

# Kinder room Reflection...

JULY 2016

## REMINDERS:

- Please ensure the your child's name tag gets put up with their bags in the mornings.
- Please ensure you sign your child in and out correctly; time in/expected out, mobile number just in case and a signature or name not 'mum' or 'dad'. It is a legal document and writing mum or dad could be anyone.
- Drinking plenty of water throughout the day is important so please remember to bring your child's water bottles in, in the morning and take them back home when they leave.
- Please if you have any recycled materials you do not need and wish donate, we would be happy to accept them.

THANKS :)

## NAIDOC Week...

On this week the kinder room celebrated NAIDOC Week by learning about the Aboriginal and Torres Strait Islander culture through stories, discussions and art/craft. Some activities we have been doing are making our own boomerangs and learning about and doing dot paintings using sticks and cotton buds. They even had a go at doing some dot painting on some natural bark from a tree as well as some indigenous puzzles.

Incorporating technology into the program the children were even shown some aboriginal dream time stories on Youtube, such as, 'Tiddlelick the frog' and 'How our birds got the colours'.

## Creations with blocks...

The children have been very busy building some amazing things in the block corner as you can see. Some things the children have built are the Eiffel Tower, houses, police cars, ski's and bridges. While playing here the children are using their pre-math and measurement

skills working out which blocks fit best where and their sharing and negotiating skills. They are also learning to work cooperatively and collaboratively with each other on joint projects.



## Create expression with sensory materials...

While using the colour clay, the children have been showing a great use of their imaginative skills through creating some great things, such as, puppets and people, snakes and snowmen. The colour clay is being incorporated as an extension to our natural clay experiences we have had out over the pre-

vious weeks leading to this month.

While playing with the sand the children are pretending to be construction workers through playing with our miniature diggers and trucks and are also using their simple math skills while using the plastic moulds and shapes.

Overall at both of these activities the children are using the resources as symbols to create meaning to them and are using their own ideas to express their views about the world around them.



## Small group play activities...

The children have continued this month to enjoy playing in the home corner, taking on the role of other people, such as, doctors, patients, super hero's and police officers. Here they are learning about the roles of that par-

ticular person, they are learning to work co-operatively and collaboratively with others on a joint goal. The same applies while engaging in our small group board/card games where the children are learning to work

co-operatively with each other in order to play the game, such as, snakes and ladders.



## Roads and tracks...

This month the children have been following their own interest in cars and trains while playing on our masking tape road and railway track set. While on the road the children have been pretending

to drive cars and discuss road signs which they have seen in the outer community and while playing with the trains the children have been working together co-operatively and learning to nego-

tiate through problems while building the track.



## Camberwell Junction railway line:

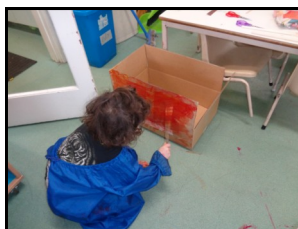
The children continued their interest in trains by creating their own train. The children painted their own train carriages and added paper plate wheels to sides. When their carriages were done the children placed them in a long line to create their train. The children pretended to go on some amazing journeys together through some long dark tunnels, the educators turned off the lights so it would go dark in the room and feel as if the children were travelling through a tunnel on their train. The children danced to music in their carriages, pretended to go up hills and a lot more other adventures and play based fun. Based on the children knowledge of riding real trains, they had a lot of fun picking each other up and train sta-

tions and going to places like the zoo, museums or farms.

LO1: children show interest in other children and being part of a group. They are also increasingly cooperative and work collaboratively with others.

LO3: children share humour, happiness and satisfaction.

LO4: children use play to investigate, imagine and explore.



*“To catch the reader's attention, place an interesting sentence or quote from the story here.”*



## Lego and magnetic block construction...

The children engaged a lot in our lego and construction play this month. The educators added figurines to the lego as a further extension to the children's construction with the medium. After building their constructions the

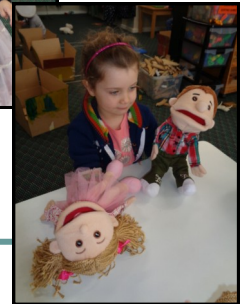
children have used our lego people to engage in their own creative and imaginative play such as a pilot in their aeroplane or a fire fighter in a fire truck they have made.

# Puppets...

As a follow up to the interest in puppets, the children made their own wooden spoon and paper bag puppets. With some encouragement from the educators the children also acted out the story of the three little pigs, which they did a magnificent job at doing by acting out and recalling the story. The children also put on their won puppet show, using their own puppets. Here the children used their imagination and creativity while creating their own puppets and

story line and social language skills through sharing and taking turns and talking.

Extending on their puppet experience the educators added a family of four hand puppets, consisting of a mum, dad, boy and a girl. Everyone has really become involved in acting out their own scripts, play ideas through their puppets which is helping them to use their imaginative, recall, language and social skills.



# Fossils:

Following some of the children's interest in dinosaurs and fossils, the educators created a dinosaur and fossil digging experience which consisted of toy dinosaurs, fake bones and stones hidden in plaster of paris. Using hammers, chisels and brushes the children chiselled, picked and brushed away bits of plaster to reveal what was hidden inside. Day after day the children have

been busy working at this experience, chipping bits and pieces off at a time. Some of the blocks have been successfully broken into and the children were extremely excited to see what was to be found inside, and made them more eager to crack open the other blocks. As of yet it still seems to pose a challenge, but this hasn't stopped them. Here the children have been using their fine and gross

motor skills, hand-eye coordination and problem solving skills.



## Learning about the forces of gravity and air pressure...

As a follow up to the interest in racing their match box cars across the table top and talking about what makes the cars move, we set out a car launcher and racing car ramp and air pump racer for the children to use. Here the children are learning about how air pressure moves things as we pump air through it and how the greater the

slope or decline, the faster the car will move and how the forces of gravity affects how slowly or quickly the cars will move too.



## WOW look at our pump rocket GO...

As a further extension to the children learning about how air can make things move like the pump racer, we have had a go at our large foot pump rocket which Leanne kindly brought in for us. Here the children developed their

sense of wonder and curiosity on how air and gravity can make things move. This occurred through the children having a go at pumping the rocket foot pump to make it fly into the air. The children would respond to peers helpful

advice on how to use the foot pump when having trouble and never gave up until they made the rocket work.



## Vegetable garden...

The children have taken great interest in the environment over the past month. Our vegetables have grown quite nicely and the children have had a great time picking them out of the garden and eating them. With assistance of an educa-

tor the children have been searching through the garden looking for the vegetable that are ready to be picked. The children enjoyed pulling out some carrots, cutting the lettuce leaves and picking snow peas, to wash and then eat, may

it be at lunch or just a snack in the afternoon. Here the children are showing respect for their environment and taking responsibility for nature and what they have grown. The whole experience is even more enjoyable for the children when they can share the joy of eating what they have helped to create.

# Cooking...

Over the course of this month, based on child observations, we organised cooking experiences for the children. The 2 experiences we did were; cookies and pizza.



## Cookies...

Following some interest from the children in the home corner pretending to make cookies with play dough we decided to make our own chocolate chip cookies. On 12<sup>th</sup> the children sat down quietly and waited for the educators to

inform them of what they were doing. The children helped to measure out and mix all the ingredients together then to roll them into balls to form our cookies on the baking tray. Here the children are practicing their counting and measuring skills

as they help put together and to mix the ingredients. They are also learning about science and how a dry powder turns moist and wet to form a dough when dry and liquid form substances are added together.



## Pizza...

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images

that appear to be out of context.

Microsoft Publisher includes thousands of clip art images from which you can choose and import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an

image, place it close to the article. Be sure to place the caption of the image near the image.

# Responsible pet ownership program...

We were visited by a woman named Geraldine and her 11-year-old dog named Jasmine, to speak to us about being a responsible pet owner. During the session Geraldine spoke to us about how do we know if a dog is happy, sad or angry. The children came up with some great answers, such as, whining, barking, wagging tail, etc. She also spoke to us about when to know when it is safe to pat a dog and when it is not.

## Things Geraldine told us never to do with dogs.

We never enter someone's yard where a dog is when no one is home or not invited as it will naturally protect its property. We never hug dogs around the neck or pat a dog on its head, only its back, after getting permission to pat it from its owner. We never tease a dog or play aggressive games such as tug-of-war or stare into the dog's eyes as these are accidents waiting to happen.

If a dog is nervous or frightened and its ears are back flat on head, drops tail between legs, crouching down or angry/aggressive showing its teeth and growling, wagging its tails stiffly from side to side and eyes are wide open and starring, leave the dog alone.

**If a dog is happy, its tail wagging, head held high, body relaxed, tongue hanging out in relaxed manner, you are safe to ask the own to pat their dog or approach your pet dog.**

If we would like to pat a dog, we first ask its owner and if they say yes then walk up to the dog calmly putting your hand out, thumb tucked in under fingers, showing the dog the back of your hand so the dog can sniff it. Then if the dog is ok, carefully pat it on its back from collar to bottom. Always remembering to walk away calmly.

Before ending our session we played some games and sang some songs about safety around dogs which covered the messages Geraldine was trying to teach the children. Geraldine taught the children how to approach a dog safely and then they got to put it into practice with the help of Jasmine. The way it worked was the children were encouraged to stand in a line and one by one they kindly asked Geraldine if it is alright to pat Jasmine. When Geraldine said yes the children would position their hands correctly to allow Jas-

mine to sniff their hands and then give her a pat on her back. When everyone got a go, the children quietly went to wash their hands, ready for the next activity.

The children learned about how to handle themselves safely around dogs and show independence and competence in personal hygiene through washing their hands after patting Jasmine.

LO3: children show increasing independence and competence in personal hygiene, care and safety for themselves and others. They are happy, healthy, safe and are connected to other.

LO2: children broaden their understanding of the world in which they live, children learn to read the behaviour of dogs and respond appropriately. Developing an increased understanding of the interdependence between people and animals.

LO4: children experience the benefits and pleasures of shared learning exploration.

