

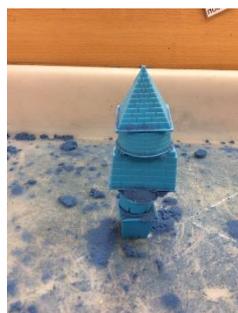
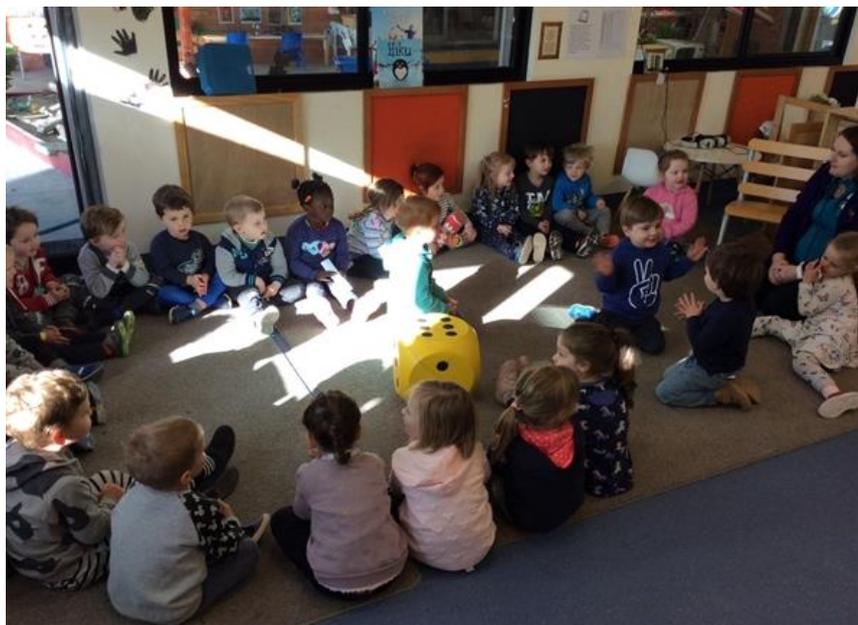
Kinder 3 Newsletter Term Two Review

Another term has passed already, and we are now in the thick of the year. The Kinder 3 children have made incredible progress over the past few months in terms of their confidence to enter the room, and their eagerness to try new experiences and challenge themselves. We feel that we have really got to know each child for their unique individuality, and are enjoying watching them develop and expand their interests and friendships.

What have we been learning this past term?

Numeracy

Many mathematical experiences have enabled the children to explore numeracy concepts such as sorting, classifying, counting and sequencing. This has been evident with the stacking dolls where children have been sorting them according to size. This has created some excellent discussions as they compare the size of



the dolls with members of their families. The sorting beads also with the small tongs has encouraged children to utilise their classifying and sorting skills as they categorise them according to colour. Some of the children utilised this activity as a counting experience as they practiced their understanding of 'rote' counting and one to one correspondence. The magnet tiles also allowed the children to build on the children's spatial awareness, and problem solving skills as they learn to negotiate how many they may need to complete their structure, or what shape they require to complete their structure. Discussions about different shapes were also explored at the kinetic sand space with the 3D shapes where children can manipulate the sand to form mini sand sculptures. The geometric shape pasting not only explored the children's

creative side, but further expanded their knowledge and vocabulary about different shapes and how they can be represented in everyday life and Art. Numeracy is incorporated into our everyday practice as we model and articulate these opportunities to the children. Eg. How many can you see, how many more do you need? Etc.... This term we introduced the large dice to encourage the children to learn how to 'read a dice' through counting and observing the dots. We also utilised this regularly in group time situations where children each have the opportunity to manipulate the dice, roll it, count the dots and replicate how many with claps. Through these 'intentional' experiences children are learning to apply their knowledge from one context to another. Subsequently, after time this knowledge allows children to make connections between familiar experiences, and adapt other concepts and processes. Eg. Games with a dice and rules.

Science



This term we have had many discussions about the weather in the mornings – what the children can see, what they can feel. These consistent discussions are an intentional way for children to feel connected to their environment and build an awareness of the changes that are occurring in the World around them. Discussions about Autumn and Winter have occurred often as we observed the changes to our large tree in the playground –

collecting the falling seedpods and observing the leaves slowly change, fall and then the tree become bare. The beautiful rainbow and drizzly rain that appeared one Friday morning enabled a strong discussion about how rainbows happen, the colours that they provide and allowed us to further explore colour. We did this through an experiment where the children observed the three primary colours mixing and changing and forming new secondary colours. The water beads were a calming relaxing experience, but once again allowed discussion and discovery about differences in colour and how we can appreciate colour in its various forms – and relate colours to elements in our natural environment. Eg. white – cold. The precipitation tank also explored questions about 'where does the water go' 'why are the clouds grey' etc – and enabled children to challenge their thinking about cause and effect, condensation and absorption.



Literacy and Communication

We place a strong importance of gathering together for reading time as it promotes a shared love and appreciation for reading and gaining enjoyment from a book. We also incorporate many finger plays and rhymes, as well as 'warm up' music which focuses on moving different parts of our bodies. These opportunities are consistent and predictable for the children. "Sharing rhymes, chants and jingles is a great way of enriching some of the everyday routines which

can happen for young children. Children never get tired of the repetition of familiar and ageless songs” We also introduced some basic signing with the children with the song “ I can sing a rainbow” – Cheryl our clever Educator was able to slowly show us the sign which represented each colour as we sung the song. Teaching children other ways that people in our Community communicate allows them to develop a deeper appreciation for diversity and difference. (Early Years Planning Diary Pg. 270) We were also fortunate to have Nikki from Newcomb Library visit us and share in some stories. One of the highlights of her visit was when all of the children received a copy of the book “ Incy Wincy spider” in which they all read together. This provided the children with a sense of pride and accomplishment as they joined in with Nikki with the words. Literacy in the Kinder 3 room has also presented through many Art experiences where children are *describing* and *labelling* what they have made – this was evident with the geometric shape pasting, the string painting and the drawing area with pencils and textas. “ Their communication and self-expression take many forms including sharing stories and symbols from their own culture, re-enacting well known stories and using the creative arts such as drawing, painting and sculpture, drama, dance, movement and music to communicate with others”. (V.E.Y.L.F pg 22)

The Arts

This has been presented and been experienced in a variety of forms this term – from painting, craft, pasting, to drama and music. Art has also been represented in other forms such as building and design,



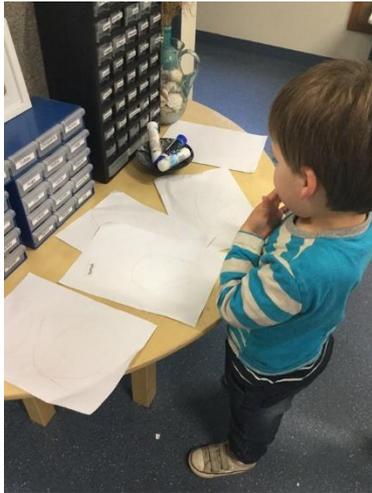
cookery and presentation, and loose parts play. The children have discovered the concept of ' Mark Making ' onto paper as they learn to portray what they have observed in their everyday lives and transfer this knowledge into different contexts. This was evident at the felt pasting, string painting, Autumn leaf rolling painting, nature provocation art, large texta drawing, Animal mask making and open ended collage. In the outside space, (the meeting place) the children were able to freely express their ability to make music and incorporate their own styles music. Through the ability to freely make music children are learning concepts of memory, pitch, rhythm, tone and sound recognition.) We also welcomed some Mums and Grandparents to kinder to share in some Art experiences with the children. This enabled the children to further develop their sense of Belonging through sharing their kinder experience with their family member.

Construction

Loose parts play continues to be excellent resource that are readily available for the children, to enhance play and steer their play based on their interest at that point in time. "Children are initiating and contributing to play experiences emerging from their own ideas". (VEYLF Outcome 4 – Learning tip sheet) The Duplo and Lego space has been another space where the children have been creative, learning to connect and re-connect where they would like each piece to go. It has been positive to see children deeply engaged in these experiences as it demonstrates that each child learns and plays differently. The ability to partake in co-construct learning through the assembling and dis-assembling of pieces challenges the children that enjoy problem solving, trial and error and manipulation.



Wellbeing and Routine



We have found that worked well this term, and is a positive start to the children's day is to simply have a chat/discussion about any topic they would like to share. Sometimes this has been about the weather, sometimes it has been about a party they have been to. Listening to the children and allowing them to have their opportunity to talk has enabled the children to build on their connection with the peers in their group, become more comfortable sharing their news and ideas with educators and developing their confidence to speak up and be heard. The value of a simple chat – "Conversations don't always have to be serious. Whilst we recognise the importance of conversations for supporting children's

learning, we also need to remember that a sense of humour and fun are important parts of a good conversation. Not every moment has to become a formal learning opportunity. Sometimes, it can be just as valuable to simply chat – to enjoy each other's company whilst sharing a joke or story " – (Early Years Planning Diary – Tip 247 pg. 282) What we have also observed with the kinder children is that they have become more open and willing to participate in new experiences and contribute to conversations. This indicates that they are feeling safe and willing to openly share with others in a supported environment. We have also had some children transitioning to the toilet and this has been positive and successful. We have provided additional verbal prompts and this has resulted in a smooth toileting transition for those particular children. We continue to offer mindfulness has an integral aspect of the program (it is only for a few minutes) but allows the children to practice relaxing and calming their bodies down. We continue to use soft, relaxation music from various styles incorporating different sounds and instruments. Eg. Flute, piano, violin, guitar and from a range of cultural influences. We always engage in some gentle yoga and stretching at the end which enables the children just a few minutes to transition gently and smoothly. We also introduced the listening post for the children as a calm space to sit and listen to music with by themselves or with a friend. This has been a very valuable and surprisingly social experience as children enjoy music like Playschool and the Mik Maks together.



[Dramatic Play](#) -



The sandpit area continues to be a popular permanent play area for pretend cooking and presenting food. Through this process the children are learning to be creative, but to replicate food from their own family and the culture in which food is organised, prepared and presented to others. Through pretending to cook food the children are establishing ideas on how to have a healthy relationship with food, and that food with others is a social and enjoyable experience. Food play enables the children to understand that food can represent celebrations and is special to each family. Animal and Dinosaur Play continued to be an integral element of the program this term as children take on certain characters or animals in play. They are

learning about the qualities and characteristics of living and non-living creatures, and how they can replicate some of the elements of that animal. Eg. what they eat, what they sound like and what they move like. The dramatic play spaces that the children have engaged in this term have been the Vet Clinic, Restaurant and Baby Area in the Outside cubby, Space Station and Pirate Play.

Outdoors

The outside area has been utilised with the children exploring a range of movement skills from running, jumping, hopping and weaving in and out. We have also been practicing how to use the scramble net, this is a challenging experience and can be quite wobbly – but it important for children to experience some risk so that they can learn how to manage it eg. Going up and going down independently. The changes in the seasons has allowed the children explore the different temperatures in the outdoors, and make observations in the sky about rainbows and clouds. We have also observed that the children have become quite interested in ball use and football since the commencement of the football season. We need to ensure that all children are experiencing the opportunity to use balls, and be encouraged to use balls to practice their co-ordination and throwing and catching skills. The obstacle course is a



permanent space where each child is encouraged to have a go each time they attend kinder. Through this active experience and encouragement they are learning to build on their kinaesthetic awareness (where their bodies are in space) – learning about up, down, in, out, under, over ...