



Mitcham Pre School Centre Newsletter

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Term 1 Newsletter 5

This week at kindy!

Can you believe that we are now in week 9 of term 1. At the end of this week, we will have 2 weeks before we break for the autumn holidays.

This week we will continue on with our focus of learning

"My place in the world"
A focus on Cultures around the world.

We will continue to explore

Multiculturalism—What do we know about our family cultures?

To support our learning this week we will have inside

- Home corner—Buckingham Palace with throne, gowns, high tea (dramatic play)
- Mark making table and Mark Making champion—add London words to copy (literacy)
- Numeracy table—number tracks / 100 squares/ number cards; white boards & markers (numeracy)
- STEM centre—Where do we find numbers? - range of items to explore number (Numeracy)
- Fine motor champion table—flag

bunting—templates to cut and colour (fine motor)

- Story table—"There was an old lady" - Rhyming story to act out (literacy)
- Sensory area—range of quiet, calm activities and the bee bot (sensory)
- Puzzle table—60 piece puzzle (challenge task)
- Fine motor table—tinkering / bolts / wood (fine motor)
- STEM champion—magnetic tiles—London landmarks & tape measures for inspiration (problem solving)
- Palette 1—farm animals (dramatic play)
- Palette 2—Ladybird game (numeracy)
- Palette 3—Magnetic boards (STEM)
- Number hunt—mix up of numbers 1-20

In the creative room we will have

- Easels with a range of orange resources for gluing—to celebrate

Harmony Day (creativity)

- Playdough with pop sticks, logs, insects (sensory)
- Craft table with crown making (fine motor)
- Box making (problem solving)
- Small table with white boards, number lines, white board markers (fine motor)

Outside there will be

- Black tray with dinosaurs (dramatic play)
- Construction—kids kinnex (problem solving)
- Nature Play—taking binoculars & magnifying glasses (observation skills)

Literacy Focus

- Rhyme in stories / songs / games
- Fine motor skills—cutting &
- mark making—emergent writing

Numeracy focus

- Number recognition
- 1:1 counting focus

Our challenge tasks this week are

- Number hunts
- Challenge puzzle—60 piece puzzle
- STEM champion
- Mark making challenge
- Fine motor challenge—everyone to do

Of course we are also celebrating harmony day.

If you have any photos from living or holidaying overseas, please send a couple to us, via email or USB. We would love to share them.

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Wonderful wheels day

Last week, we had our wonderful wheels days, where children rode or scooted around the track of the school oval. The children were amazing, demonstrating resilience and persistence, proudly achieving multiple laps. Highlights included collecting the stamps on their cards, riding (and competing with their friends), having an ice block break, receiving a medal / certificate in our ceremony and then having pizza for lunch.

It was a truly wonderful day.

We were all very tired at the end of the day!!

Thankyou for all your help, collecting sponsors; getting bikes & scooters too and from the school; helping to support & encourage your child on the day; helping at drink stations or stamping stations. Your support was truly appreciated.

Can you now please collect the sponsorship money and return it in an envelope with your child's name clearly marked on it, to the preschool by Tuesday March 30th (blue group) and Wednesday March 31st (gold group).

Payment can be made via BSB transfer using the same account / BSB details as per fees payment (If paying by BSB please put your child's name & wheels day in the reference section)

Thankyou again for your wonderful support.

Tired children

.Parents have been commenting on how tired their children are and the negative behaviours they are seeing at home.

We are now into our 9th week of preschool. Term 1 is a long term, with 11 weeks. There has been so much the children have had to adapt to, learn and cope with in 9 short weeks of preschool.

The second newsletter of the term described the things children have had to adapt to. That newsletter is still on the APP and website if you want to re-visit it.

Please remember they are only 4 or 5 years of age (and some are still 3 years old). They have only been on this earth for a very short period of time and are still building their resilience to cope, manage change and to develop persistence.

In 3 weeks time, the children will be on school holidays. It will provide an opportunity to rest, relax and revitalize. Until then, if your child is showing signs of tiredness, keep life simple. Allow them time to rest on the weekends and after preschool. Reduce the number of outings and extra curricular things they do. Ensure they go to bed early (eg 7-7.30pm) rather than later in the evening.

They will "bounce back" after a rest over the holidays.

Kindy at the creek week 10

We will have kindy by the creek, to acquaint ourselves with our preschool, on **Monday March 29th**

Blue group 8.30am-11am

Gold group-12.15pm-2.45pm

Information was sent to the APP / email on 28/3/21 and a hard copy (note) has been placed in your child's hat / note pocket.

We are looking forward to exploring the creek, having snack on the lawns, playing games, having story in the library and looking at our building, preparing for our move back. It is going to be a wonderful occasion.

Celebration Days in week 11

Each term, we conclude our learning with a "Celebration Day". It is a special occasion for teachers and children to celebrate a wonderful term of teaching and learning during our normal daily routines

This term our celebration days are

Blue group-Tuesday April 6th

Gold group-Wednesday April 7th.

(Please note these are not the last days of the term)

Our focus for our celebration days will be a "Multicultural Morning". We will try a range of foods from around the world, for morning tea such as cooked rice, vegemite sandwiches, French cake, croissants, naan bread etc (we will find alternatives for children with allergies). The foods will be provided by the preschool.

It will be a wonderful way to finish our term of teaching and learning.

Last dates of term 1

Please note, that our last 2 days of term for term 1 are

**Blue group-Thursday
April 8th**

**Gold group-Friday April
9th**

Acquaintance Nights

Acquaintance nights in week 7 were really well attended, with 40 of the 75 families attending. Families were able to meet & chat, look through their child's folder, see the wall displays and then listen to what has been happening with the curriculum, literacy and numeracy, in term 1. I put together a slide show to demonstrate our learning, which included a photo of every child, involved somehow in the learning.

Thankyou to everyone who attended and the very positive feedback from the night. We are continually providing ways to inform and include parents in their child's learning.

In term 2, when we are back and settled into our preschool, we will host an evening to explore in more depth, phonological awareness (these are the skills that children need to support them in learning to read) and key aspects of numeracy / maths.

Information evening in term 2

Reading is a complex task and at preschool, we are building their skills in phonological awareness (primarily rhyme, initial letter sounds, syllables and alliteration). So far, we have been really concentrating on developing their understanding of rhyme and identifying the initial letter sound of their name.

There are many aspects of numeracy that we focus on over the year, so that at school, they are ready for more complex tasks.

Once back at our preschool, we will organize another evening to share this information also providing strategies in how you may wish to support your child at home.

Oral Language

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.

I have attached to this newsletter an article "Literacy Pyramid", that describes the skills and stages (order) of the development of these skills, that will result in children being able to spell, read and write. I hope you find it useful.

What did you do at kindy today?

Parents have asked, how can you encourage a child to talk about their day at preschool. Most parents say their child when asked "What did you do at kindy today?" will say "Nothing" or "Played".

This is a very normal response by a 4–5 year old. At the end of the day, they are tired. They have been busy for 6 & 1/4 hours, playing, learning, listening, socializing, sharing, taking turns and participating in a wide range of experiences (just to name a few).

It is very unlikely they will be able to remember anything, immediately following kindy!

When I get home from work and when asked how was your day, my immediate response is "good". I just don't have the capacity until later to think about the things in the day. It is just usually that sense or feeling about how the day went. I need time to unwind, declutter my brain, get dinner, have some quiet time and then things come flooding back about me day.

Children are no different in needing the time and space to recover from their day. Once they have had dinner and bath, relaxed and had some quiet or home time, their memories of the day will emerge. Sometimes, it may take some time before they are recalling what has happened at kindy.

However, there are some prompts that you can use, to gain more insight into what they did at preschool. For example, rather than asking broad questions, use very specific questions.

The following questions are very broad and difficult for a tired 4 year old to answer.

- What did you do today?
- Who did you play with (as they may not even know everyone's name yet)

Each newsletter on the front page, is "This week at kindy". It provides you with information about our inquiry question for the week and a range of experiences to support the learning.

So you could use specific questions based on the information from the front page, such as...

"I am wondering,

- How high did you climb in the tree in nature play today?
- Did you and your friends use the big logs in nature play to build a cubby? How long are the logs?
- What numbers did you find on the number hunt? Where were the numbers hidden?
- What colour crown did you make?

Keeping question specific rather than broad, will help your child in providing information about their day. Don't hesitate to speak with one of the staff, if you want further support.

THERE'S NOTHING IN MY BAG TODAY

*Today I did my Maths and Science
I toasted bread,*

*I halved and quartered, counted, measured,
Used my eyes and ears and head.*

I added and subtracted on the way,

I used the magnet blocks and memory tray.

I learnt about a rainbow and how to weigh.

So - please don't say

Anything in your bag today?"

You see I'm sharing as I play,

I learn to listen and speak clearly when I talk,

To wait my turn, and when inside to walk,

To put my thoughts into a phrase,

To guide a crayon through a maze,

To find my name and write it down,

To do it with a smile and not a frown,

To put my pasting brush away.

So please don't say

"What! Nothing in your bag today?"

I've learnt about a snail and a worm,

Remembered how to take my turn,

Helped a friend when he was stuck,

Learnt that water runs off a duck,

Looked at words from left to right,

Agreed to differ, not to fight.

So please, don't say

"Did you only play today?"

Yes, I played the whole day through.

I played to learn the things I do.

I seek a problem, find a clue,

And work out for myself just what to do.

My teachers set the scene and stay nearby

To help me when I really try.

They are there to pose the problems

And to help me think;

I hope they'll keep me floating

And never let me sink.

All this is in my head, and not my bag.

It makes me sad to hear you say

"Haven't you done anything today?"

When you attend your meetings

And do your work today

I will remember not to say to you

"What, nothing in your bag? What did you do?"

Anonymous

Reprinted from "Communication Child Care"

July 1989

Finally

I have attached with this newsletter information on supporting your child to develop fine motor skills. It provides a range of strategies to develop grip strength and control in holding manipulating textas & scissors

Thankyou as always for your continued help and support.

Kind regards

Chris, Maddie,
Suzi, Lyn, Robbie
& Karen.