.2—Children develop a range of skills and processes such as inquiry, experimentation, researching and hypothesising.

5.1—Children interact verbally and non-verbally with others for a range of purposes.



Cutting

The children are becoming more and more independent and enthusiastic learners.

As a group they approached Hannah and asked to do some cutting.



Hannah: “I think that a good idea... what do we need?”

Adele: “Scissors.”

Hannah: “Anything else?”

Sanaa: “Paper.”

Mitchell: “Mag... mag...”

Hannah: “Magazines?”

Mitchell: “Yeah!”

Hannah and the children gathered all the supplies and set up a cutting table.

The children really enjoyed this and their interest in cutting helps with the development of their fine motor skills.

Link to the VEYLDF:

1.4—Children learn to interact in relation to others with care, empathy and respect.

2.3—Children become aware of fairness.

4.4—Children resource their own learning through connecting with people, place, technologies and natural and processed materials.



Enjoying our new train tracks

We received a new train set for the children a little while back. The educators surprised the children with the new train set by setting it up on the grass.

As the children woke from their sleep they were so excited and eager to play with the new set. Before they could play with it the educators sat the children down and discussed the im-



portance of keeping their new toy safe and unbroken. After the discussion the children used their imaginative skills whilst playing with the trains, bring the doll house figurines and animals into the play experience.



Link to the VEYLDF:

1.2—Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
4.1—Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.



I cant see



Adele: "Sarah, why you have glasses?"

Sarah : "Because I need them for reading."

Evelyn: "Why?"

Sarah: "Because the writing is too small and I find it hard to see the words properly."

Adele: "You cant see?"

Sarah: "No, I can see, it just

helps me to see better."

Adele: "Can I try? I cant see."

Sarah gave Adele her glasses to try on.

Adele: "Oh, I can see now!"

Evelyn: "Can I try?"

Sarah: "Of course."

After trying them on the other children noticed and wanted to try Sarah's glasses on too.

Link to the VEYLDF:

1.4—Children learn to interact in relation to others with care, empathy and respect.

3.1—Children become strong in their social and emotional wellbeing.

4.4—Children resource their own learning through connecting with people, place and materials.



Hey-Dee-Ho

The children a thoroughly enjoying their Hey-Dee-Ho sessions every Monday.

The children get to use musical instruments, puppets, dress-ups and much more.

They have recently been learning how to sing 'Do-Re-Mi' from 'The Sound of Music' using Auslan (sing language) for the various notes.



SONG:

Do- a deer, a female deer.
Re- a drop of golden sun.
Mi- a name I call myself.
Fa- a long, long way to run.
So- a needle pulling thread.
La- a note to follow so.
Te- a drink with jam and bread.
that will bring us back to do oh oh.



Link to the VEYLDF:

1.3—Children develop knowledgeable and confident self-identities.

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

4.4—Children resource their own learning through connecting with people, place, technologies and natural and processed material.



Caterpillar

Leanne found a case moth cocoon at her house and brought it in for the children.

The children helped in re-searching all about the case moth and how they build their cocoons, what they look like as a caterpillar and a moth, and also helped in creating an enclosure for the case moth in a large vase.

Every now and then the caterpillar would come out of its cocoon to eat and then go back inside. The children were fascinated by it and are eager for it to come out as a moth/butterfly.



The children would sit at the table for ages and watch the caterpillar and chat amongst themselves.

To extend on this the children did butterfly paintings using the 3 primary colours (red, blue and yellow). We also tried making caterpillars out of the freshly made green play dough that they made and also read 'The Hungry Caterpillar' using a sock puppet and large laminated fruits at group time.



Link to the VEYLDF:

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

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

4.2—Children develop a range of skills and process such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

4.4—Children resource their own learning through connecting with people, place, technologies and natural materials.



HAPPY BIRTHDAY!

Siddharth turned 2 on the 28th August.

Harriet turned 2 on the 16th September.

