

# Kindy NEWS!



Developing life-long learners

KARCULTABY KINDERGARTEN : PMB 9 Minnipa SA 5654 : 8626 3077

Week 5 Term 1 2018

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## KINDY CHATTER

Amazing! Here we are already at the end of Week 5. We certainly have been busy at the Kindy with lot of interesting learning happening. We have made a great start to our year, having noticed the children (and Kathy and I) beginning to quickly settle into our daily routines. We were pleased to hear the exciting baby news and give Cathy, Darcy, Emily and Ivy our very best wishes on Skye Jasmin's arrival. As an aside from this, just a reminder to send along any family/pet photos for our "Belonging Tree".

Kimberly Coleman has two lessons with us on Tuesday mornings, as a volunteer. We look forward to having Kimberly with us, and hope that she is able to share some of her musical talents as well as her ideas on many different activities and experiences for the children. We value having her work with us, and hope that she finds her time rewarding and at the same time furthers her knowledge in working with children.

Thursday is our Library day, so please ensure your child's items are returned so that they can place them in our yellow Library Returns box at Kindy. Children are encouraged to borrow 2 books and a DVD when they visit. These sessions, lead by Kathryn Heddle usually involve songs, a story and a follow up activity to aid fine motor development. Further details can be found in this newsletter.

Also contained in this newsletter is information about our daily routines and where possible a description of their purpose. The main idea is to have them as part of our day to help the children quickly establish a sense of belonging, identity and to develop relationships amongst themselves and with us as educators.

A focus for this year, through a variety of methods will be to communicate each child's stages of development to families. This will be through communication memo books, regular photo pages/messages sent home and through the A3 Art folios and individual Learning Story folders, which are always accessible for families in the children's 'pigeon holes'. Learning Stories will be emailed to families at least twice per term. These will all play a part in writing the child's Statement of Learning at the end of their Preschool year, as will the two Child Learning Plan meetings during the year. If for any reason you have queries or concerns at any stage please don't hesitate to make contact with us. Open lines of communication mean that issues can be dealt with in a timely manner.

Kindy newsletters will be published in Week 5 of each term, with us also having regular photos and reports in the school newsletter, appearing in "Community Notes" editions. Keep an eye out later in the year for our "Kindy Page" also to be featured in a school newsletter.

Finally, thank you to everyone who made contributions to the EPARF Field Day catering, your efforts did not go unnoticed, and went towards fundraising for our Early Years Learning Committee to use on resources for our Preschool and Playgroup.

Enjoy your read and please contact us if you require further information on anything .

Thank you, Jane Forrest and Kathy Montgomerie

## IMPORTANT NEWS

Thank you to everyone for nominating their preferred times for Child Learning Plan meetings which are to be held on the afternoon/evening of Tuesday 20th March from 1.30pm.

**PLEASE NOTE: Early dismissal 1pm on the day.**

Children will attend these meetings with parents.

If this time is not convenient for your family, please arrange an alternative time, which is more suitable.

Thank you.

## QUALITY IMPROVEMENT PLAN &

## NATIONAL QUALITY STANDARDS

Our Quality Improvement Plan (QIP) for 2018 is due to be submitted by the end of March/early April. If you have any ideas you wish to share to be included, please use the quick scan accompanying this newsletter for comment. Your contribution to our QIP is greatly valued and appreciated. ☺



## KINDY DATES

- Week 6:** Tuesday 6th March: Clean Up Kindy Day  
Thursday 8th March: Jane absent (medical)
- Week 7: Brain Awareness Week**  
Tuesday 13th March  
Thursday 15th March
- Week 8:** Tuesday 20th March: Learning Plan meetings.  
**EARLY DISMISSAL - buses leave at 1pm.**  
Thursday 22nd March: World Harmony Day activities.
- Week 9: Easter activities**  
Tuesday 27th March  
Thursday 29th March
- Week 10:** Tuesday 3rd April  
Thursday 5th April
- Week 11:** Tuesday 10th April  
Thursday 12 April—end of term activities - details to follow.

**Term 1 is a hat term.**

**Diary date: Tuesday 22nd May, DI Habner (C&YHS) visiting to undertake 4 year old (Preschool) health checks.**

## LEARNING THROUGH OUR ROUTINES

### AT KINDY

Routines are important to everybody, but they are especially for young children as it allows children to navigate the continuous challenge of learning new things from the safe and comforting boundaries that are created by routines.

Routines are important because they give children a sense of security and control over their environment. Children learn what to expect at various times in the Kindy day and as they begin to participate in these routines, they will experience a sense of control and satisfaction at being able to perform part of or all of the tasks associated with the routine.

Some of the important skills children learn through routines which we include as part of our program at Kindy are self control, positive behaviour and social skills.

Routines also teach children specific skills involved in the routine as well as skills that can be used at other times. For example, a routine that is learned at Kindy can be brought home and practiced there. Our expectation at Kindy is that children arrive and immediately put their bag away. This can be transferred into the family home so that children will put their bag away when they get home as well.

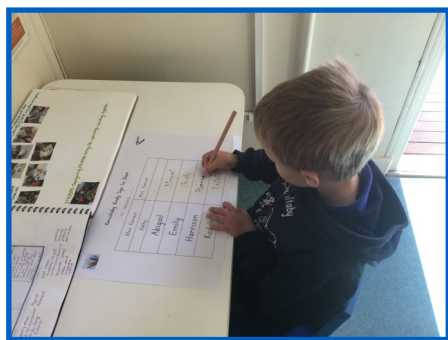
During our day at Kindy, the aim is to include elements of routine, interspersed with short educator led activities and longer periods of child led (unstructured) play.

Some of the routines you will see if you were to visit us at Kindy include unpacking/packing bags, morning routines such as sign in, 'peg names' and drawing, mat times/group times, handwashing, 'fruit time', lunchtime, relaxation, healthy snack and visiting the library. We also use monitors to complete specific roles and responsibilities, the aim being that each child develops a strong sense of identity, belonging and autonomy.

## OUR ROUTINES AT KINDY



Unpacking your bag



Signing in



"Peg names"



Mat time



Lots of group time activities



Lunch time



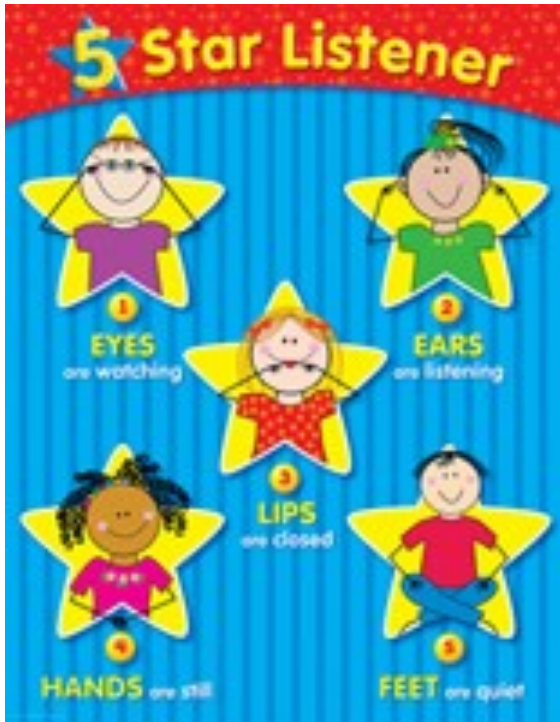
Watering the plants



Library time on Thursday



## ...A LITTLE MORE ON OUR ROUTINES



During our mat times, we have been practising our “5 Star Listening”. We have a poster on display (identical to the graphic), which we refer back to from time to time, if children need a reminder of the importance of “whole body listening”. It encourages us all to feel safe, secure and respected during these special sharing times and is another example of an expected routine within our mat time routine. Here are the 5 important things a “5 Star Listener” needs to remember.

1. Eyes are watching.
2. Ears are listening.
3. Lips are close
4. Hands are still.
5. Feet are quiet.



“Eyes are looking”

## WELLBEING AT KINDY

The children are becoming experts at how to keep ourselves safe at Kindy, so that we are all able to have fun and enjoy our time together. We have talked about what a risk is, and we have also talked about the ‘good things’ or the benefits of the things we do at Kindy. Already we have brainstormed and shared our ideas on things to remember when we make pancakes, go for a walk, use tools at Kindy, use low melt glue guns at Kindy and walk in bare-foot outside. Here are our ideas that we shared in the first week of Kindy when we were following the inquiry “How can we all stay safe at Kindy?”

“Eat healthy food”  
**Abigail**



“play together in a kind way”  
**Harrison**

“Use safe feet, hands and mouths”  
**Kodah**



“If you feel grumpy find a quiet place”  
**Emily**



“Listen to others at Kindy who keep you safe and let others know how you feel”  
**Mrs Forrest**



# LEARNING THROUGH PLAY.....

Here are some experiences which we have enjoyed. Most are examples of how play can assist the children in their social emotional and physical development.



Setting up the aquarium



Playdough fun



Experimenting with paint.



Feeling with feet



Looking for sea fossils



Squeezing out the maple syrup!



Cut and paste



## LIBRARY @ KINDY

The children love bringing their activity sheets from Library Time home to share with you, so we have decided to leave their Library folders in their green Library bags.

Please take them out each week and ask your children about the story we read, and what they had to do to complete the activity afterwards.

Please return folders to their Library bag so they are ready for the following week, and PLEASE read them at least one story every night. Thank you 😊



# PROGRAM FOCUS

## Karcultaby Preschool Term 1 2018 Program Outline

### IDENTITY

Written narratives—about me

I am in charge of me: A & B choices

Friends/Family

Oral language

Self portraits

Values

Care and kindness

Empathy

Building resilience:

Social skills games/sharing/  
taking turns - collaborative  
group activities

### BELONGING

Knowing where and with whom you belong.

Interdependence, relationships, defining identities. It shapes who children are and who they become.

Children have a strong sense of identity.

Children are connected with and contribute to their world.

Children have a strong sense of wellbeing.

Children are confident and involved learners.

Children are effective communicators.

### SPECIAL EVENTS

Celebrating - Why? Who?

How do you celebrate?

Photos to record—  
photographer

Pancake Day

Clean Up Kindy Day

Sports Day - Miltaburra  
Children's Centre visiting.

Easter

Harmony Day

### CHILD PROTECTION/ WELLBEING

Trust networks

Feelings

Coping with change

The brain/the body

Growth Mindset

How full is your bucket?

Executive Functions/impulse control

The right to feel safe—safe/  
unsafe behaviour

Relaxation techniques -

Exercise, yoga, Brain Gym,

Crossing the Midline, Brain Breaks

Stories and role play

### CHILD INTEREST

Imaginative play/make believe/fantasy

Music and movement

Sport—cricket/tennis/football

Friends

Water play

Farming - sheep/shearing, tractors/machinery

Building and fixing/  
construction

Gardening

(Listening) Games/puzzles

Cooking

Sandpit/digging

Fine motor—drawing (facial features, favourite things), painting, writing, Finger Gym

Nature/Plants/animals - Habitats (ocean, aquariums)/lifecycles

Art/craft

Outside play

### COMMUNITY

Child interdependence and  
independence

Buddy class -Yr 4/5

Sustainability/recycling

Respect for the  
environment

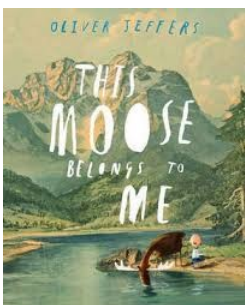
Rules for living/relationships

Responsible for own  
actions

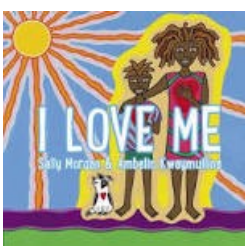
Social skills games - sharing/  
taking turns - active group  
activities

Feelings—who do you need to  
listen to

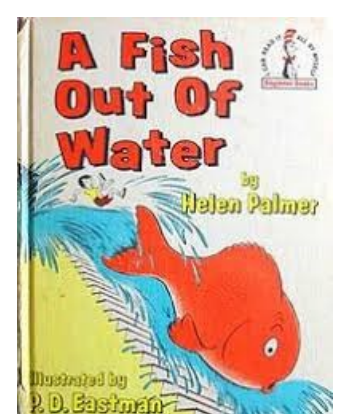
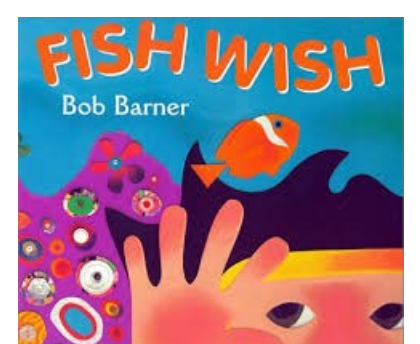
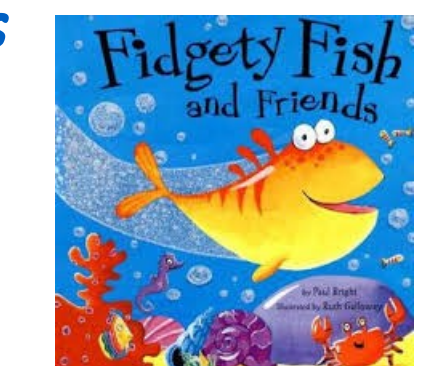
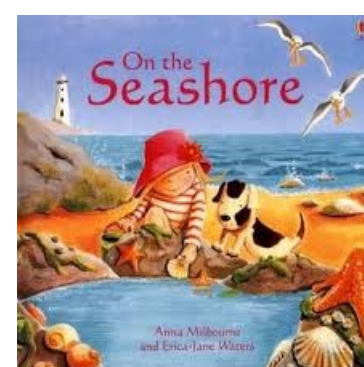
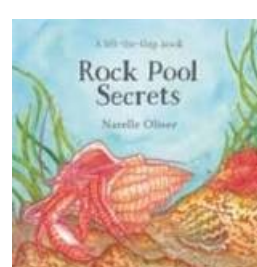
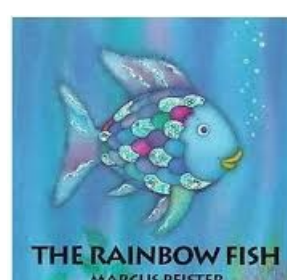
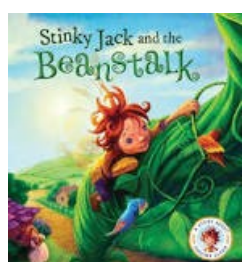
## Some books we have read so far this term.....



Here are just a few of the titles of picture books that we have read at Kindy . We read Pancakes, Pancakes by Eric Carle before we made our own on Pancake Day. It made us realise how you had to persevere to get flour when we didn't have headers to pick the wheat or fast grinding machines like Thermomixers to crush the wheat. It also showed us the other ingredients we would need to make our pancakes as well as the order we would have to make the pancake batter.



The Rainbow Fish by Marcus Pfister helped explain the importance of sharing , getting along and being friendly. It also gave us the message that it doesn't matter what we look like, it's how we feel about ourselves and make others feel that counts! Mrs Forrest asked lots of questions about what the children could see in the pictures and how things were the same or different, when she read the book for a second time.





# SNAPSHOT ON ...OUR VISIT FROM MILTABURRA CHILDREN'S CENTRE

We spent a wonderful day together on Wednesday 28th February with the children and teacher Ms Carmen Davis from Miltaburra Children's Centre, while the other students from both schools participated in the combined Karcultaby/Miltaburra Sports Day on our oval. It was great to have some parents and grandparents from both sites call in on us as the children mixed well together and enjoyed each other's company. We had a wonderful day with lots of calm, uninterrupted play happening. The children loved the outdoor activities, as we held our own 'mini sports day', with us having a go at egg and spoon races and sack races. Before the children left to head home, we shared 'Jelly Fluff' icy poles which Kathy helped us make last week. Here are a few photographs of how we spent our day.

First we went shopping.....



....then we made cups of tea and smoothies at our café.



Then we went for a walk to watch the running races on the oval.



Harrison had a go at long jump.....



....weaving



..and Frisbee discus.



There was a cricket game.....



.....a musical piano freeze game



....and time to play the piano together.



It was tricky to keep the egg on the spoon.....



..and to jump in our sacks..



..without falling over.

We ate lunch together.....



..practised being yoga sharks and boats in relaxation and played some more before it was time to go home.



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# SNAPSHOT ON...BELONGING AND CONNECTEDNESS

Below is an excerpt from the Kidsmatter, Australian Early Childhood Mental Health Initiative article

Follow the link: <https://www.kidsmatter.edu.au/early-childhood/about-mental-health/belonging-and-connectedness/belonging-and-connectedness> to read the full four page article.

We look forward to working with you during 2018 to ensure a sense of belonging and connectedness, and hope that many of the points mentioned are already present for you and your family at Karcultaby Preschool.

## What families can do

Going to child care, preschool or kindergarten can be scary- and not just for children. Parents and carers also need to feel welcome and at ease to get the most out of being involved with their children's early learning. When families feel they belong to the early childhood service, children find it easier to understand what is expected of them and are better able to manage the ups and downs of life. They learn better and have better mental health.

## Some ways you can help you and your family feel you belong and are connected to your early childhood service:

- \*Find out about your service and what your child does when he or she is there.
- \*Make time to listen to your child tell you about what he or she has done during the day.
- \*Let the staff know if your child is having difficulties and discuss what kinds of things can be done both at home and at the service to help.
- \*Make contact with your child's key staff member/s and keep in touch.
- \*Ask for help if you don't understand something.
- \*Share information about your child's likes, interests and preferences with staff.
- \*Get involved- find out if there are ways you can help out or take part in activities at your service. Attend information sessions and social activities at your service whenever you can.
- \*Be informed- check for notices that are sent home and keep informed about activities through newsletters and other communications.
- \*Make contact with other families at your service. Perhaps meet up informally with family members of other children in your child's group, find out about parent social groups that meet at or near your service or join a parent committee.

## Information for families Component 1 – Creating a sense of community

