

Babies Term 2 Newsletter

What an amazing term two, it has come and gone quickly and hasn't it gone fast. In term 2 a variety of goals were set for the whole group in the babies room. Every term we set group goals for the children to achieve through learning experiences, as well as individual goals for their individual learning.

The goal for children to build secondary attachments with educators through positive interactions and calming permanent play spaces was set.

This was implemented on our program as in Term 1 we concentrated on making those primary connections with our primary carers.

In Term 2 we concentrated on building bonds with children that were not our primary children, this benefits the child as having a sense of belonging with all staff in the room and not just one individual carer, this becomes tricky as when the primary educator is away the child might not feel as secure as when they are.

Through making permanent play spaces and keeping the children's surroundings familiar, this gives the children a feeling of comfort to know what to expect as they arrive into care.



Rachael building relationships with Imogen through singing.



Building bonds through play.

We have seven permanent play spaces in our room to help children achieve this goal, they consist of book corner, music corner, sensory corner, science and discovery corner, maths corner and dramatic play, this flows inside and out as well as gross motor.

Including these permanent areas as well as children engaging in nurturing interactions with educators, gives the children a sense of being belonged in the room, which then flows on to a feeling of being comfortable which gives them the opportunity to engage in a variety of learning experiences throughout the day.

This term to help children reach these goals we used the dramatic play area (doll corner) as this was an interest of the children and gave educators an opportunity to extend on new bonds with the children through role modelling and engaging in play.

Children experienced educator's role-playing and showing empathy towards the dolls, this was a fantastic way to teach empathy towards peers and new additions in the family.

Educator's role played being gentle with the babies, feeding and even bath time with real water.

This extends onto role playing doctors and with the support of educators, Children were able to use the props correctly, our favourite being the stethoscope. Children have started putting the stethoscope to their ears and will place it to their peer's chest and make the noise "boom, boom, boom". What a great first start to body awareness.



Emma nurturing her baby



Arthur feeding his baby



*Arthur and Hazel role-playing putting the babies on the potty.
Exploring self-help skills.*

Book corner is planned out as a grounding calming experience and gives the children opportunities to form new bonds through one on one story time. This gives children a sense of security to form new attachments with educators.

We have developed positive interactions with children through group times. Children have been enjoying large group times, engaging in music and movement using large and small muscle movement by dancing and spinning around.

One on one group times singing, such as "row, row, row your boat" has given educators and children the opportunity to make secondary attachments. It become so popular a line would form and children would wait to have a turn on the boat. As well as developing literacy skills, we are teaching the children turn taking and social skills.

Our second goal for Term 2 was for children to handle transitions smoothly. Transitions throughout the day sometimes can be overwhelming as children may be settled into what they are engaged in and then may need to begin a new transition such as sleep, lunch or even a nappy changes and of course the biggest transition of all the orientation into the toddler room. Children deal with transitions all differently and we try to make these necessary transitions as respectful as possible.



Hazel feeling confident enough to explore the Toddler room.



Franklin engaging with new faces.

Lunch starts at 11:30 and children come to the table as they please.

We find if children are engaged in play, they will continue to do so until they are ready for lunch. This shows a sense of belonging in the room and children are confident to understand that morning teas, lunch and afternoon tea will be available when they are ready. This gives the children the opportunity to engage in uninterrupted play, which is beneficial to children's needs and development.

We are always explaining our actions as we go along, to reassure children of what is going to happen next.

Outdoor play can be overwhelming, especially in an unfamiliar environment. It can be a whole new world all over again. We as educators are aware of this and make this transition smoother making sure familiar faces are there, and the surroundings have not changed drastically to avoid confusion.



Romy reassuring Louis

Through reassurance and explaining to children when a change is going to happen we have found out transition times running a lot smoother.



Myra and Edward being able to communicate at lunch, with no need to hurry.

The last goal set for term 2 was for children to engage in art activities to encourage fine motor skills and experience different sensory activities. This is embedded in our practices every day within the babies' room as children learn through, touch, taste, sight, smell, hearing and smelling.

This term we experimented a lot with cooking which gives the children the sensory aspect of the experience but also gets the children exposed to the start of early mathematical skills such as full and empty.

We also used hands on experience with a variety of experiences such as cloud dough, playdough, goop and finger painting. These activities with educators support to give children the introduction to life skills such as turn taking and problem solving as well as discovering the feel of new textures and being able to use their senses such as taste, smell and touch.

We also experienced our first "Holiday Program" which was sensory week. This involved the first week of school holidays, which included a different sensory activity every day. The second week was cooking week and included a different cooking experience every day. This was a nice way to finish the term, and lots of learning experiences were made.



Hmm, what does this taste like?

Educators talk to the children through these experiences about the texture they are experiencing.



Jess making biscuits, we introduced early mathematical skills, discussing the terms full and empty.



For Term 3 we will be working on

- For new children to feel safe secure and supported, through nurturing interactions.
- For children to engage in musical activities to encourage whole body movement, muscle development, confidence and language skills.
- For children to engage in activities promoting experimenting with cause and effect trial and error.

We look forward to the start of term 3, in educating your children to achieve these goals.

Babies room team.