



Mitcham Pre School Centre Newsletter

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Term 2 Newsletter 5

This week at kindy!

Amazing, we are now in week 9 of the term, with term 2 concluding at the end of next week!

It seems so long ago now, that we were preparing for learning on line, and now we have completed another term of pre-school, with everyone attending.

There will be one more newsletter next week, to recap our learning from term 2 and to share information about our learning focus for term 3.

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.

Last week, we began to explore the concept of "Trust".

Who can you trust to

- Take care of you
 - Help you
 - Listen to you
 - And support you

This is in reference to the adults in your child's life who they can rely on when they need help. These adults may include mum's, dad's, grandparents, aunties & uncles, neighbours they know, teachers, doctors etc.

Whilst children will make reference to siblings who they trust, we have put the emphasis on adults. Siblings may be younger and not have the language or skills to gain help when needed. Whereas, adults are equipped with these skills.

We will continue on with our focus on "Trust" this week, completing an activity called "Trust balloons", which will go home later in the week.

We will also incorporate "Protective Strategies" into our focus this week. This refers to children understanding that

- If you seek help from an adult and they are busy, keep persisting and don't give up. Go and get help from another adult. Keep on going until someone has listened and provided you with help and support.
- You can say "Stop" or "Stop, I don't like it when you.....to me".

To support our learning we will have inside

- Home corner with babies (dramatic play)
- Numeracy table—unifix blocks to

make patterns (numeracy / patterning)

- Creative table—small easels with pictures of French flag & Eifel Tower (observational skills / fine motor)
- Mark making table—variety of papers & writing tools & word cards (literacy)
- Challenge puzzle (challenge & persistence)
- Palette with rhyming cards (fine motor)
- Palette patterning with natural adjuncts (fine motor & patterning)
- Construction / small world play with leg, trees, logs, people pebbles (dramatic play)
- Tracking toys (tracking skills)
- Fine motor champion activity—fan making, patterned paper & textas (fine motor)
- Letter of the week is "Tt" for trust (literacy)

(Cont over)

Today we had the last funtastics of the term.

This week we

- Sorted & patterned with natural adjuncts (numeracy)
- Made a caterpillar from circles. We had to make a pattern using 2 or 3 colours then used a black texta to add details
 - (numeracy/ fine motor / mark making)
 - Played barrier games (gross motor / team work)

The children have loved funtastics. We will have funtastics again next term..

Inside this issue:

This week at kindy (cont)	2
Stick play Campfire	2
Enrolling for school	2
COVID-19 Update RAN-EC / WWCC	3
Ways to love a child	4
From our readings on mark making	5
Rumours Work folders	5

This week at kindy (Cont)

Outside there will be

- Mark making champion—book making with “My fire story” recalling our campfire (fine motor / literacy)
- Pattern hunt (numeracy / challenge & persistence)
- Sandpit with plane photo for inspiration. (sensory / dramatic play)
- Small world play—black tray with insects, twigs, leaves; table with books about insects (literacy / dramatic play)
- Construction with widgets (problem solving)
- Story table—Hattie and the Fox (literacy)
- Cutting challenge—snow flakes (fine motor)
- Physical—hoops and bean bag

flippers (gross motor)

- Big wooden building blocks (gross motor / numeracy)
- Box construction (problem solving)
- Cool glue gun activity (problem solving)
- Wooden outdoor blocks (numeracy / dramatic play)
- Mud kitchen (dramatic play / sensory)
- Campfire—dramatic play_

It's another busy week at pre-school.

Campfire

What a wonderful experience we had last week, with our campfire. On Tuesday and Wednesday, Maddie ran a small “5 minute campfire” for the children to learn about campfire safety. Then on Thursday and Friday we had our fabulous campfire. We sat on the benches surrounding the sandpit, chatted, observing what was happening with the campfire; we talked about campfire safety, then when we had enough coals, we cooked our marshmallows.

It was a wonderful experience. Next term, we will cook potatoes and toast on the campfire.

Enrolling for school

Have you completed enrolment forms or registration of interest forms for the school you are interested in sending your child to?

If you have made a decision about your child's school, but have not completed any forms, please do so soon. The schools are commencing their preparations for 2021. It seems like a long way off, but in fact your child only has 2 terms before they finish preschool. And, they will commence transition visits to school, during term 4. It just seems like the other day, they commenced preschool.

If you have a 2 or 3 year old, who will commence preschool in 2022 / 2023, don't forget to complete a registration form for kindy. Registration forms can be completed once your child turns 2 years of age. Forms can be collected from the preschool or downloaded from our website.

Stick play

This week, we will introduce stick play, to tie in with our understanding of “trust”. That is, we will trust the children to play with and use sticks safely.

Sticks—

- are portable allowing children to move, stack, sort, construct and manipulate them how they wish
- Offers endless opportunities for imaginative and creative play. (fishing, campfires)
- Provide opportunity to problem solve and think independently as children work out how to use a stick or loose part in the way they want.
- Encourages teamwork, communication and social skills, strength, muscle development and body awareness as children move, manipulate, construct and carry.

Stick safety

Children are engaged in conversations about safety, respecting other peoples' spaces, carrying sticks appropriately and reinforcing the play value of sticks for building, constructing and playing. Simple safety rules apply:

- Carrying sticks behind you
- Always having one end of the stick in the ground
- Only walking when carrying sticks
- Carrying sticks in your hands

Non negotiables rules regarding stick play

- No running with sticks
- No using sticks as weapons
- No throwing sticks

COVID -19 Update

Mid last week, we received some updated information on releasing of restrictions for schools and preschools, that will come into affect from Monday June 29th. This was in conjunction with the Premier announcing Step 3 of the COVID Roadmap

Physical distancing requirements remain in place

- All adults must continue to follow the density and physical distancing guidelines outlined by SA Health
- no more than 1 person per 4-square metres in an enclosed space
- maintain a minimum social distance of 1.5 metres

It isn't appropriate or practical for children to maintain physical distancing requirements

From Monday 29 June, the following activities can resume providing government health advice and physical distancing requirements are strictly followed: (These are in relation to preschool and / or school)

- parents, volunteers, departmental support and other service providers may again enter school and preschool grounds
- school assemblies
- class photos
- all intrastate camps and excursions
- all school sport competitions, sports days and carnivals, including inter-school competitions (use of change rooms and shower facilities is not permitted)
- inter-school choirs, bands and other performing art activities
- school formals, socials and discos
- playgroups and occasional care

Requirements that remain in place

- It's important that students and staff stay home if they are unwell.
- Physical contact (even between students) must be limited. Non-physical greetings should be encouraged
- School, preschool or early childhood visits to nursing homes cannot recommence
- The general public should not access school playgrounds or play equipment
- Parents must continue to physical distance, including at school pick up and drop of
- Interstate and overseas travel remains on hold

As a result, of these changes we are

- planning an excursion for terms 3 & 4
- Have a tentative date early September for a family night (separate night for gold and blue groups) This will depend on the restrictions on physical spacing, in the future
- Are planning incursions. However, we need to see if the easing of restrictions allows for incursions.
- Are inquiring whether Wheels Day planned for term 1, fits within the new guidelines. (If we can go ahead with Wheels Day, it will be a fun event, rather than a fund raiser)

I feel we have been very lucky in the past 2 terms, to be able to take the children to the creek, as an excursion. It will be so good, to add excursions / incursions / family nights to our program.

Please continue to abide by physical distancing rules at drop off and pick ups. Please remember,

- ***that staff will help children with their name card, to ensure that physical distancing can occur in the room.***
- ***Hand sanitiser is available for use.***

For now we will also continue to

- Have the chairs keeping the gates open
- Parents pick up their child through the main kindy room door and exit through the front door
- Staff will sign your child in.

However, these systems may return to "normal" soon. I will update you, once I have further information.

RAN-EC & WWCC

With excursions planned for terms 3 and 4, it is a timely reminder that parents who wish to volunteer, must have completed RAN-EC training for volunteers and have their "Working with children's check".

If you would like further information on RAN-EC training or WWCC, please come and see me or send me an email.

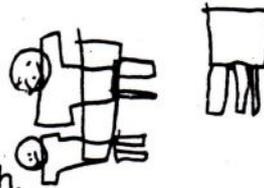
Without having both of these certificates, you will not be able to join us on excursions.

Have you seen our veggie garden? We have added 3 rectangle garden beds along the brick wall of the veggie garden and have planted herbs, garlic and a range of bush tucker. We are looking forward to our garden producing some wonderful and delicious foods. The children will be busy caring for our garden, harvesting and cooking with the food we grow.

WAYS TO LOVE A CHILD

Give your presence more than your presents. Laugh, dance and sing together. Listen from a heart-space. Encourage. Understand. Allow them to love themselves. Say yes as often as possible. Say no when necessary. Honor their no's. Apologize. Touch gently. Build lots of blanket forts. Open up. Fly kites together. Lighten up. Believe in possibilities. Read books out loud. Create a circle of quiet. Teach feelings. Share your dreams. Walk in the rain. Celebrate mistakes. Admit yours. Frame their artwork. Stay up late together. Eliminate comparison. Delight in silliness. Handle with care. Protect them. Cherish their innocence. Giggle. Speak kindly. Go swimming. Splash. Let them help. Let them cry. Don't hide your tears. Brag about them. Answer their questions. Let them go when it's time. Let them come back. Show compassion. Bend down to talk to children. Smile even when you're tired. Surprise with a special lunch. Don't judge their friends. Give them enough room to make decisions. Love all they do. Honor their differences. Respect them. Remember they have not been on earth very long.

Author unknown



In the last newsletter, I talked about the importance of fine motor skill development. In this newsletter I am sharing information on the importance of mark making (that is, drawing and writing)

Why is mark making important?

- Mark making enables children to make their creative and critical thinking skills visible
- Mark making helps children in becoming confident and competent communicators, orally and on paper
- To establish children confidence and identity as a "writer"

What is the purpose of mark making

- Sometimes children are motivated by the sensory exploration / physical enjoyment of mark making
- Sometimes mark making is used to tell a story / express feelings / act out a story / retell events in a child's life—using their imagination
- Sometimes mark making is used to capture an object or event through careful observation—recording exactly what they see
- Sometimes mark making is a tool to help them make sense of their world, solve problems or practice skills—especially mathematical writing
- A single drawing can help children develop concepts whilst also improving their fine motor skills

There are many stages of mark making (writing)

Writing always has a purpose at any stage

1. Scribble stage—starts at any place on page
2. Scribble stage—left to right
3. Mock letters
4. Letter strings—writes left to write, random letters
5. Writes groups of letters with space in between to resemble words
6. Picture labelling—matching beginning letter to sound
7. Copies environmental print
8. Uses first letter of a word to represent a word
9. Uses beginning letter and ending letter to represent the word
10. Hears medial sound—beginning, middle and ending sounds
11. Phrase writing
12. Whole sentence writing

Come and look at our Mark making board for examples of children's mark making and the different stages of mark making (drawing & writing)

.Our kindy is certainly busy with all the wonderful work the children have completed as part of the Child Protection Curriculum and our focus "All about me and people in my world".

At the end of the term,

- the baby photos and kindy stars will be placed in the children's work folders.
- The posters and self portraits will go home.

The children's work folders are certainly gathering collections of art work, learning stories and children's voice photos. Come and share the work folders with your child. They are in our quiet / sensory corner in the main room.

Rumours

I have heard on several occasions, recently that I am retiring at the end of this year. I know I have been teaching at Mitcham Preschool for quite some time and been in the teaching profession for almost 40 years, but I am not yet ready to retire!!

I am not sure how such rumours start. But I just wanted to let you know that if you hear such a rumour, please know it is not true. You might also like to reassure the person sharing the rumour, that it isn't true!!

Finally

Thankyou for all the plastic bags we have received since the last newsletter. We have plenty for now.

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

Kind regards

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