



## What's Happening

Governing Council -----	3 <sup>rd</sup> March
AGM -----	24 <sup>th</sup> March
Pupil free day -----	Thursday 9 <sup>th</sup> April
Last day of term -----	Wednesday 8 <sup>th</sup> April
Pupil free day -----	Friday 15 <sup>th</sup> May
Kindy family night -----	Thursday 21 <sup>st</sup> May

### AROUND THE COUNTRY IN MARCH

Clean Up Australia Day -----	3
Japanese Girls Day -----	3
National Ride '2' School Day -----	13
Harmony Week -----	16-22
St Patricks Day -----	17
International Day of Happiness -----	20
World Water Day -----	22
Earth Hour -----	28
Schools Clean Up Day -----	28
Neighbour Day -----	29

A very warm welcome to all our new kindy children and their families and to all of our new families throughout the Centre. Please note the “what’s happening” dates in your diaries – we have upcoming pupil free days at the end of this term and a short way into the next (for kindy children).

We would like to invite you to register your interest in **joining our Governing Council**. Our AGM will be held on Tuesday 24<sup>th</sup> March at 7pm – we need to elect a new Council of passionate parents wanting to make a difference and having a voice in how the Centre is run. Nomination forms are available from the Reception desk.

The OWNA app will be rolled out Centre-wide shortly. Kindy have been using this parent communication app this year and it has been very well received by families. In the next fortnight each room will be using it to report learning, food consumption, bottles, sleeps, nappy changes, sun screen and accident/incident forms to name a few things. This is a wonderful way for parents to engage more with the learning that is taking place and to initiate conversations with their children. Watch your email for details on how to download the app soon. More details are on the last page of this newsletter.





**NATIONAL RIDE '2' SCHOOL DAY – MARCH 13**

National Ride2School Day is held around Australia in March every year. It provides an opportunity for students, parents and teachers to try riding, walking, skating or scooting to school as well as celebrating the regular walkers and riders.

Join more than 350,000 students across the nation who will ride, walk, scoot and skate to school on Friday **Find out more at [www.bicyclenetwork.com.au](http://www.bicyclenetwork.com.au)**

**INTERNATIONAL DAY OF HAPPINESS – MARCH 20**

“...International Day of Happiness is more than just a fun celebration; it also reminds us all that the world is a better place when we connect with and care about the people around us”— Dr Mark Williamson. This year's theme is **Happier Together**, focusing on what we have in common, rather than what divides us. **Find out more at [worldwetlandsday.org](http://worldwetlandsday.org)** **[www.dayofhappiness.net](http://www.dayofhappiness.net)**

**SPICED SWEET POTATO & CHICKPEA FRITTERS WITH HARD BOILED EGGS**



**PREP 15 min | COOK 15 MINS | SERVES 6**

**INGREDIENTS**

- |   |                                   |
|---|-----------------------------------|
| 1 x 400 g can of chickpeas, drained and rinsed thoroughly | 1/3 cup (50 g) plain flour        |
| 500 g sweet potato, peeled and grated                     | 1/2 tsp baking powder             |
| 1/4 cup chives, finely chopped                            | Sea salt and pepper, to season    |
| 100 g feta, crumbled                                      | Olive oil, to fry in              |
| 1 heaped tbsps tikka masala spice blend                   | <b>Soft boiled egg and salad:</b> |
| 2 eggs  | 6 eggs                            |
|   | Salad greens                      |

**METHOD:**

**To make fritters**

- Place the chickpeas into a large bowl and mash slightly using a fork. Add the grated sweet potato, chives, feta, tikka masala spice blend, 2 eggs, flour, baking powder, salt and pepper and mix thoroughly to combine.
- Heat a fry pan to medium heat. Cover the base of the fry pan with a thin layer of olive oil. Gently place tbs of the mix into pan and cook for 4 mins or until golden and the fritter is holding together.
- Gently flip each fritter and cook for another 3 mins or until golden and cooked through.
- Place the fritters on a plate lined with kitchen paper and continue frying until no batter remains. Set aside.

**To make soft boiled eggs**

- Prepare an ice bath. Set aside.
- Bring a large pot of water to the boil then reduce heat to simmer. Carefully add 6 eggs to the pot of simmering water and cook for 7 minutes.
- Carefully remove eggs and place into ice bath until cool enough to handle. Peel eggs and slice in half.

*Recipe and Image from 'australianeggs.org.au'.*

**Book reviews**

*Beautiful books full of heart and fun.*



**TOMORROW I'LL BE KIND**

**JESSICA HISCHE**

*In a follow-up to Tomorrow I'll Be Brave, award-winning illustrator Jessica Hische brings to life another series of inspirational words and scenes with her lovely hand-lettering and adorable illustrations. This uplifting and positive book encourages kids to promise that tomorrow, they will be grateful, helpful, and kind. It's a reminder to all readers, young and old, that the smallest kind gesture can make the biggest difference in the world—we just have to remember to be kind to one another.*

**ONE THOUSAND THINGS**

**ANNA KOVECSES**

*A visual encyclopedia of things to spot and say with a difference. Find out what one thousand really looks like. Search-and-find Little Mouse on every page and discover new words with every turn of the page. Compulsive and instructional fun, minimal and modern.*

**GRANDMA'S GARDENS**

**HILLARY CLINTON AND CHELSEA CLINTON**

*From mother-daughter team Hillary Clinton and Chelsea Clinton comes a celebration of family, tradition and discovery, and an ode to mothers, grandmothers and the children they love. Grandma Dorothy shared her love of gardens with her daughter, Hillary, and her granddaughter, Chelsea. She taught them that gardens are magical places to learn, exciting spaces for discovery, quiet spots to spend time with family and beautiful areas to share stories and celebrate special occasions. But most of all, she taught them that in her gardens, her love grew and blossomed.*



# FOCUS: How can you help your child settle into childcare?

**Starting or resuming childcare can be an emotional experience for both you and your child. Children especially can often experience some difficulty settling into a new environment, particularly if they find it hard to separate from family or familiar caregivers. This is part of an information sheet from [startingblocks.com.au](http://startingblocks.com.au) that offers some suggestions that can help you support your child during the settling in period. You will of course need to be patient because they may cry, be grumpy or throw tantrums for an initial time as they get used to the new environment.**

## Prepare them for separation

- Talk about child care with your child and let them know that you are happy and confident that they will have a good time and will be cared for.
- If possible, start with shorter or fewer days then gradually increase their time spent at the care centre. Once they develop a settling routine, they should be more comfortable.
- Don't let your emotions or anxieties affect your child. Try and hold back your tears when you drop them off.
- Say 'goodbye' confidently and reassure them when you leave that you (or someone else) will be back later to collect them.
- Give your child sufficient time to say their goodbyes in the morning. Reach the childcare centre early so you have time to prepare your child for a good day.

## Comfort them

- Ask your child if they would like to take their favourite toy or colour book to the centre.
- Find a preferred staff member that your child can be left with when you drop them off for the day.
- Spend some time settling your child into a favourite activity before you leave.
- Inform the service about what comforts your child and discuss how you manage activities or times of the day they find unsettling. For example, does your child have a toy or blanket that helps them to settle?
- Show empathy – in the morning when you see your child upset on your way to childcare, talk to them. It is advised not to share your own worries but tell your child that they'll be okay. Ask them to share their feelings with you. Listen to them and tell them what they are feeling is normal and it's a big step for them as they are growing up.
- Where possible, organise play dates outside of childcare. This will help your child be more comfortable with the other children at the centre.

## Encourage Them

- Every time you go to pick up your child from their centre, tell them they did great that day.

- Encourage your little one to pack their bag with essentials they will need for the day. If they are too young to pack their bag themselves, ask them if they would like to take a toy/book with them. Pack a comforter – a toy or blanket that is something familiar from home for them.
- Take the time to have a nice conversation at the breakfast table. Tell them the time at what you'll be picking them up, and perhaps offer them a reward if they behave well at their care centre.
- Talking with children and encouraging them to voice any concerns or anxieties they may have is a helpful strategy.
- For your peace of mind, it can be helpful to call the service later to see how your child settled. Children who become very upset when they are left often settle very quickly and happily once the actual separation is over. The service should enable you to contact them throughout the day.
- You may also want to speak to the educators at childcare about how you can better support your child's transition.

## How you can reconnect with your child after a day in childcare:

It's not only a new experience for your child, it's also important for you to know how they feel about going to their early childhood education and care service. This will help you connect and build a strong relationship with your child. After you pick them up from their centre, give them your undivided attention. They might be grumpy because they haven't seen you the whole day, so shower them with all the love you can. Create a meaningful conversation with them after their day at a service.

## Here are some suggestions:

- Ask them about their favourite activities of the day.
- Talk to them about the friends they have made. Ask them to name a few children who you know your child is friendly with or spends time playing with.
- If the centre provided food, ask your child how it was and who did they have it with.
- Talk to them about their favourite educator at childcare and what they like about them.
- Ask them if their educator read them any story, which one was it, and what they liked about it.
- Mention some items that your child would see or play with at the service, as this helps them recall situations. For instance, ask them what they and their friends made with the blocks.
- Ask them if they learned anything new.
- Use images or notes from the educators at the centre for conversation. For example, "Look at this lovely photo of you at the sandpit. What did sand feel like in your toes?"

Starting Blocks (2020, January 15). How can you help your child settle into care? Retrieved from [startingblocks.gov.au/other-resources/factsheets/how-can-you-help-your-child-settle-into-child-](http://startingblocks.gov.au/other-resources/factsheets/how-can-you-help-your-child-settle-into-child-)

## Noisy letter Jump

**Supplies: Chalk.** Choose a safe concrete space and write large letters your child is familiar with there. You could choose letters from their name, small groups of letters, or sight words they are learning. When you call out a letter have your child say its name/sound in a funny way: yell it, say it slowly, say it quickly and then ask them to find the letter and jump on it. Repeat the activity until all the letters have been jumped on.

Image and activity from: [theimaginationtree.com/noisy-letter-jump-phonics-game/](http://theimaginationtree.com/noisy-letter-jump-phonics-game/)



# HEALTH & SAFETY: Internet Safety for Pre-schoolers

Pre-schoolers like going online to look at videos or to play games. They can do this using computers, mobile phones, tablets, TVs and other devices. There are safety risks for pre-schoolers online, although pre-schoolers won't usually be exposed to as many risks as older children because they're less likely to be using the internet independently. When you take some practical internet safety precautions, you protect your child from risky or inappropriate content and activities. And your child gets to make the most of her online experience, with its potential for learning, exploring, being creative and connecting with family and friends.

## Internet safety risks for pre-schoolers

There are three main kinds of internet safety risks for children:

**Content risks:** these risks include content that children might find upsetting, disgusting or otherwise uncomfortable. Examples are pornography, violence, images of cruelty to animals or programs meant for older children.

**Contact risks:** these risks include children coming into contact with people they don't know. For example, a child might use a communication app and talk to a stranger.

**Conduct risks:** these risks include children acting in ways that might hurt others. For example, a child might destroy a game his friend or sibling has created. Accidentally making in-app purchases is another conduct risk.

## Protecting your child from internet safety risks: tips

You play a key role in reducing the risks that your child is exposed to on the internet. There are many practical things you can do to help your pre-schooler stay safe while she's online.

Here are some ideas:

- Use digital media and the internet with your child or make sure you're close by and aware of what your child is doing online. This way you can act quickly if your child is concerned or upset by something he's seen.
- Create a family media plan. Your plan could cover things like screen-free areas in your house, internet safety rules like not giving out personal information, and the programs, games and apps that are OK for your child to use.
- Use child-friendly search engines like Kiddle, or content providers like ABC Kids, CBeebies, YouTube Kids or KIDOZ.



- Check that games, websites and TV programs are appropriate for your child. For example, you can look at reviews on Common Sense Media.
- Make sure older siblings follow your internet safety rules when they go online with your pre-schooler. Rules might include watching only age-appropriate programs.
- Set up a folder with bookmarks for your child's favourite apps or websites so that she can easily find them. You can set up folders and bookmarks on all the devices that your child uses.
- Check privacy settings, use parental controls, block in-app purchases, and disable one-click payment options and location services on your devices.

## Teaching safe and responsible online behaviour

You can help your child learn how to use digital media and the internet safely, responsibly and enjoyably. If you teach your child how to manage internet safety risks and worrying experiences for himself, he'll build digital resilience. This is the ability to deal with and respond positively to any risks he encounters online. You can do this by: going online with your child, being a good role model, teaching your child about good and bad content and teaching your child about in-app purchases.

**February 11 is 'Safer Internet Day'.** Use this day to start a conversation with your child about internet safety. Got to [esafety.gov.au/safer-internet-day/families](https://esafety.gov.au/safer-internet-day/families) to find a wide range of resources to assist your family's internet use and register your support for 'Safer Internet Day' while you're there.

Raisingchildren.net.au (2020, January 11). Internet Safety: Children 3-5 Retrieved from <https://raisingchildren.net.au/preschoolers/play-learning/screen-time-healthy-screen-use/internet-safety-3-5-years>



## AIR QUALITY

Prior to our recent bushfires air quality was never really a concern for most Australians. We are lucky, generally we look outside and the skies are clear and the air is fresh and breathable. Bushfire air pollution has changed that so much so that some days it is actually dangerous to be outside. So how do you check air quality and how can you prevent adding to the problem.

To check air quality in your area go to:  
<https://www.dpie.nsw.gov.au/air-quality/current-air-quality>

You may need to change your planned activities when considering your families risk factors and the current reading.

## Prevent air pollution:

**In your home:** Do not smoke, ensure your oven ventilates properly, use non-toxic cleaning product, Use a dehumidifier or/and air conditioner to reduce dampness, reconsider your use of any aerosol sprays. Dust regularly, keep lids on scented candles.

**Outside:** Drive less, ensures engines run properly, reduce fireplace use, don't burn rubbish, use environmentally safe paints.

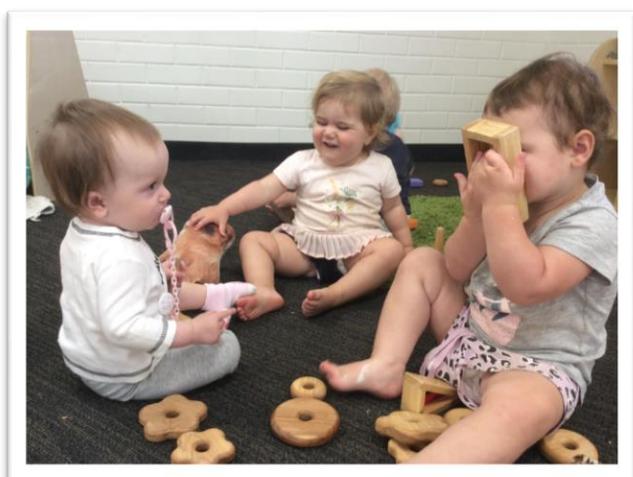
<https://www.consumerreports.org/health-wellness/avoid-the-negative-health-effects-of-air-pollution/>



## WHAT'S HAPPENING: Nursery

Welcome to the Nursery room Asha, Remi K and Remi B. We hope you have a wonderful time in the nursery. We can't wait to watch you grow. We have been doing a lot of transitions this month as a few of us will be moving to the toddler room late February to early March. This has been very successful as the children are slowly becoming aware of their new environment.

We have had a busy month with many different activities happening. As our language is expanding we have had a lot of interest in speaking and using our language to repeat words. To extend on this we explored different coloured car painting, coloured blocks and foot painting with different colours. Also exploring coloured shape painting, books with shapes and the shape sorters.



We celebrated Valentines Day, making our own cookies to send home to our families. We loved using the wooden spoon and mixing all the ingredients together.

To develop our gross motor skills we have set up our own nursery obstacle course. The plank and A frame have helped us to pull ourselves up and climb.

Exploring the dolls have been of interest lately. We have been putting them to sleep and wrapping them with blankets. We extended on this by washing the babies and setting up a nappy change station for them.

Lastly we would like to wish Mason and Ashton farewell as

they transition to the toddler room. It has been a pleasure to watch you both grow and learn with us. We will miss you.



## WHAT'S HAPPENING: Toddlers

Fostering a trusting relationship with the children, families and educators has been our focus for the last month. We had started with our "Being" unit- where the toddlers learned about themselves. We identified our basic body parts, senses, explored feelings and learned about the children's interests, as some are being transitioned into toddlers.

This month, we have our "Belonging" unit where the children learned about their families, community and the world around them. We held indoor sensory play, imaginative play and nature walks around our community with the children. We also have our belonging tree for parents to hang their family photos as this is wonderful starting point to develop a curriculum built around children's identities, their relationships with family and community and the interests, skills and knowledge they have as a result of those relationships.



We had immersed into celebrating cultural celebrations like Australia day and Valentine's day where children explored and engaged in art and messy sensory play. As the children were observed to be enjoying sensory play and explorations through water, dough, and natural resources, we plan to continue providing them this mode of learning as we believe that they will learn best when they are deeply engaged in hands-on activities.

We had also observed the children showing caring through our baby dolls and to one another as they started helping each other during mealtimes, a simple pat on each other's back, a hug and gathering around someone that is upset which are all beneficial in their social and emotional development.



## WHAT'S HAPPENING: Junior Kindy



Hello from Junior Kindy! You may have noticed the new team in JK, Jane, Bianca and Daniel with other Educators are regulars in the room and our goal is to focus on whole child development – physical, social, emotional, and cognitive development. We are here to facilitate your child's development and education by planning activities based on their interests, so let us know what your child is passionate about!

The children have been super interested in

COLOURS and RAINBOWS and how mixing colours make new colours. Name recognition and name/letter formation has been another key area of interest as has the emu/ Kalaya (Kokatha) or Warraty (Kuyani).

We had a library visit and lots of fun playing in the puddles after the rain. We are learning new songs and group games and spending time learning about our feelings and how to cope with those big emotions and confidence building, magnetic tile construction and playing 'at the office' has kept us busy and helping Kindy in the garden has been great fun!



We would like to thank everyone who has donated items for our dramatic play area, construction items and helping make our room look great! We'd love to have your empty food boxes to use in dramatic play and craft!!



## WHAT'S HAPPENING: Kindy – Blue Jellyfish (Miss Megan and Alina)

Is it 'ribbit', 'galumph', 'croak', 'glub glub', or 'gero, gero' which is what the Japanese children think frogs say over there? The Blue Jellyfish group is not sure yet. However, our little investigators are sure to work it out! The children have become very curious about frogs especially, the green tree frogs which are living in our Kindy.

During a group 'mind mapping' activity, we discovered that the children already have some interesting prior knowledge about these creatures. We recorded the information and the children will add the new things they learn as time goes by.

Each child is learning to raise a hand to have a turn to share something with the rest of the group and the other children are being respectful and quiet so that we can all hear what these little thinkers have to say.



Singing counting songs is helping the children learn rhyme, rhythm and numbers. The Blue Jellyfish already know many counting songs but for now, they are probably enjoying the 'Five Green Speckled Frogs', the most. They are keen on all things frog!!

The children are loving selecting and writing numbers, they use as we sing the song.



Members of the Jellyfish group are also busy 'makey making' and exploring their artistic side too. How very creative!



## WHAT'S HAPPENING: Kindy – Red Mini Monsters (Miss Megan and Kerry)



The Mini Monsters are off to a great start every morning with counting songs, group discussions, sharing and caring, reading books and the roll call. Each child looks for their name and listens for their turn to come forward and place their name card on the whiteboard. Lately, we have been changing things up with the children challenged to identify the initial sound in their name and coming forward to write on the board too! The children really enjoy this activity. They are also practicing writing numbers through play.

Sometimes the Mini Monsters group spend some of their day with some Cosmic Yoga which promotes a healthy body and teaches through stories and song! This fun activity helps the children build confidence, concentration, co-ordination and balance, inclusivity and helps children learn how to manage stress through breathing and introduces kids to mindfulness.



Children love books and the Mini Monsters are reading every day. One particular book about a pig who maps his farm inspired the children to want to make maps of their own. During Circle Time we had a discussion and the Mini Monsters decided to map our room and the Kindy's amazing play space. The children split into two groups and produced fantastic maps full of interesting details. Afterwards, during Mat Time, one by one, the children explained their contributions and practiced public speaking! Their pride in this achievement was obvious and a real boost to their self esteem and sense of belonging in Roxby Downs Kindy.

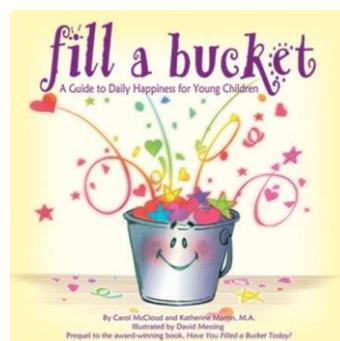
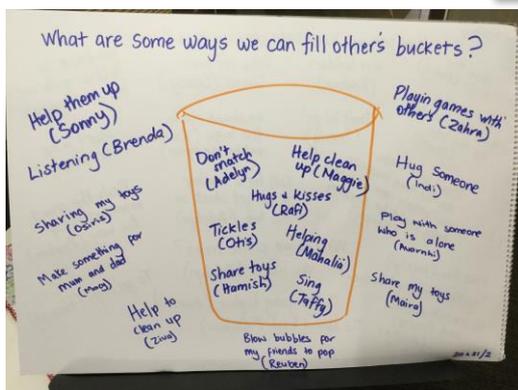
# WHAT'S HAPPENING: Kindy – Red Cheeky Monkeys (Brenda and Kristie)

What a great start to the year we have had. We have already noticed the children have a feeling of belonging in the Red Cheeky Monkey group. We are still learning one another's names and have been doing this through games and transition activities such as "Wibbly Wobbly Woo", writing the first letters of our names on the whiteboard, and playing "Who's that hiding under the rug?" Each morning when we call the roll we welcome each child to the group. We also split up into small groups for intentional teaching time.

The Cheeky Monkeys love our group times and are active participants learning new songs and playing the games/activities we have for them. Children have loved learning "Molly Golly", "Chop Chop", "5 Cheeky Monkeys", "5 green and speckled frogs" to name a few. Children had the opportunity to make their own frog stick puppets and got to take them home to share the song with their families. Quite a few of the songs we have sung leave out words as the song progresses – this means that children have to listen and concentrate really hard to use an action instead of saying the word – this uses their working memory as well as promoting their self-regulation/impulse control skills – executive functioning skills)

We have also been exploring colour mixing with lots of experiments and opportunities to combine primary colours to form secondary colours. The other day we read a book "Mixing it up" to build upon our knowledge of colour mixing and introduce what happens when we mix white or black paints into colours.

Children have been introduced to "Fill a bucket" book, learning about how we can help other people fill up their invisible buckets and as we do that our own buckets fill up. We brainstormed ideas on how we can become bucket fillers and recorded children's responses in our floorbook. We will continue to use the language "that really filled my bucket", "that empties my bucket" throughout the year to build children's empathy and social/emotional development.



## WHAT'S HAPPENING: Kindy – Blue Lovely Lions (Louise and Megan)

We introduced the children to clay. We spoke about how it feels, what it looks and smells like and we problem solved how to keep it soft (by wetting our hands or using a damp cloth). Some children have already begun to make sculptures with the clay.



### Keeping Safe: Child Protection Curriculum

We decided it was a good time to chat about privacy. We discussed the parts of our body, what the words private and privacy mean and we spoke about the need to respect other people's privacy, especially in the bathroom. Our own body is private and belongs to us. This prompted lots of discussion. We labelled our body parts and recorded them in our floorbook. We also read the picture book "No means no!"



## WHAT'S HAPPENING: OUT OF SCHOOL HOURS CARE (OSHC)



This month in OSHC we have really loved construction! We have been concentrating on construction using magnetic tiles, wood blocks, magnetic sticks and craft with boxes. We are using our imaginations to come up with some amazing creations. In the mornings, we like to leave our creations out for the kindy children to play with.

We have also celebrated Valentine's Day. The children came up with many ideas for Valentines activities. We took a vote as a group and decided to bake cookies, make pink slime and make love heart sun catchers.

Another big interest in OSHC this month is art/craft. We have done lots of colouring, some box craft at the craft table, scratch art as well as sand art. We have also done lots of Hama beads and necklace making.



Just a quick reminder to all families that we follow a 'no hat, no play' policy within our service, which means all children must bring a hat to engage in outside play. We also recommend packing spare clothes, as children will not be able to engage in wet or messy play without spare clothes.





## STEM

STEM is an acronym for science, technology, engineering, and math. Skills developed by students through STEM provide them with the foundation to succeed at school and beyond. young children learn through active exploration—and the drive to observe, interact, discover, and explore is inherent in their development.

During the earliest years, infants and toddlers develop 700 neural connections every second,” Buchter said. “These biologically driven neurological processes and natural curiosity of how the world works make early childhood an optimal time to introduce children to scientific inquiry.”

### What does STEM look like in Early Learning Settings?

- Cooking activities
- Nature walks
- Challenging building activities
- Grocery store exploring
- Water play

### National Quality Framework | Quality Area 1: Educational Program and Practice

**1.1 The educational program enhances each child’s learning and development.**

**1.2 Educators facilitate and extend each child’s learning and development.**

University of Nevada. (2020, January 15). The Issues: Why STEM Education Must Begin in Early Childhood Education  
Retrieved from <https://www.unlv.edu/news/article/issues-why-stem-education-must-begin-early-childhood-education>

## OWNA app for Parents

OWNA is your very own private online platform and dedicated mobile app that makes sharing key moments between educators and families more engaging. Available via the Apple Store or Google Play for android.

### Real time updates for your child(ren)

Know if your child(ren) have eaten, slept, nappy changed or even how much milk / water they’ve consumed

### Communicate with educators

Interact with educators via the secure social network, with comments, photos & videos

### It’s the small things that matter

Notify the centre that your child will be absent, sign an incident form or complete a medication or excursion permission

Over the next fortnight you will receive an email inviting you to download the app and use the password provided (you can change it). We will also send you a parent “cheat sheet” so you know how to use the app.



## Simon Says

Short simple activities to get some active minutes in the day.

This is a very simple fitness activity using the basic ‘Simon Says’ framework. Take turns being Simon and setting the fitness challenges. Here are a few examples to get you started:

Simon Says: Shake your whole body, jump up and down, spin around, walk like a bear on all 4s to the clothes line, hop like a frog, pretend to sit on an invisible chair 5 times, Hop on your left foot, Jump as far forwards as you can then jump back again.