



Mitcham



Preschool Centre

# Mitcham Pre School Centre Newsletter

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Term 1  
Newsletter 7

## The last 2 weeks at kindy

We are now in week 10, with only just over a week to go until we complete our first term at preschool for 2017. The children are certainly tired!! (and excited about Easter)

To complete our term of learning, we will brainstorm

### *What have we learnt*

### *What have we enjoyed*

As we explored our focus of learning

### *"Literacy in the Garden".*

To support our learning over the last 2 weeks of kindy we will have inside,

- Letter of the week is "T t" for teddy bear (to tie in with our teddy bears picnic) (literacy)
- Ladder / trach making (creativity / problem solving)
- Peg activity (fine motor)
- Discovery baskets in the literacy corner (literacy / language)

- Playdough with cutters (sensory)
- Stamps & roller paints (creativity)
- Teddy bears tea party (dramatic play)
- Eggs / creatures that come from eggs (fine motor / understanding our world)
- Light table (understanding our world)
- Science table—growing seeds (understanding our world)
- Caterpillars and spiny leaf insects (understanding our world)
- Challenge puzzles table (numeracy / problem solving)
- Mini beast flash cards at the drawing table (literacy)
- Rabbit ears head band (fine motor)
- Box construction (problem solving)
- Pin the nose on the teddy bear (fun!!)
- Big blocks and fireman props (dramatic play)
- Dolls and prams in home corner (dramatic play)
- Drawing table under the shade (fine motor)
- Sand and trucks in black tray (sensory)
- Soccer (gross motor)

In our groups we will complete a drawing about our experiences in the Botanical Gardens. This drawing will go in their work folder along with a learning story about the excursion and a certificate received from Little Sprouts Kitchen Garden.

It will be a busy last week and a half at kindy.

Outside there will be

- Spider swing (gross motor)

A note about our teddy's bears picnic to celebrate a wonderful term of learning, (to be held next week), is attached to this newsletter.

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## Wheels Day Money

Thank you for supporting our only fundraiser for the year. We will use our wheels day money to purchase a new interactive screen, computer and printer. Please can you collect and return your sponsorship money, by

**Monday April 10th** (last Monday of term 1)

Sponsorship money can be paid into our account via bank transfer  
BSB no. 105084

Account no. 323231040

Or by placing the sponsorship form and cash in an envelope and putting

it in the brown box.

If you pay via BSB, please return the sponsorship form to the box, and indicate on the form, the money has been paid on line.

Make sure your child's name is on the sponsorship form.

Thank you again for your support with our wonderful wheels day.

*So far we have collected \$1528.00 but we have a lot still outstanding.*

## Thank you

A very big thank you goes to the parents / carers who attended the excursion to the

Botanical Gardens, for both gold and blue groups.

Your help in supporting the children, and staff was very much appreciated.

No doubt they were busy and exhausting days for everyone!

The Mitcham community is a wonderful one, where parents and carers are so supportive.

So, Thank you again for all your help and support on the day.

## Hats

The UV rating is still high despite some cloudy and cool days. We still need to wear sun hats everyday. The UV rating may not drop to 3 or below until late April / early May. So please send a sun hat for your child everyday.

**"NO HAT NO OUTSIDE PLAY"**

## Holiday dates

I cant believe it is almost school holidays. Where has the term gone to? However, the children are now very tired and will look forward to a break.

Term 1 concludes on

**Thursday April 13th.**

We finish as always at 3pm.

We return for the start of term 2

**on Monday May 1st.**

At all times, please remember our ***NO NUT POLICY.***

So whether it is on excursions (when we can have sometimes food), everyday at kindy / occasions where we may have shared food, (where we have everyday food)

***please remember DO NOT send foods that contain nuts.***

We have children who have SEVERE allergies to nuts.

## Nutrition Policy / Sometimes Food

Our intent in our nutrition policy is ***"Healthy eating supports children's learning, health and wellbeing"***

So whilst children are at pre-school, we promote healthy eating ideals to ensure maximum learning opportunities, wellbeing and healthy outcomes. However within our nutrition policy we allow up to 2 occasions per term where we

can have "sometimes food". These occasions may include excursions and celebration days.

With our teddy bears picnic, we ask that you send a healthy lunch as normal as we have had 2 occasions this term for sometimes food—pizza & ice block on wheels day & sometimes food on the excursion.

## Take home kits

We have a wide range of take home kits that supports children's literacy & numeracy skills.

The kits are lent out each week

- blue group on Thursdays at the beginning of the session 8.45am—9am
- gold group on Friday's at the beginning of the session 8.45am—9am

The kits are borrowed over the weekend and then returned on Mondays for checking. It's not compulsory to take home a kit. It is totally up to you.

We would love to have them out for borrowing next term. However we are looking for some volunteers from both blue & gold group to help with the lending out & checking of kits. For example

- are there 2 people from blue group who can lend out kits on Thursday / check kits on Tuesday
- are there 2 people from gold group who can lend out kits on Friday's / check kits on Wednesday

If you would like more information or would like to help volunteer with the lending / checking of kits please let me know. The children in previous years, have loved borrowing the kits (You will need to have attended the RAN-EC training)

## Oral language skills and reading

I recently read an article on children's oral language (spoken language) and reading. I thought I would share excerpts of this important information with you.

***Oral language abilities are closely related to the development of early reading skills and there is a correlation with reading in the middle years of primary school.***

It is impossible to understand the written form of language without a wide vocabulary. These are in most cases, already developed before a child begins school, therefore parents are regarded as a child's first teacher.

As parents interact with their young children, they shape their foundations of language development. Certain features of these early interactions are particularly important

- The frequency on one to one or small group interactions
- The quality of language, that is the number and variety of words that children hear

- The reading aloud of story books
- The quality of play experiences

If children participate in rhyming games, singing and word play, English language skills are further developed.

Oral language builds children's vocabulary knowledge. The explosive growth of vocabulary that occurs between the ages of 2 and 6 has a direct influence on their later reading. Preschool children with strong vocabulary tend to have better listening comprehension, word recognition and reading comprehension in the later primary years.

***As children engage in early social interactions, they unconsciously come to understand various aspects of language that will support their reading development.***

***Importantly, Listening is the core component of oral language. Some children can hear, but they are not active listeners.***

## Children's folders

Have you looked in your child's work folders recently? We have added a drawing and learning story from our wonderful wheels day. By the end of next week, there will be a learning story from the Botanical Gardens / Little Sprouts Kitchen and we will have placed the art work that has adorned our walls, into your child's folders. We hope that you can share with your child the wonderful work they have been involved in, by looking through their folder. The folders are located in the literacy room,

It has been remiss of me to inform you that we have had a new staff member join our team since late February. Sophie Grasier has joined the blue group and provides some extra support for children. Sophie is also a 3rd year university student currently studying Early Childhood Education. We are so glad that Sophie has joined our team. She attends Monday, Tuesday and Thursday mornings.

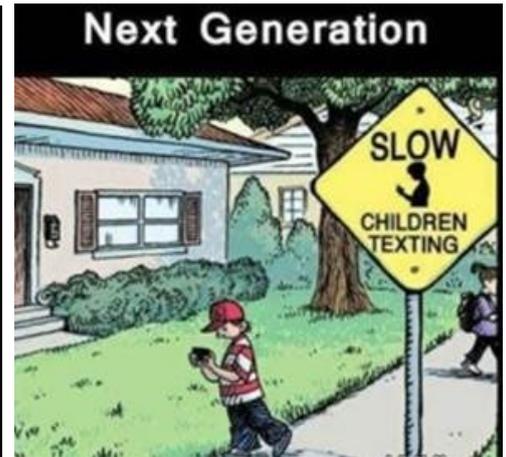
# The impact of technology on language and communication

I was sent this amusing email depicting children and technology / phones. A year or so ago there was some debate over when children should be allowed to have access to mobile phones and the internet. I heard many interesting points of view but there was one discussion which I thought was very relevant. Michael Carr-Greg was interviewed on radio. He is a psychologist specialising in teenagers. Michael said that technology was the way of the world now and children shouldn't be denied access to it. But it had to be limited in terms of time and content. He said however, that technology was changing how adults & children relate to each other.

With technology children and adults spend lots of time engaging in games etc on devices rather than engaging in conversations between each other. I see families out to dinner and everyone is on a device, not even chatting to each other. I see mums at the shops keeping children busy with phones and Ipads rather than children helping with the shopping & interacting eg counting the apples they put in the bag. Therefore the art of being able to communicate with each other is breaking down.

As children move to their teenage years, this is becoming more prevalent. Engaging in conversations with teenagers is not always an easy task. If you haven't practiced talking and relating with each other in childhood, then teenage years will be very difficult. So whilst technology is very important in today's world and in our future, it shouldn't replace the ability to chat, interact and relate to each other.

*Whilst technology has its place in our world (research, information and immediate communication) it also means that the more time children spend on technology, the less time they will have in communicating with adults (and their peers). This could influence the development of their oral language, which in turn may affect the development of their reading skills in the early years of school and middle years of primary school.*



## Finally

Finally, thank you as always for your continued support. It is very much appreciated.

Kind regards Chris, Laura, Amber, Carol, Robyn, Lyn, Sophie and Pat

## Dismissing children

Some parents have come in early to pick up their child, in order to get to school. People have come in "drips and drabs" from 2.30pm onwards which has meant our end of day group times are very disruptive. Some parents have come in at 2.59pm / 3pm coming in through the bathroom door to avoid the line up on the verandah at the end of the day.

I know it is necessary to get to school pick ups but our end of day group time is a very important learning time. With the continuous interruptions it has been difficult for the children to concentrate. *To minimise the disruption to our learning, we are asking that children who need to be picked up earlier, are collected between 2.40pm and 2.50pm.* If this is difficult for you to manage, please come and speak with me.

We are asking that parents / carers **DO NOT** come through the bathroom at 2.59pm / 3pm to collect their child as we will **only** dismiss from the main entrance door, to ensure that all children are dismissed safely. If you have any queries please do not hesitate to speak with me. Many thanks for your support.