



Mitcham Pre School Centre Newsletter

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Term 2
Newsletter 4

The focus of learning this week!

I hope you all have had a lovely long weekend.

This week at kindy, we will continue on with our focus

"All about me and people in my world" underpinned by the Child Protection Curriculum.

This week we will continue on with the concepts of

- Relationships / friendships
- Relationships / with adults that we trust
- Fair / unfair

The children are now older and becoming more socially aware. As a result, we have noticed an increase in language such as "You are not my friend" and an increase in exclusion by children in their play.

We have used the child protection curriculum and the concepts of relationships and fair / unfair to talk about

- What a good friend sounds like (saying kind words, using inclusive language, being happy & positive in play etc)
- What a good friend feels like (being kind, thoughtful,

inclusive)

- What a good friend looks like (being friendly, being kind, inviting peers to play etc)

These concepts are not always easy for children to understand. They are still developing

- social awareness
- Language to communicate appropriately
- An understanding what a friend is
- That they can have more than one friend
- That they are still a friend, even if they want to play with someone else for 5 minutes or for the day

However, they are very important concepts to teach children. When talking with children about friendships, using language such as "fair / unfair" assists them to develop an understanding that saying

- Your not my friend
- You cant play with us / me
- You cant play with that / that's mine (in reference to a toy etc at pre-

school or home)

- You cant play because you are a girl / because you are a boy; because you don't have boots on etc
- I don't like your dress

These statements are hurtful and unfair.

Our work is endless in teaching such concepts but so important.

We will continue to focus on relationships / friendships / fair & unfair this week but also look at relationships with adults we trust to care for us, look after us, support us.

These relationships may include

- Family
- Friends—adult family friends
- Others (eg teachers, doctors, dentist, nurses).

(see over for activities to support our learning)

Please remember to send in a 6 x 4" family photo by this

Friday June 12th.

Your child will use this photo to talk about their family and the adults they trust.

We will also build our family photo wall.

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This week at kindy

As last week was a short week for gold group, and this week is a short week (no Monday) we have changed just a few activities. To support our learning this week we will have

- The vet surgery (dramatic play)
- The writing / drawing table with a variety of tools & paper (Literacy / fine motor)
- Construction table with transparent magnetic blocks (problem solving / numeracy)
- Craft table will have autumn paper as well as dinosaur paper, palette paints & black textas (creativity / fine motor)
- Threading pipe cleaners through toilet rolls (fine motor)
- Number challenge—matching number stones to number chart—1-100 (numeracy)
- Tessellation pattern challenge (numeracy)
- Dolls, logs, trees, tree house (dramatic play)
- Blocks with a variety of adjuncts (problem solving / numeracy)
- Numeracy table—patterning activities (numeracy)

Outside we will have

- Box making (problem solving)
- Sandpit with hard hats, vest, loose parts, cones, pictures of houses as provocations for building & constructing (sensory / problem solving)
- Digging patch with metal shovels & boots (gross motor)
- Gym under shed with weights and exercise pictures marking off the lists how many exercises completed (gross motor)
- Hopper balls (gross motor)
- Basketball (gross motor)
- Sand tray with dinosaurs and natural adjuncts (sensory)
- Display of dinosaur books (literacy)

- Story table—little Red Riding Hood (literacy)
- Mud kitchen (literacy / numeracy / language)

Our challenge tasks will include

- Fine motor challenge with toilet rolls and pipe cleaners
- Number challenge—matching numbers 1—100
- Name card challenge
- Gross motor challenge—gym circuit

Our numeracy focus for the remainder of term 2—

- We are moving our numeracy focus from shape to patterning
- The children have now built their knowledge and understanding of the geometric properties of 2D shapes
- Having skills in understanding, recognizing and describing pattern is very important for numeracy and literacy. (for example recognising patterns of numbers in sums & times tables / recognizing patterns in words to make sense of written text)

So

- Our numeracy table will include a range of patterning tasks over the next few weeks
- We will incorporate pattern into our small group and large group experiences

Our literacy focus

- We will continue with the letter "Oo" on the name boards
- Build skills in communicating and language through sharing our family photos

We are going to introduce a new task this week using the "cool melt glue gun". This provides another medium for constructing and problem solving.

It is a busy week at kindy!

Off to the creek

As the weather is looking good this week (frosty nights but lovely days)

we are off to the creek / park for snack and play this Thursday and Friday.

Please send your child in

- Closed in shoes or boots (No ballet flats or sandals)
- Long pants (no shorts, dresses or skirts)
 - Coat

We are so lucky to have the creek & park on our doorstep, especially as we cannot get out on excursions as yet!

Campfire

We have recently purchased a campfire. So we will soon have a campfire in the sandpit to cook some marshmallows.

Of course we will be talking with the children about being safe / unsafe as part of our campfire.

We have had campfires at kindy in previous years and when we went to Kuitpo forest. They are always a popular and exciting part of the curriculum.

We will use the campfire on several occasions throughout term 3 as well, cooking some other campfire food eg damper!

Look out for information about our campfire days!

From our readings on fine motor and mark making

As I mentioned in Newsletter number 3, one of our Quality Improvement Goals for 2020 was supporting children in their fine motor development and mark making skills (drawing & writing)

When reading some articles on fine motor and mark making I found some interesting information to share with you.

- Fine motor development has important implications for children's engagement in arts, drawing and emergent writing experiences
- Writing is a complex process that requires the development of language, visual information, grapheme knowledge, word knowledge and concepts of print
- The motor control to produce text through drawing, mark making and symbolic representation of letters is vital in communication of the child's message
- Fine motor development is essential in developing the ability to mark-make and write effectively
- The development of muscles from the whole arm through to the finger tips provides children with the strength required to manipulate mark making equipment eg textas, pencils
- Fine motor can be developed through a range of experiences but needs to support the building of strength in arms, hands and fingers (not just fingers)
- Researchers acknowledge that fine motor development is essential for children's emergent and later writing skills

- The development of muscles from the whole arm through to the finger tips Writing progress depends largely on the development of the fine motor skills
- The muscle development necessary for fine motor skills for writing begins with building strength in the whole arm to develop strength and control in the hands and dexterity in the fingers
- The importance of handwriting proficiency has been linked to later academic achievement. Therefore developing appropriate fine motor skills in early childhood is essential / very important for later achievement in writing.
- Despite the increasing prevalence and use of digital technology, researchers still see handwriting as the most immediate form of graphic communication and therefore an important skill that should be continually developed and supported.

In the next newsletter I will add information on the

- Importance of mark making
- Development of mark making skills etc.

For ideas and information on developing your child's fine motor skills, please refer to the handouts on Skoolbag APP. Also don't hesitate to speak with one of the staff.



Here are a series of humorous pictures, which do depict why children today are struggling to develop fine motor skills, which in turn affects mark making skills (drawing and writing). Technology has an important place in our lives with research etc, but we are seeing each year, the in fact it has on children's fine motor development. It is easier to swipe than cut and draw!!

The phone my sister has (she's six)



The phone I had when I was six



The phone my dad had when he was six



Growth Mindsets

Last newsletter I write about "Growth Mindsets". With this newsletter I have included a photo of our notice board with prompts for ways to support your child to develop a growth mindset. For example, instead of using language to say "Good work" or "Good girl / good boy" or "I love it", when your child completes a task, participates in an activity or experience, you could use language such as

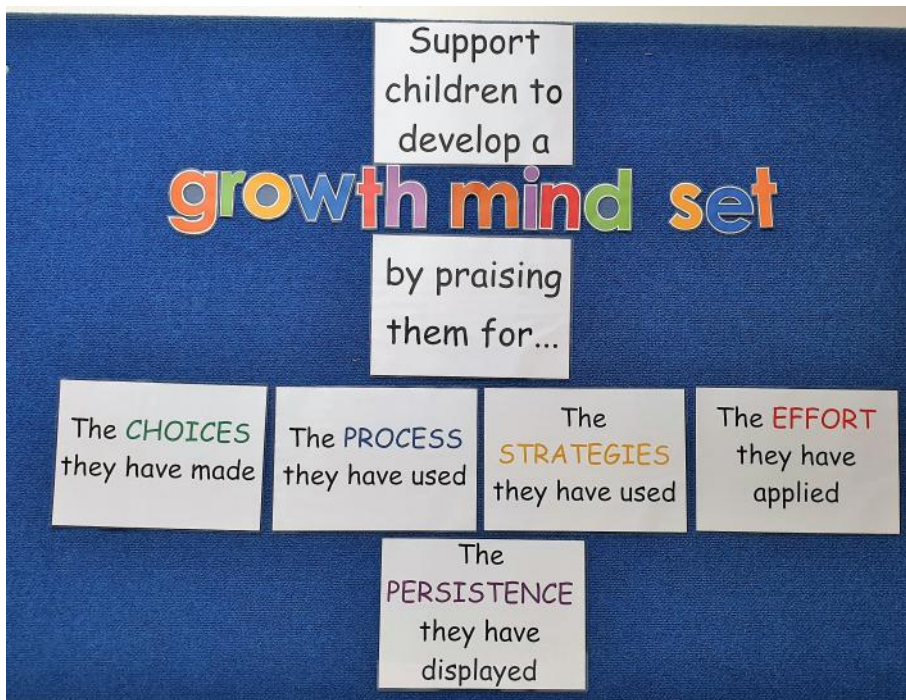
- You have made so many choices today
- You have worked hard to.....
- I can see you have persisted at.....
- I can see you have put a lot of effort into.....
- You look like you have used lots of strategies

Statements recognizing the hard work, the persistence they have shown, the strategies they have used etc, are encouraging and supportive. They provide positive messages for your child about how they have worked, thus supporting them in developing a growth mindset. Statement such as "Good work" has very little meaning or outcome for your child in developing a growth mindset.

These are the statements we use at preschool to support children in developing a growth mindset.

Growth Mindsets

Plastic bags



We are desperate for plastic or large paper bags that children can take their box making / other creative work home. For example, shopping bags. We have so many children who love being creative but cannot fit their art work into their bags.

As a result, we have no spare plastic / paper bags left. If you have any unwanted plastic / paper bags please send them to kindy. We would be very grateful for any donations.

Alternatively, keep a plastic bag in your child's kindy bag that can be reused. (Don't forget to show them / tell them it is there)

Thankyou as always for your continued support. It is always very much appreciated.

Kind regards

Chris, Maddie, Suzi, Lyn, Robyn, Karen, Jan