



Mitcham



Preschool  
Centre

## Mitcham Pre School Centre Newsletter

Tel: 82712042 Fax: 82728272

email: [Chris.Catt906@schools.sa.edu.au](mailto:Chris.Catt906@schools.sa.edu.au)

web: [www.mitchampre.sa.edu.au](http://www.mitchampre.sa.edu.au)

Term 2  
Newsletter 3

### This week at kindy

Can you believe we are now in week 7 of term 2? There are only 4 weeks left of the term. Where is the time going to?

We will continue on with our focus of learning *"All about me and people in my world"* underpinned by the *Child Protection Curriculum*.

This week we will focus on the next aspect of the *Child Protection Curriculum*

'Relationships' - adults that we know, who we trust to take care, support, help us.

Relationships, trust and networks are a very important part of the curriculum.

To support our learning we will have inside

- Museum—with a range of resources to explore (Dramatic play)
- Numeracy table—3D objects, books, photos, word mats, whiteboards etc (numeracy)
- Writing table with a range of paper and writing tools (literacy & fine motor)
- Fine motor activity—fan making (fine motor)

- Palette 1—magnetic boards & letters / words to copy (literacy)
- Palette 2—unifix blocks & number boards (numeracy)
- Quiet corner with small world animals (sensory)
- Challenge puzzles (persistence & problem solving)
- Blocks—with tape measures & 3D objects (numeracy)
- STEM centre—*"Which is heavier?"* (Jar of pebbles or jar of leaves)
- Trampoline (gross motor)
- Snake pop stick puppets (Cutting / fine motor)
- Kuitpo small bush world (dramatic play)
- Digging patch—lizards, logs (sensory / dramatic play)
- Mud kitchen (sensory / dramatic play)
- Babies, prams, chairs, table, wooden blocks (dramatic play)

Outside there will be

- Box construction (problem solving)
- Measurement bags (numeracy)
- Sandpit with loose parts—house provocation (problem solving)
- Kids on the block—with blocks, plants etc for building (problem solving)
- Tiddalick story table (literacy)
- Cool glue gun & adjuncts for construction (problem solving)
- Shape hunt—3D objects (numeracy / persistence)
- Ladder and trapeze swings (gross mo-

Literacy focus

- Mark making & fine motor activities
- Syllables
- Consolidating rhyme
- Sound discrimination
- Letter "Ee" on the name board (Does your name have an "Ee"?)

Numeracy focus

- 3D objects—cube, sphere, cylinder, cone, pyramid
- Distinguishing 2D flat and 3D fat shapes
- Number recognition

Challenge tasks

- STEM Champion challenge
- Fine motor challenge
- Gross motor—trapeze & ladder swings
- 3D shape hunt

It is another busy week at kindy.

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## Kuitpo Forest

What a wonderful 2 days we had in the forest, late in week 5. Blue group had a cold day with no rain. However, gold group experienced drizzly rain for 90% of the day.

Everyone was so resilient coping with the cold and wet weather. No one whined or complained! We were having so much fun!

It was wonderful watching the children

- Take risks
- Persisting
- Working collaboratively
- Working hard
- Taking turns
- Sharing
- Enjoying each others company

Through exploring the beautiful forest and initiating so many wonderful learning opportunities such as

- Climbing tress
- Adding onto tee pees (that were already there)
- Discovering mushrooms but were so controlled in not touching them
- Balancing on fallen logs
- Making a see saw from a log that was balancing on another log
- Using their imagination in their play
- Noticing how tall the trees were
- Having a picnic snack and lunch sitting amongst the forest flora
- Cooking 4 marshmallows each! What a treat!! The children were allowed to cook their own marshmallows, supervised by an adult
- These are just a few of the experiences of the forest

We finished the day playing hide and seek. Firstly the children hid and the adults found them. Then it was the adults turn to hide, with the children finding them. Adults and children were clearly visible in flouro vests but with the trees and under growth, it gave a sense

of being unseen! It was so much fun!

Another special part of our journey to and from Kuitpo Forest, was the country side we travelled through. There were farms with cows, sheep, horse and alpacas. For city children, it is a treat to see farm animals in their environment.

There were certainly plenty of tired children and adults on the way back to kindy.

Kuitpo Forest is only 45 minutes—1 hour from our preschool. It is so close yet in the "country". It is a wonderful place for families to explore. Next time you are wondering what to do on the weekend and want to get out in nature, think about a trip to Kuitpo Forest.

Take things for a campfire (marshmallows to cook) and a picnic. It is certainly worth the effort!!

Thankyou to all the parents who came and supported us on the excursion. Your help and support was very much appreciated.

Thankyou to Maddie and Lyn who went up to Kuitpo and set up camp for us. It made it so much easier to have everything ready for our arrival. Thankyou to Helen (Maddie's mum) who came and helped with the campfire and cooking marshmallows. Helen was a teacher so it was wonderful having someone with experience, who managed the fire, allowing the educators to run the excursion.

Over the next week or so, Maddie will run off a learning story for each child who went to Kuitpo Forest. It will be in their work folder, along with the drawing they have already completed, of their recollections of the experience.

## Children's work

As part of our focus on the curriculum

**"All about me and children in my world" underpinned by the child protection curriculum,** the children have completed a "persistence star". They are now hanging up at kindy. Your child has their photo on the star and an educator has scribed their ideas about what they "persist at".

Come in and have a look. They children just love seeing their photo hanging up at kindy.

As part of reconciliation week last week, the children have completed some handprints, in the design of the Aboriginal flag. They are hanging on the wall at kindy.

We took the opportunity last week to remind ourselves what the colours on the Aboriginal flag depict. As well as talking about caring for and supporting everyone, being respectful of all people but especially the Aboriginal people, who are the first Australians / landowners.

Last week, we did 2 pieces of work about Kuitpo forest. One was a drawing of our recollections of our excursion. The second one was a still life painting of a Kuitpo forest scene.

Come and have a look with your child at this work in their folders / displayed at kindy.

### Phoning the preschool

When calling the preschool, please use the landline number.

**8271 2042.**

Some people have been using the mobile phone. Whilst we had to use the mobile at Mitcham Primary, it isn't loud enough to be heard throughout our preschool. We have been missing calls to the mobile.

The mobile phone is there for emergencies (eg power failure) or out on excursions. So please call us on the landline. Thankyou.

# Growth Mindsets

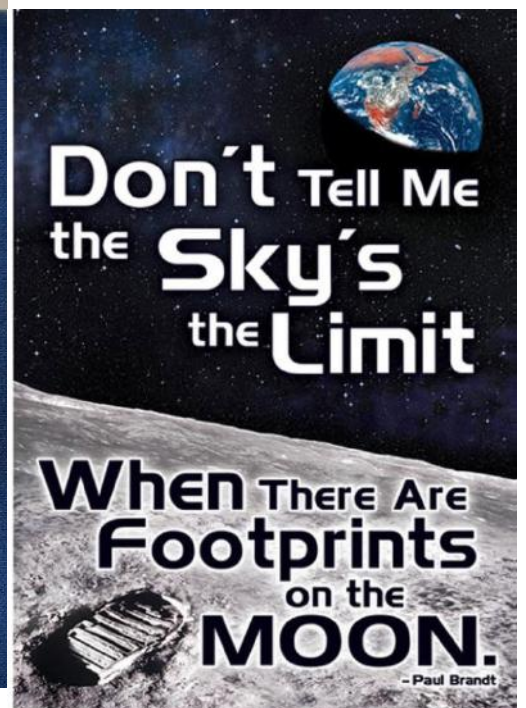
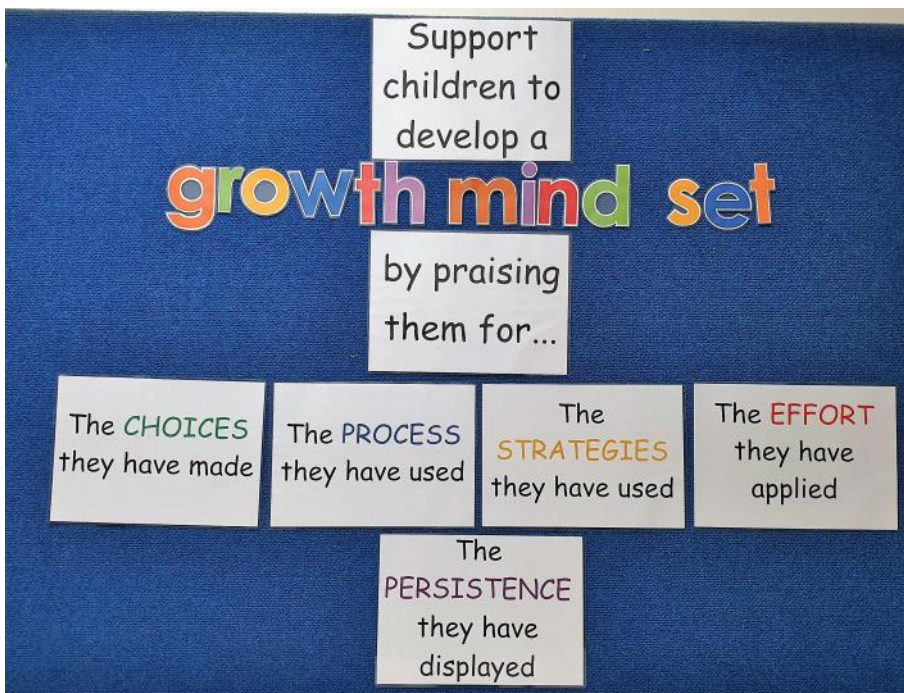
Last newsletter I write about "Growth Mindsets". With this newsletter I have included a photo of our notice board with prompts for ways to support your child to develop a growth mindset. For example, instead of using language to say "Good work" or "Good girl / good boy" or "I love it", when your child 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.

## Growth Mindsets

## Quote



## 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)

Quote about developing a growth mindset and having a 'can do' attitude

# STEM Challenges and measurement

## *Have you noticed our STEM centre?*

In our STEM centre, we are focussing on "measurement". Each week, there is a challenge question for the children to investigate, to predict the answer, to test their theory etc. They record their answer on the sheet of paper.

On Monday's we test our theories and find out the answer to the challenge question.

So far, we have explored linear measurement and are currently exploring weight.

Come and look at our STEM centre and see what challenge question we are exploring.

We are also exploring measurement in many areas of the curriculum. For example, we have measurement bags outside where children can measure various items. We have tape measures in the block area so children to investigate how tall / long their buildings are.

We have been noticing and hearing children measuring each other and using words such as ".....you are 100cms long".

The children are amazing!

## TIPS ABOUT ...

### Self-esteem

ONE of the best things parents can do is to help develop their children's self-esteem to give them a solid foundation for coping in a world of uncertainty and change.

Everyone has self-doubts at times, but for children it is important for them to feel okay about themselves most of the time. Healthy self-esteem enables people to try new things without too much fear of failing, to reach out and make friends and to manage problems. It's about valuing who you are, liking yourself and feeling that you're a worthwhile person.

Children of all cultures need to feel they belong and need to know they are loved because of who they are.

Young children learn self-esteem through what they can do and through what their parents think of them. Children who are told and shown often that they are lovable will develop self-esteem, but if most messages tell them that they are not lovable or they're a nuisance, good self-esteem is less easily developed. When children feel good they usually try harder than those who don't.

Research suggests people with low self-esteem lack confidence about doing things for themselves or using their abilities in the best way. They are likely to be linked to worse health outcomes, such as stress, heart disease and anti-social behaviour.

Self-esteem is learned and can be changed.

### What to do ...

PROVIDE what children need:

- an interesting environment – to encourage thinking, growing and learning
- encouragement to try and try again – to know they CAN
- help when they need it – to overcome obstacles and to move forward
- to know they can succeed – to build confidence
- to know where they come from and where they belong – gives security and hope
- more positive messages than negatives – to feel worthwhile
- to know what and who they can rely on – a safe base to feel confident and try new things
- to know how to problem-solve – to have a sense of control
- to be helpful – to feel you contribute enhances self-esteem
- you to love them *just* for who they are, not just when they please you – they see themselves through parents' eyes.

*from Parenting SA*

Parenting SA is an initiative of the Government of South Australia and part of Children, Youth and Women's Health

### Future pupil free dates

The Governing Council have given us approval for pupil free dates in terms 3 and 4

Term 3—Friday August 13th

Term 4—Monday November 1st.

Staff will be participating in professional development on these dates.

Thankyou as always for your continued help and support.

Kind regards

Chris, Maddie, Suzi, Lyn, Robbie & Karen