

A message from Nevillee.

So here's the good news!

Household work is beneficial to the development of children's prosocial behaviour.

And here's the bad news!

My own two children have banned me from any future conferences.

I was fortunate to have been invited to attend the Macquarie University Symposium in honour of Emeritus Professor Jacqueline Goodnow, who achieved worldwide recognition for her research and scholarship in developmental and cognitive psychology and in early childhood education.

The research paper on the above topic certainly piqued my interest! The session was presented by Joan Grusec one of the authors. Grusec, Goodnow and Cohen (1995) sought to determine whether household work and participation in household routines "... produced benefits ranging from sound work habits to the development of a sense of agency... and an appreciation of the needs and feelings of others."

Given that adults can do the same job more quickly and efficiently than their children it helps us to have an understanding of the underlying benefits of children participating in household work. Having children bordering on adolescence (whom I love unconditionally) I can relate, especially considering that the completion, timeliness, or lack of ownership and interest in household chores can sometimes be a source of conflict in the Lysaght household!

For very young children clearly the type of household work matters. Tasks must be achievable and appropriate. The article goes on to differentiate between types of tasks as either self-care or family care. Essentially self-care tasks involve a child caring for their own space eg: bedroom and toys. Family care tasks benefit the family such as setting the table, working in the garden or feeding pets. The family care tasks are most beneficial to the development of positive social outcomes if they are owned by the child not only completed at the request of the parent (who therefore still 'owns' the task).

At risk of selectively summarising an extensive article, the message to me was that there was "...considerable support for the hypothesis that ...children who are expected to do household work that benefits members of the family, and who are expected to do it on a routine... basis are more likely to show concern for the welfare of others."

If you are interested in reading the article in its entirety I am only too happy to share.

Reference:

Grusec, J., Goodnow, J., and Cohen, L. (1995). Household work and the development of concern for others. *Developmental Psychology*. Vol. 32. (6), Nov, 1996 pp.999-1007



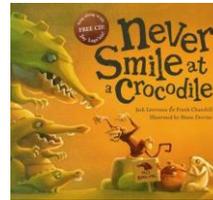
October 24th- November 1st

Children's Week celebrates the right of children to enjoy childhood. It is also a time for children to demonstrate their talents, skills and abilities.



Our Favourite Books...

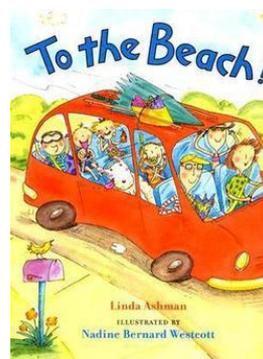
Navigators



*Never smile at a crocodile
no, you can't get friendly with a crocodile.*

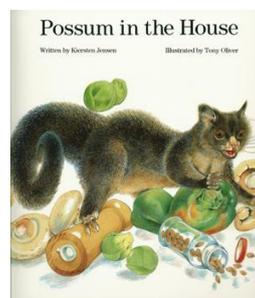
*Don't be taken in by his welcome grin,
he's imaging how well you'd fit within his
skin!*

Investigators



To the Beach, is a humorous story sure to resonate with anyone who's ever tried to get a family out the door for a big outing.

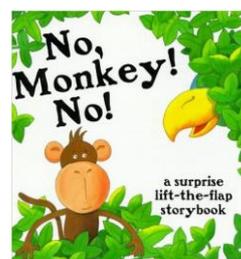
Explorers



There's a possum in the kitchen and he's hiding in the cupboard. "Help, help!" screamed Mum. "Oh Drat!" yelled Dad. CLATTER, CLATTER went the saucepans. "Screech, screech!" went the possum as he ran into the . . .

Follow the chaos.

Discoverers



Why can't poor Monkey get a good night's sleep? Open the flaps to find out.

FAVOURITE RECIPES

Cheese Loaf

Ingredients

- 1/2kg Self Raising White Flour
- Salt & Pepper
- 100g Melted Butter (or Nutalex)
- 350ml Milk (or water)
- 1/2kg Shredded Cheese

Method

- Mix to a scone dough consistency don't over mix.
- Roll into 2 Logs
- Bake 180C

Extras:

- 2 grated Zucchini
- Herbs & Garlic
- 500g Mushrooms
- Ham

Focus article: iPads and Young Children:

An Essential Guide for Parents

Today's children are increasingly using a range of touch devices like smartphones (iPhones) and tablets (iPods and iPads) to play, learn and communicate in new ways. You only need to look around in a waiting room at a doctor's surgery, or at a restaurant or in traffic jams and you will see parents handing over their devices to children. Preschools and schools are rapidly adopting these touch technologies. But what do we know about these devices and their impact on young children? Are they just 'digital babysitters' or can they be tools to support children's learning and development

Digital Baby-Sitters or Learning Tools? Do Young Children Learn from iPads?

Research has failed to keep up with the rapid pace of technology change. Whilst there is a significant amount of research on young children and computers and TV viewing (which is usually a very passive activity), we are still learning about the effects of tablets, smartphones and other interactive technologies on young children's learning and development. Despite recent media-hype about the detrimental effects of iPads, there is no known research to confirm these claims.

In fact, there are some emerging studies from the United States and Australia that have shown, that young children's learning CAN be enhanced through the use of 'educational' apps. Further time is required to determine the impact of these technologies on young children, but initial data suggests that apps and touch technologies promote learning when used in developmentally-appropriate ways AND for appropriate amounts of time.

What types of apps should young children use?

There are vast differences in the quality of children's apps. It is important to note that just because an app is in the 'Education' section of the iTunes App store, it does not necessarily mean it is educational (there are no screening processes applied to check educational quality, but there are checks for inappropriate language or links to inappropriate sites).

Quality apps need to allow young children to:

- Play, explore and discover (for example, create a Lego model with real Lego and use the 'Life of George' app to see if your construction meets the design brief);
- Utilise and refine language skills- can your child use the app with a peer or are there parent suggestions in the app to give you some prompts and ideas for further play and development? Many of the Toca Boca and Sesame Street apps have suggestions for parents on how to use the app. *The Playschool Art Marker* app also allows children the opportunity to develop their language skills.
- Move and discover. Young children need to move to learn, so find apps that support movement and discovery, such as *Alien Assignment* and *Color Vacuum* (movement) and *Word Wizard* (discovery).
- Consolidate basic skills in an innovative and engaging manner (for example, *Little Digits* and *Fetch Lunch Rush* develop maths skills in an innovative manner;
- Practice fine motor skills- for example *Chalk Walk* and *Letter School* apps develop basic writing skills in a playful way.



Woolworths Earn & Learn



Thank you for all your support in the Woolworths Earn and Learn Program. We managed to complete 101 sticker booklets at 60 stickers a booklet. Wow, what a great achievement!

Your children will benefit immensely from the new and upcoming resources that we will be able to purchase. We will inform you of what we decided to purchase once we have been approved.



Congratulations to:

Laura & Mark on the birth of their beautiful baby girl Mila.



Teri, Matt, Brody and Marni on the birth of their baby boy Benji.

Welcome

We would like to give a big Adventures welcome to:

*Sima who is working full-time in the Preschool Room and is studying towards her Early Childhood Teaching Degree.

* Taylan who is working part time in the Toddlers Room and is studying towards his Diploma, and;

* Myri who is working part time in the Babies room and is studying towards her Early Childhood Teaching Degree.

Sustainability Corner

Make your own Crayons

Have you ever wondered what to do with all those broken crayons that don't get used anymore? Here's a fun and easy **eco-friendly craft** that will give those crayons new life and renewed interest. This great craft transforms those crayons pieces into unique and exciting crayons the kids will be clamoring to use.

METHOD

Kitchen knife
Old crayons
Mini-cake tins



METHOD

Parents can use the knife to chop crayons into pea-size pieces, taking care to keep colors separate so kids can combine them, as they like.

Preheat the oven to 150 degrees while children fill the tin with crayon pieces, arranging them in interesting designs. Bake just until the waxes have melted, 15 to 20 minutes. Remove the shapes after they have cooled. If they stick, place tray in the freezer for an hour, and the crayons will pop out.

If you do not have shaped mini cake pans, you can make larger crayons in plain mini muffin pans. A large muffin pan will prove to be too big for little hands to hold. Remember that this is a craft where adult assistance is needed. It would help to make little piles of each color, you can use an old empty egg carton to hold the pieces so kids can pick from them easily. Encourage the kids to use their imagination when making crayons.

However, another more practical way of making these is to encourage colour associations. An example would be white and blue could combine to make a crayon perfect for colouring the sky. Another example would be shades of green and brown for colouring grass and trees.

Anyway you put them together it will be fun and you will be giving old crayons a new purpose. This is a very entertaining craft because the kids get to pick out both the colour combinations used and the shape plus the time spent together being creative will be a happy memory to reflect on forever. And they get to have fun using their new crayons afterwards as well.

Source: <http://planetforward.ca>

Child Protection Policy

Aim

Australia is a signatory to the United Nations Convention on the Rights of the Child (1989) and many of the principles within the Convention are embedded within child protection legislation. Whilst Parents and Educators/Staff are responsible for the safety and welfare of children in their care, protecting children and young people from abuse and neglect is the responsibility of the whole community.

Educators/staff at this Service believe they have a responsibility to all children attending the Service to defend their right to care and protection. To support this right, the Service will follow the procedures covered within this policy, when dealing with any reportable allegations, to ensure the protection of all children attending the Education and Care Service. Approved Providers, Nominated Supervisors, Educators, and Staff Members are aware of their responsibilities to respond to every child at risk of abuse or neglect.

The Service believes it also has a responsibility to its employees to defend their right to confidentiality unless allegations against them are substantiated. The Education and Care Service will ensure all groups affected by this policy, are aware of the roles and responsibilities that the Education and Care Service has in relation to Child Protection.

The Education and Care Service will implement preventative procedures which protect and educate Children, Educators, Staff, Parents, and Community Members.

The Education and Care Service will ensure that all requirements of Child Protection Legislation are being met.

Under the Children and Young Persons (Care and Protection) Act 1998, there are provisions where Education and Care Service staff, have child protection concerns about a child/ren. Education and Care Services play an important role in recognising and reporting child abuse and neglect, and in promoting the safety, welfare and wellbeing of children. This legislation states that all people who hold a management position, or who are employees delivering Education and Care Services, are legally obliged to report any reasonable grounds to suspect that a child is at significant risk of harm.

This means that if you work in an Education and Care Service you are a **mandatory reporter**. It also includes those involved in the management of an Education and Care Service.

Legislative Requirements

- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- The Ombudsman's Act 1974
- Commission for Children and Young People Act 1998 (NSW)
- Child Protection (Prohibited Employment) Act 1998
- Child Protection (Offenders Registration) Act 2000 (NSW)
- Crimes Act 1900
- Family Law Act 1975 (Cth)
- Education and Care Services National Regulation 2011
- Education and Care Services National Law Act 2010
- National Quality Standards 2011
- United Nations Convention on the Rights of the Child (1989)
- *Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13*

Who is affected by this policy?

- Parents
- Children

- Educators
- Management
- Volunteers
- Students
- Ancillary Staff
- Service Visitors
- General Community

Responsibilities

Education and Care Services Staff

- Report any case where a child is suspected to be at risk of significant harm to the Child Protection Mandatory Reporters Helpline on 133 627.
- Promote the safety, welfare and wellbeing of children and young people at your Service.
- Where concerns of harm do not meet the significant harm threshold, be aware of referring agencies for families.
- Be aware of the New South Wales Mandatory Reporter Guide.
- Assist in supporting children and families in partnership with NSW Government Human Services Community Services and other government agencies.

It is important to remember that all employees, members of staff and Educators (and the Approved Provider) are **mandatory reporters** for NSW Government Human Services Community Services. The Education and Care Service procedure states that reports regarding a child at risk of significant harm are to be made by the Nominated Supervisor or Approved Provider. However, if the Nominated Supervisor or Approved Provider has not made a report to the Child Protection Hotline, you (Staff Member) continue to be legally responsible to do so.

It is the responsibility of the person suspecting the risk of child protection to ensure that a report is made.

Education and Care Services Employer

- Ensure that all employees, members of staff or Educators are:
 - clear about their roles and responsibilities under current Acts and Regulations.
 - aware of their obligations to immediately report to the Child Protection Hotline a child that they suspect is at risk of significant harm, and procedures for reporting.
 - Aware of indicators when a child may be at risk of harm or significant harm.
- Provide training and development for all employees, members of staff or Educators in the recognition and reporting of suspected risk of harm.
- Provide reporting procedures and professional standards for care and protection work generally.
- Conduct the Working with Children Check.
- Report to the NSW Ombudsman, any reportable allegations and convictions made against an employee, volunteer or student and ensure that they are investigated by the Head of Agency, with the appropriate action to be taken in relation to finding.
- Notify the Commission for Children and Young People details of employees, members of staff or Educators against whom relevant disciplinary proceedings have been completed, or of persons whose employment has been rejected primarily because of a risk identified in employment screening processes.
- Enable employees, members of staff or Educators access to Acts, Regulations and procedures where this is necessary for them to fulfil their obligations.

Other Agencies

In dealing with Child Protection in Education and Care Services it may be necessary to work with other agencies, these agencies also have responsibilities – these responsibilities are;

Child Protection Helpline

- Receive and assess reports of children who are at risk of significant harm.
- Investigate and assess reports where there is a likelihood of risk of significant harm to the child or a class of children.
- In cases involving child sexual abuse or serious physical abuse, plan, conduct and manage, with Police (and NSW Health where a medical examination and/or counselling or support are needed), joint investigation, through Joint Investigation Response Teams (JIRT).
- Provide, arrange and request care and / or support services for children and families.
- Informs reporting agencies of the progress and outcomes of assessments and investigations as permitted by law, and as appropriate.

Child Wellbeing Unit

- To help and identify whether a case meets the new threshold of risk of significant harm

NSW Ombudsman's Office

- Monitors the investigation of and in some cases investigates reportable allegations made against employees in government and non-government agencies, such as Education and Care services.
- The Ombudsman must be notified of all allegations of abuse or neglect of a child by one of the employees.
- For the purposes of the Ombudsman's legislation an employee includes someone who is helping out as a volunteer.

The Commission for Children and Young People

- Monitors trends and makes recommendations to government and non-government agencies on legislation, policies, practices and services affecting young children.
- Provides guidelines relating to employment screening for child related employment and maintains database of relevant disciplinary proceedings.

Implementation

- Strategies for creating a child protective environment will be adopted and followed at the Service.
- Employer and employee responsibilities in relation to reportable allegations are included in staff handbooks. These responsibilities are highlighted to new staff members at their induction. (Refer to information sheet on "Notification of those involved in Education and Care Services" –in this policy).
- Staff members will be encouraged to attend training on child protection.
- Any reportable allegations in respect of a child attending the Education and Care Service made against the head of agency or a staff member must be reported to the Ombudsman Office within 30 days after the day on which the allegation was made.

Discoverers News



Wow, this year has really flown by and we are merely months away from Christmas! We are looking forward to spending the remainder of the year assisting the children to further develop their skills. We will continue to foster their interests in different areas of play and learning. While we have seen several friendships bloom between long term peers, we are also excited to have a new baby who is settling in well, already forging strong bonds with her educators and fellow Discoverers. Welcome to Gemma!

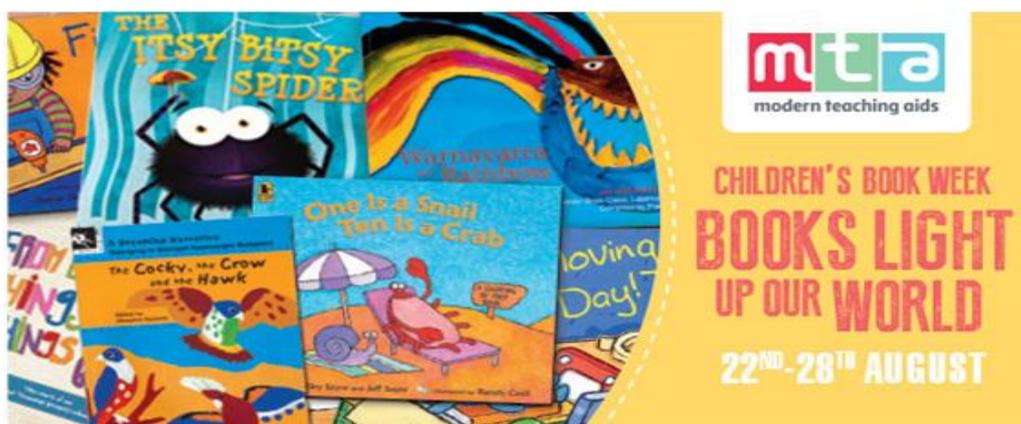
Gemma is enthusiastic, confident and curious in her play and it has been wonderful to see our existing children interact so well with her!

We have enjoyed having you join us this term and look forward to being a part of your journey at Adventures!

We would also like to welcome Myri to the Discoverers Room! Myri will be working 3 days a week in the room while she is studying her Bachelor of Education at the University of Western Sydney. Myri is enthusiastic about building positive learning relationships with the children! Please help us to make her feel welcome!

EYLF Principles - Secure, Respectful and Reciprocal Relationships, Partnerships

Children's Book Week



As we all know literacy is a very important part of child's life, so this year as part of Children's Book Week we asked the Discoverers parents to bring in their child's favourite book to share with their friends. During group and transition time we would get the children's favourite book out and read it aloud to everyone. Both the children



and the educators really enjoyed this experience.

EYLF LO4 – Children are confident and involved learners

EYLF LO5 – Children are effective communicators

EYLF Principles – Ongoing learning and Reflective practices

EYLF Practices – Intentional Teaching, Learning Environments, Continuity of learning and transitions.

NAIDOC Week



In July we enjoyed celebrating NAIDOC week. The Discoverers enthusiastically participated in experiences recognizing Aboriginal and Torres Strait Islander culture, values, traditions and history. We developed an understanding of diversity and gained cultural competence while practicing several skills including literacy, language, music and movement and creative arts.



The main creative experience the Discoverers participated in was a combined effort of hand painting to create an Aboriginal Flag which we displayed on the wall. They also contributed to several group time discussions and demonstrated a positive attitude throughout the week, remaining invested, excited and engaged in their learning. Some of the specific experiences we initiated involved exploring Indigenous music, investigating Dream Time stories, discovering patterns and colours central to Indigenous culture through creating artworks and watching short videos and looking at pictures of Indigenous families, tribes and children to gain a perspective of their lifestyle and appearance.



EYLF Learning Outcome 1 - Children have a strong sense of identity

EYLF Learning Outcome 4 - Children are involved and confident learners

EYLF Principles – Respect for Diversity

EYLF Practices - Cultural Competence



Father's Day



Fathers Day was a wonderful afternoon shared with our dads.

International Talk Like A Pirate Day

(raise awareness for Childhood Cancer)



Transitioning

We have continued implementing our transition program so that our 2 year olds are spending time in the Explorers room. We are encouraging the Discoverers to discuss with us their experiences in the other room, sharing with their peers and educators the special interactions they have with new staff and children.

The Discoverers have been developing their cognitive, numeracy, literacy, language and fine motor skills through participating in a variety of challenging experiences where they have been learning numbers, colours and shapes while expanding their vocabulary and enhancing their fine motor abilities. The children are noticeably improving their social skills through being involved in group interactions and discussions each day!

EYLF Learning Outcome 4 - Children are involved and confident learners

EYLF Learning Outcome 5 - Children are effective communicators

EYLF Principles – High Expectations and Equity

EYLF Practices - Learning Environments; Intentional Teaching; Responsiveness to children; Continuity of learning and transitions.

QKeYLM

We would like to encourage you to spend some time exploring QKeYLM where you will be able to view daily photographs of

your child and documentation of their learning. We also publish a program journal to keep you updated on their focus experiences.



Friendly Reminder

- Please remember to put **sunscreen on your child in the morning** as it is centre Policy. We will re-apply sunscreen in the afternoon. If you have not put sunscreen on your child please advise one of the staff or you can access some sunscreen in the foyer area.
- Please remember to pack broad brimmed or legionnaire hats with your child's name **clearly labelled**.



Coming up in the Discoverer's Room:

- Pink Ribbon Day – Friday 23rd October- Wear Pink to School
- National Children's Week – 24th October – 1st November
- Halloween dress up – Monday 26th October, Wednesday 28th October & 30th October- this way all children can participate.
- Remembrance Day – 11th November
- Discoverers' Christmas Party- 25th November

Erica, Kayla, Mary, Brittany, Holly and Myri

Explorers News

Term 3 has been a very busy and productive time in the Explorers Room. As educators we have been impressed by how the children have demonstrated their ability to cope with change as well as how much they have continued to grow and develop their independence while embracing this change.



The children have enjoyed engaging and challenging themselves in a wide range of activities which have been driven by their current areas of interests. The activities have encouraged the children to challenge themselves as well as providing opportunities to share their thoughts and ideas with their educators and peers. We have seen the children increasingly engaging in dramatic and imaginative play with a particular focus on dinosaurs and cooking in home corner and this play has extended to their outside in the sandpit. It is through these experiences that the children learnt valuable life skills, such as cooperation, negotiation and other ways



being within their own social context.

Learning Outcome 1 – Children have a strong sense of identity

Learning Outcome 2 – Children are connected with and contribute to their world

Learning Outcome 5 – Children are effective communicators

EYLF Principles – High expectations and equity

EYLF Practices – Learning through play, Learning Environments, Intentional teaching,

Responsiveness to children



The children are continuing to form, build and strengthen their relationships with each other as well as their educators. The older children have welcomed and embraced the younger children who have moved from, or are visiting from the Discovers room. The children have displayed caring, respectful and inclusive behaviours towards one another and this can be seen daily through cooperative play, their ability to help with daily routines such as packing away toys before transitioning to next activity as well as helping one another with shoes, socks and hats. It has been encouraging to see a shift from dependence to independence with lots of “I can do it!” and “I will do it!” being heard around the room.



As part of our program we have been exploring social and emotional wellbeing with the children focusing on the feelings “Happy” and “Sad”. During transition times the children have enjoyed listening to the “Happy” and “Sad” stories and are always keen to share times when they felt happy

or sad. It is through these shared conversations that the children acquire new language as well as practice their thinking/problem solving skills.

Learning Outcome 1 – Children have a strong sense of identity

Sub element: 1.4 Children learn to interact in relation to others with care, empathy and respect

Learning Outcome 3 – Children have a strong sense of wellbeing

EYLF Principles – Secure, respectful and reciprocal relationships

EYLF Practices – Intentional teaching, Learning Environments, Continuity of learning and transitions

Munch and Move and physical experiences remain a very important part of the children’s daily activities. It is through these experiences that the children have enjoyed challenging themselves on the climbing equipment, balancing on the balance



board, orientating themselves around obstacles & practising their jumping & hopping skills.

Munch and Move – Physical activity for infants and toddlers

Learning Outcome 4 – Children are confident and involved learners

EYLF Practices – Learning through play, Learning Environments



Music and movement still remains an important part of the Explorers program. The children are always keen to participate. This term the Explorers have had fun experimenting with out new percussion instruments, learning about rhythm, tone and the different sounds that the instruments produce when played fast or slow. This experience has also allowed the children to practice skills such as listening to and following instructions as well as turn taking,

Learning Outcome 4 – Children are confident and involved learners

EYLF Practices – Learning through play, Learning Environments

Recently we have been talking all about Spring and how this is the season when all the flowers begin to grow and the leaves return to the trees. The Explorers have had plenty of questions about this and have shown a great level of interest in the changes they are seeing in their environment. To show the children how flowers grow Jenna showed the children a picture of a sunflower and how it is separated into four sections (roots, leaves, stem and flower). The children enjoyed learning about the different parts of the flower and even got to cut out and make their own sunflowers. We also discussed how we can help the flowers grow, using water, rain and fruit scraps. Instead of throwing our fruit scraps into the bin, we have been giving them to the worms, who eat the scraps and make 'worm juice' and then we use it to water the garden. We are looking forward to the next few weeks when we add to our garden beds in the playground and plant some interesting and edible things... WATCH THIS SPACE!



Learning Outcome 2 – Children are connected with and contribute to their world Learning Outcome 4 – Children are confident and involved learners

EYLF Practices – Intentional teaching, Learning Environments

To celebrate Father's Day the children spent time painting and decorating lovely ties to give their dads which they presented when their dads came for afternoon tea time with us in the Explorers room. It was amazing to see so many dad's being able to attend. The children loved having their dad here at preschool and allowed dads to meet one another as well as catch up with educators.



EYLF Principle – Partnerships with families



Over the last few months we have had a special friend join us in the Explorers room. He is small, furry and super cuddly, but doesn't say too much. His name is Tommy the Tiger. He is our class mascot and has already enjoyed spending some time at some of the children's homes. He will be working his way around the classroom and everyone will have the opportunity to take Tommy home. The children love having Tommy and have bought in photos and have been sharing their many adventures with Tommy. This has given the children an opportunity to talk to their peers about what they do on when they are not here at Adventures adding to the sense of belonging. As Educators this has given us with a snap of each child's family life, and from this more ideas for experiences for the children have emerged, such as a love of soccer and NRL, or a love of trains, or even special people in their lives such as baby/big siblings or grandparents and cousins.

A few Housekeeping Notes:

- Sunscreen & wide brimmed hats NOT baseball caps.
- Short sleeve tees NOT singlet tops.
- Please make sure EVERYTHING is labelled including shoes, sheets and water bottles.
- Please make sure that your child has a spare change of clothes or for those toilet training, a few extra sets of clothes.
- Please remember to take drink bottles home at end of each day for a wash.



From Tessa, Jenna, Taylan, Kylie, & Naomi

Investigators Newsletter Input

The Investigators have had a busy term learning about themselves, their peers, and introducing the children to our new numeracy, literacy and science programs through their play and planned experiences.

The past term has been an exciting time where lots of teachable moments have happened as the children grasp new concepts as they engage in play and planned experiences. It has been wonderful watching the children as they continually grow into confident young children.

PreLit

Over the past couple of weeks we have introduced PreLit which is an early literacy preparation program that allows the children to learn and identify;

- * Concept of a spoken word
- * Spoken and written words
- * Concept of a written word
- * Syllables
- * Short and long words
- * Letters
- * Spoken and written words in sentence

The Investigators have enjoyed these literacy sessions and have recently learnt what a word is, what a letter is, and learning the syllables in their name. The children have been able to communicate that a letter is all by itself and a word is letters all together and they have friends. Each child has been an active participant in these sessions and they like to communicate what they have learnt to their educators and peers.

EYLF Learning Outcome 5- Children listen and respond to sounds and patterns in speech, stories and rhymes in context

EYLF Learning Outcome 5- Children begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured

EYLF Practice- Intentional Teaching, Learning Environments and Assessment for Learning



Science

Science has played a big part in the Adventures' curriculum this past term. Educators have been showing and demonstrating to the children various science experiments. Hellen even filmed herself at home doing one of the experiments for the children to see. Some of the science experiments have included monster toothpaste, a volcano exploding, dancing rice and fireworks in a jar. These experiences have allowed the children to explore cause and effect and what happens when two ingredients are mixed together. The children have been fascinated by these experiments and have been requesting to do these on a

regular basis. In our room we have set up a science table for the children to explore more about science through books, pictures of the children doing the experiments on the wall and through exploring materials on the science discovery table. The Navigators went on an excursion to Tangara Infant School for a 'Science Fun Fair'. Once they returned to preschool the children gave their educators some information sheets outlining experiments that we can do at preschool. Over the next couple of weeks the children will be engaged in these experiments as a follow on from the Navigators excursions.



EYLF Learning Outcome 2- Children use play to investigate, project and explore ideas

EYLF Learning Outcome 2- Children explore, infer, predict and hypothesise

EYLF Practice- Learning through Play, Learning Environments and Intentional Teaching



Father's Day/ Posting Invitations

Leading up to September the Investigators have been working hard making their dads various presents for Fathers Day. Each child made their dad a coaster along with a tie that could be worn at the Fathers Day afternoon tea. In the lead up to the afternoon tea the Investigators went on an excursion into the local community to the post office. Each child brought in 70c to buy a stamp so they could post their letter. Literacy played a big part in the excursion as the children learnt what was written on the envelope. We learnt that our dad's name and address was on the envelope so the postie knew where the letter needed to go. We had such a lovely time out in the local community and the dads enjoyed an afternoon filled with fun, exploration, afternoon tea and a special photo in our photo booth. We hope all the dads got spoiled on their special day!



EYLF Learning Outcome 2- The children broaden their understanding of the world in which they live
EYLF Learning Outcome 2- Children develop a sense of belonging to their local communities
EYLF Practice- Intentional Teaching and Learning Environments



Who am I?

During September the children have been noticing and responding to change and how everyone is different. As part of Kayla's internship she made a self-portrait table for the children to draw their representation of what they could see in their locker photo. These self-portraits will be displayed so all of the children can see their drawings. A big book called 'Who Am I?' has also been introduced into our group times. This book demonstrates how everyone is different in various ways and how we can respect diversity and culture when interacting and engaging with others. It points out differences in people such as hair, eyes, skin and height. The children have also been using the mirror in the room to point out the differences between themselves and their peers. During group time the children were asked to look in the mirror and share with their peers what they like about themselves.



EYLF Learning Outcome 1- Children explore different identities
EYLF Learning Outcome 1- Children display awareness of a respect for others perspectives



EYLF Learning Outcome 2- Children explore diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings

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Class Pet

Billie's mother-in-law thought it might be a nice idea for the children to have another pet in our room to care for, and to be a friend for Frankie. Billie brought in four fish which will be our new class pets for the children. The children were eager to get the fish into their new home and loved assisting Billie with transporting the fish from the container to their new home. At various times of the

day the children are often found staring into the tank observing what the fish are doing. Each day the children help to feed the fish with their very special fish flakes.

EYLF Learning Outcome 2- Children show and growing appreciation and care for natural and constructed environments

EYLF Learning Outcome 2- Children explore relationships with other living and non-living things and observe, notice and respond to change



My Name

We noticed that the children were beginning to spell out the letters in their names to their peers. We extended this new interest with a name writing experience with the aid of our name cards. Throughout the children's play each child was asked if they wanted to have a go at writing their name. Confidently each child came to the writing table and looked for their name card. The children were encouraged to trace the dots in each letter of the name. The children were encouraged to move through the letters in their name from left to right. Each child practiced the correct pencil grasp as they progressed through their name. The children were then given the opportunity to have a go at writing their name unassisted. The children demonstrated their ability to have a go and demonstrated their ability to experience



satisfaction of achievement. The word wall was also used to help the Investigators to identify the letter that their name starts with.

EYLF Learning Outcome 3- Children manipulate the pencils with increasing competence and skill

EYLF Practice- Intentional Teaching and Learning Environments

EYLF Principle- Assessment for Learning

DEC Literacy Continuum Cluster 1 Reading Texts- Recognises own name

DEC Literacy Continuum Cluster 1 /Aspects of Writing- Attempts to write own name, e.g. one or two letters

Dramatic Play

Dramatic Play has played a big part in the preschool room. The children have been able to share their thoughts and ideas on what they would like to see in home corner. The children have suggested a pizza shop just like Billie's shop and a school as some of the Navigators are going to big school next year. Each child has been able to explore identity through role play as well as working cooperatively with their peers as they make up their own play episodes. In the pizza shop the children helped to make white playdough to act as the dough, while Billie brought in some pizza boxes, pizza trays and pictures of what pizzas look like to enhance the children's play. Literacy and numeracy was demonstrated in the school as the children were practicing writing their letters and numbers on various worksheets provided for the children. The children enjoyed acting out the roles of the teacher and the student as well as sharing stories about school from their older siblings.



EYLF Learning Outcome 1- Children explore different identities and points of view in dramatic play

EYLF Learning Outcome 1- Children show interest in other children and being part of a group.

Children engage in and contribute to shared play experiences.

EYLF Learning Outcome 2- Children cooperate with others and negotiate roles and relationships in play episodes and group experiences

EYLF Practice- Intentional Teaching, Responsiveness to Children, Learning Environments and Learning through Play



Numeracy

Our focus for the Investigators is to expose them to their numbers 1-10 in and out of sequence as well as number recognition in the preschool environment and planned experiences.

Educators have been planning social experiences that have fostered the children with these numbers in various fun games. Our favourite game has been Number Bingo along with our number flash cards and the large dice. Numbers have also been explored through our mini project called 'How tall am I?' The children used the tape measure to work out their height and to determine the numbers on the tape measure. We have also used numbers through our favourite game called musical mats. We start off with 10 mats and when the music stops the children need to find the nearest mat. One mat is removed and the children are suddenly counting the mats and are engaged in subtraction subconsciously. Recently the children have been exploring number in the block corner. The children have been counting out how many blocks are needed to make their creation, or how many blocks are needed to make a 3D cube with our new polydron blocks. Cooking is another area where numeracy is present. The children are helping to weigh the ingredients and to count how many teaspoons or cups of flour are needed. Time is represented when we use the timer to work out how long we need to cook our cakes.



EYLF Learning Outcome 4- Children contribute constructively to mathematical discussions and arguments

EYLF Learning Outcome 4- Children create and use representation to organise, record and communicate mathematical ideas and concepts

EYLF Learning Outcome 5- Children demonstrate and increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity and names of numbers

EYLF Practice- Responsiveness to children, Intentional Teaching, Learning through Play, Learning Environments and Assessment for Learning

Other celebrations have been:

- Red Nose Day
- Daffodil Day
- International Talk like a Pirate Day

Housekeeping:

- Please remember to label everything including drink bottles, clothing, shoes, hats and sheets.

Rochelle, Janine and Hellen

Navigators Newsletter

The Navigators have been working hard on a range of activities to practice their name writing skills. We have seen such a change from the beginning of the year, especially with the children's grip and confidence when using writing materials. We have noticed the children take an interest in their names by making connections when referring to letters in their own names with words in books. During group time experiences we have used name cards for visual recognition and have used these in many games. The children have enjoyed creating their very own puzzles by writing the letters in their name and cutting them out and placing them back into their order. They have enjoyed comparing their names, looking at who has the longest and shortest names in our group by counting the letters. As the children are keeping the interest in name writing we have extended this by using different writing materials such as paints, crayons, textas, chalk and a favourite the whiteboard markers on the whiteboard.



The children engaged in a fine motor activity using the coloured counters to trace their names. They counted how many counters were used to complete their name.

Learning Outcome 4:

Children participate in a variety of rich and meaningful inquiry-based experiences.

Children create and use representation to organise, record and communicate literacy and mathematical ideas and concepts.



We value our partnerships with families. Recently Kayedan's mum Sulo offered her time to come and read two of Kayedan's favourite books to the children. Sulo started off with a dinosaur book and was amazing at pronouncing all their tricky names. The children loved listening to the different facts about the dinosaurs and were familiar with the T-Rex. During the story, Sulo pointed out the comparisons between the sizes of the different dinosaurs to humans. The next book was another hit with the group as it was about Space. Sulo went through the planets and discussed facts on each planet. We listened as Sulo talked about asteroids, the moon and stars. The children were amazing when contributing their answers to Sulo's questions. They knew what instruments would be used to look at stars, who travelled to space and that you had to travel by a space ship to get to space. It was wonderful to see the interactions and interest shared with the children and one of our parents. Thank you for your time Sulo.

We had the pleasure one morning of listening to Anthony share his excitement about being able to write his name in Chinese. He explained the meaning behind his name as he carefully wrote the letters onto the paper. Nicola shared some facts and guided Anthony as he shared some stories. Some friends standing by along with his educators were fascinated by the skill and patience it took to form the letters of his name. Anthony inspired his peers to write their names and create some lovely work.

Learning Outcome 1: Children have a strong sense of identity

Children explore different identities and points of view, feeling recognised and respected or who they are.

Excursion to the post office

The Investigators and Navigators were so excited to be involved in the excursion to the local post office at West Pennant Hills. They walked from Adventures carrying their Fathers Day invitations to post. The walk was a familiar one to some of the children who have visited West Pennant Hills Public school. The children were enthusiastic to hand over their 70c to purchase a stamp for their envelope and with some assistance place their envelopes into the post box. Rochelle explained the postman would pick up their invitations and get it delivered to their houses.



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

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Fathers Day



Fathers Day was a wonderful afternoon shared with our dads. The children were engaged in different activities sharing some of their favourite experiences with their dads and peers. The afternoon went by so quickly but it was such a pleasure to be able to have our dads come and enjoy the afternoon doing the things the children enjoy each day. The children had a wonderful time setting up the room and creating coasters for their dads this year.

Learning Outcome 1: Children have a strong sense of identity

Children learn about themselves within the context of their families and communities including relationships with people and places.



This is me

This month we have focused on a topic with the children, We Are All "Different" in some way. We shared a discussion about how some friends and teachers wear glasses to help them see or read. We talked about how some of us have different colour hair and eyes. We have compared our hair discussing how some friends have long hair, short hair, straight hair and curly hair. The children contributed by sharing their ideas and knowledge on this subject by expressing their thoughts. Kayla joined in by telling the children that she had freckles on her face and that not everybody had freckles. One of the children commented that Billie and Rochelle had similar hair colour but Billie had spots on her face which Rochelle didn't. Approaching the concept of this allows us to keep the emphasis on ways we are similar, rather than on differences. This has led the Investigators and Navigators to our mini project on what I like about me. The children have been drawing self-portraits using photos from their lockers.

Practice-Cultural competence

Respect multiple cultural ways of knowing, seeing and living. Celebrate the benefits of diversity and have an understanding and honour differences.

Creating a self-portrait is a great way for children of all ages to explore the concept of self. This activity helps preschool aged children learn about what people look like, how people are different and how they are alike. There are many skills being acquired as children create their self-portrait. They are developing **basic math skills** such as shape recognition and understanding the part to whole relationship. They are naming facial features and learning **colour recognition**. Additionally, they are learning to **follow steps in a sequence**.

Science Funfair

We had been waiting for this day to arrive. The Navigators could not contain their excitement to walk to a new school and attend the science funfair. During the year the children have enjoyed numerous science experiments and

engaged in activities that involve mixing ingredients to observe a reaction. Hellen put together a video for the children to watch her making monster toothpaste! The children loved Hellen's video especially her goggles and gloves. Hellen had explained that some of the ingredients used needed gloves and could not be at school.

We were so fortunate to have beautiful weather the week of our excursion. Kylie and Akansha joined Hellen and myself on the day. The walk was lovely, the children chatted away as we made our first stop to the park for some morning tea and drinks. The children enjoyed some time on the equipment before setting off again to Tangara Infant school. The children were cheering as we arrived. They noticed a table set up with a volcano and knew exactly what that meant!

After collecting their science bags we made our way over to the volcano. The principal addressed the science funfair and the Hornsby Mayor poured the vinegar solution into the volcano making it erupt. The fun began.

The children were fascinated by the different experiments set up at all the tables in the different rooms. They watched slime being made, tasted butter made from shaking cream and were super excited to notice the children making the same monster toothpaste as Hellen had made.

The children shared interest in electricity and condensation learning so many new facts along the way.

We saved the best for last! The children went into the space hut to discover a room full of stars, planets, asteroids, moon and sun. They took their time looking at all the planets and wonderful set up.

On the way back we were amazed how fantastic the children were on their walk back to Adventures. We couldn't wait to share our day with the educators and peers. The children could not wait to take their science funfair bags home to show their parents all the information and they had collected on the day. A big thank you to Nicola, Kylie and Akansha for all your wonderful help and enthusiasm over the two days.

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

Experiences of relationships in communities contribute to children's belonging, being and becoming.

Children's connectedness with communities helps them to learn values, traditions and practices.





Billie, Sima and Hellen