



What's Happening

End of term early finish 1pm----- 9th Apr

AROUND THE COUNTRY

Children's Book Day -----	2
World Autism Day -----	2
Nature Play Week -----	Mar 25-April 5
Easter -----	10 - 13
International Day of Human Flight -----	12
Baisakhi -----	13
Earth Day -----	22
ANZAC Day -----	25
Pay it Forward Day -----	28

We are facing extremely stressful and unprecedented conditions at the moment as we deal with the COVID-19 virus. Many families have already made the decision to self-isolate and we will be doing our best to support them.

You will have received an email from OWNA inviting you to download the App (unless you are an OSHC parent) – please do this immediately and if you have any problems, contact the Centre. We will be using this, along with email, as our major parent communication tool to keep in touch with families during this difficult time. We will be putting website links, activities, videos on the App and we would love you to post things you are doing at home as we want to maintain the relationships we have with your children.

Please notify the Centre if you are keeping your children at home. More information about what we are doing in relation to COVID-19 is on the last page of this newsletter.

Please look after yourselves and your families, thinking of you all – Brenda, Jemma and Silvie





ANZAC DAY – APRIL 25

Anzac Day, 25 April, is one of Australia's most important national occasions. It marks the anniversary of the first major military action fought by Australian and New Zealand forces during the first world war. Although this year you cannot attend your usual ANZAC day

Commemoration you can still remember those who served and died in war on operational service past and present. You can do this by simply sitting quietly and watching the sun rise, talking with your children about ANZAC day and reading books about men and women who served. **Find out more at www.awm.gov.au**

WORLD AUTISM DAY – APRIL 02

This is the 13th annual World Autism Awareness Day. The 2020 United Nations observance of the Day draws attention to issues of concern related to the transition to adulthood.

Find out more at un.org/en/events/autismday/

CREAMY CARBONARA WITH PEAS & BASIL



PREP 15 min | COOK 15 MINS | SERVES 6

INGREDIENTS

- 6 slices prosciutto
- 500 grams short pasta
- 1 cup peas
- 250 ml cream
- 2 eggs plus 2 egg yolks
- 3/4 cup parmesan, grated
- 1 cup basil leaves, torn

METHOD:

1. Preheat oven to 180 degrees Celsius (350 F). Place prosciutto on an oven tray lined with baking paper and bake for 5 minutes or until the prosciutto is golden and crisp. Roughly chop and set aside.
2. Meanwhile, bring a large pot of salted water to the boil. Add pasta and cook for a couple of minutes. Add peas and cook until the pasta is al-dente and peas are tender. Drain and set aside.
3. In a small jug place the cream, eggs, egg yolks and parmesan and whisk to combine.
4. To assemble: place the pasta, peas, prosciutto, basil and creamy sauce in a large bowl and mix to combine. Serve with a little extra grated parmesan and a few extra torn basil leaves.

Recipe and Image from mylovelylittlelunchbox.com

App reviews

Apps to help you navigate the noise, be accountable for your actions and achieve your goals.



30 MINUTES – GOAL PLANNER

VLADIMIR LYSEEV

What if you spent 30 minutes a day on your big goal, or dream? What could you achieve in a week, a month, or a year if you consistently completed small tasks? Set the amount of days for each goal, decide on the time and view detailed statistics on each goal as you work on them.

stickK: GOALS & ACCOUNTABILITY

STICKK.COM, LLC

No matter what your goal is - meditate, learn a language, lose weight, quit smoking or drinking, watch less TV, exercise more often... stickK can motivate and help you achieve it! Created by a Behavioural Economist and a Law Professor from Yale University, stickK is a goal-setting platform, habit tracker and online community of goal-setters.

STRIDES: HABIT TRACKER

GOALS LLC

Track all your Goals & Habits in one flexible free app. With Strides you can track anything - good or bad habits and SMART goals - with reminders to hold you accountable and charts to keep you motivated.

Recommended in The New York Times, Strides has been called "the most comprehensive, user-friendly, beautifully designed goal tracking app available." Imagine having all of your most important habits, routines and goals together in one simple to do list. Now you can. :)



FOCUS: 9 phrases that help little kids express big emotions

When your kid is in full Ron Burgundy-style "I'm in a glass case of emotion" mode, it's easy to match their level of anxiety—thanks to the crying, the screaming, the jumble of words made unintelligible *because of the crying and screaming*...

"For a lot of parents, when they see the meltdown, it's easy for them to notice the behaviour: the falling out, the crying, the emotion," says Brandy Wells, licensed independent social worker specializing in childhood mental health and the creator of My Motherhood Magic. "But usually underneath all of that is a need that needs to be met." Being in tune with your child's needs requires a lot of patience and communication. Yet in an attempt to calm your child as quickly as possible, you might focus on the behaviour, and not whatever's causing it.

"Parents ask their children: What's wrong with you?" says Jacob Kountz, a family therapist in Bakersfield, California. "A more helpful question would be: 'Help me understand what happened.' This type of curious language primes children that they aren't being accused of something, it stays away from unhelpful language such as *wrong*, and it allows children to share their thoughts and feelings."

Raising thoughtful and emotionally intelligent children starts with teaching them how to share their thoughts and feelings.

The following phrases can help you teach your kids how to express themselves—and help prevent meltdowns.

1. "I can see that you are upset. You are allowed to feel that way. I'm here when you're ready to talk."

Why it works: Letting your child know that you see them—that it's okay to have feelings and that you're there for them—helps them feel safe. And having that safety gets them out of melting down and into communicating.

2. "I would feel [insert emotion] if that happened to me, too."

Why it works: "When kids know that someone isn't going to tell them to feel differently or that their feelings are wrong, they'll seek out that kind of comfort more often," Kudla explains.

3. "I see that you had a hard time with [x], what can we do to make it easier next time?"

Why it works: Encouraging kids to come up with their own strategies for dealing with frustration is part of a strategy that social worker and mom of three Brandy Wells calls FLIP IT: Identify the feeling (that's the F), then if needed, set an appropriate limit for how to express the feeling (for example, "it's okay to cry, but we don't hit"). I - stands for inquiry, encouraging kids to come up with solutions and strategies of their own. "And then P is prompting—helping them problem-solve," Wells explains. "You want them to practice asking, 'What do I need to do?' And if they're not able to do that, then you are able to give them that assistance."

4. "Your words help me understand you better."

Why it works: Pope's daughter knows she has the power to make herself heard and understood through her words. Imagine teaching that powerful, empowering lesson to your kiddo!

5. "It seems like you're having a hard time finding the words to explain what you're feeling. Is there another way that you can show me what's going on?"

Why it works: Kids don't always have to "use their words" to be understood, and listening isn't the only tool parents have to understand their children's needs. "Creative expression has been an incredible tool for us," says Sterling.

6. "I'm your mother, but I don't live in your body. What does it feel like? What's your brain feeling?"

Why it works: This phrase can help teach your children about the mind and body connection and can also help you as a parent to separate the behaviour from the child—they're not *being bad*, they're trying to communicate about what *feels bad*.

7. "What colour are you right now?"

Why it works: "Children begin to make the mind-body connection, as well as learn appropriate coping skills," Rollo says.

8. "Let's take a deep breath. Look in the mirror, wipe your face and straighten your clothes."

Why it works: This phrase is like a reset button for kids, teaching them how to centre themselves and move past the meltdown. Deep breathing is a coping mechanism that works across all age groups—taking a deep breath in and a long exhale helps with getting grounded. A sweet way to teach your child how to do this is by saying, "Smell the flowers, blow out the candles."

9. "I'm going to go fishing...tell me if I caught anything!"

Why it works: "Eventually parents 'catch' the right feeling their child has," Chansky says, "or sometimes, just having the conversation helps kids figure out what they need. At the very least they appreciate your efforts at valuing their feelings and trying to help them express them."

None of these phrases and strategies are one-time fixes, but they can all be part of an ongoing conversation between you and your kids. Give your kids the space to provide answers and solutions themselves, and they'll grow to understand how to express their feelings and emotions—even the tough ones.

Akitunde, Anthonia (2020, February 15). 9 phrases that help little kids express big emotions *Retrieved from* www.mother.ly/child/phrases-that-prevent-tantrums

Number Walk

Supplies: pen and paper. The next time you go out, ask your child to spot as many numbers as they can. Write the numbers down as they see them or ask them to try writing them. Even if they aren't yet able to write clear numerals, the act of ascribing a mark for each number is an important stage in early writing. When you get home, have a look at all of the numbers you have collected. Ask your child to find a group of objects to represent the different numbers.

<https://www.3plearning.com/blog/early-numeracy-activities-for-younger-learners/>



HEALTH & SAFETY: Germs for Kids: Making It Fun, Making It Real, Making It Stick

The concept of germs, for kids, is very abstract. Explaining hygienic concepts to children in an easy-to-understand way can be key to keeping them healthy.

How do you explain the concept of germs for kids to understand? Should you just focus on the actions behind hygiene -- washing your hands, catching your sneeze with your elbow, and not sharing utensils or food -- without dwelling on the explanations? According to health experts, giving kids explanations behind these basic hygiene practices can go a long way towards helping them become more germ-conscious.

Know the Nuts and Bolts of Germ Education

Even young children can understand the basic concept of germs, according to Dr. Dina Kulik, a paediatric emergency medicine specialist and assistant professor at the University of Toronto's Department of Paediatrics. She describes germs as tiny "bugs" that live on all things and explains to kids that sometimes these bugs can make you sick. When you're sick, you miss out on having fun, going to school and going to friends' homes. You can explain to older kids that these germs are called bacteria, she advises, and they're so small they can only be seen with a microscope. While they're not actually insects, they are living organisms that can grow and multiply quickly.

Dr. Danelle Fisher, vice chair of paediatrics at Providence Saint John's Health Centre, agrees on the importance of teaching even very young children about germs. In her opinion, it's important to explain to kids, as they get older, that some germs are good -- for example, probiotics -- and that others are bad, such as cold viruses. When they get even older, you can explain the difference between viruses and bacteria to them, so they understand why antibiotics can help with some illnesses, but not others.

Point out several examples of ways that your child can avoid becoming sick from germs, such as coughing into her sleeve or washing her hands after blowing her nose. And there's one important step of teaching about germs for kids that many parents miss: having your child repeat back to you what you said, so that you know that she understands it. Dr. Fisher believes that this step can help you clear up any misunderstandings before they take root.

Having a hard time figuring out how to explain such an abstract concept to your child? Consider using outside sources. "As paediatricians, we're always happy to help parents explain complex ideas to their children," says Dr. Fisher. If parents aren't sure what to say, they can ask their paediatrician for advice, or even ask their paediatrician to broach the topic with the child.



Play Germ Games and Activities

Glitter Germs Sprinkle a little glitter on your child's hands in this activity from the Columbus Public Health website. Have him wash with just water. Repeat the experiment, washing with soap and water the second time. Have your child observe which method removes more glitter. Then put glitter on your hand and touch your child's shoulder, hands and hair. Have him see how the glitter (germs) can spread by touch.

Everything You Touch Also from Columbus Public Health, this activity has children make and colour their own germs and then tape them to anything they touch to see how widely germs spread by touch.

Watch Out for Hygiene Overkill

While it's important to teach our kids about basic hygiene, some kids are prone to going overboard. In general, parents should have a relaxed, matter-of-fact attitude towards germs and cleanliness -- while washing your hands after using the bathroom should be sacrosanct, keeping your hands completely clean at all times is not only unreasonable, it also may be unhealthy. Dr. Kulik believes that the way you introduce germs for kids can affect whether they become overzealous about hygiene. "I try not to instil fear, as this can lead to over-washing," she says. "If kids think of them as cute little things, like a cartoon, they can understand we need to stay clear of them, but not be fearful." In addition, if your child seems to be obsessing a bit over hygiene, make sure that you're modelling normal germ control and not going overboard yourself.

Perles, Keren (2020, February 11). Teaching About Germs for Kids: Making It Fun, Making It Real, Making It Stick Retrieved from <https://www.care.com/c/en-au/stories/4211/teaching-about-germs-for-kids-making-it-fun/>



AUSTRALIAN FORESTS

Australia has 134 million hectares of forest, which is 17% of Australia's land area. This is about 3% of the world's forest area, and the seventh-largest reported forest area worldwide. Visiting and admiring your local forests is one of the best ways to ensure these incredible resources are cared for! When was the last time you visited a local forest, for a bush walk or a picnic? A quick google search will lead you to your local forest. forestrycorporation.com.au allows you to easily find forests and associated activities in NSW.



<https://www.agriculture.gov.au/abares/forestsaustralia/profiles/australias-forests-2019>



WHAT'S HAPPENING in the Nursery

We would like to welcome Neko and Oscar to the Nursery. We are all excited to be a part of your learning through play.

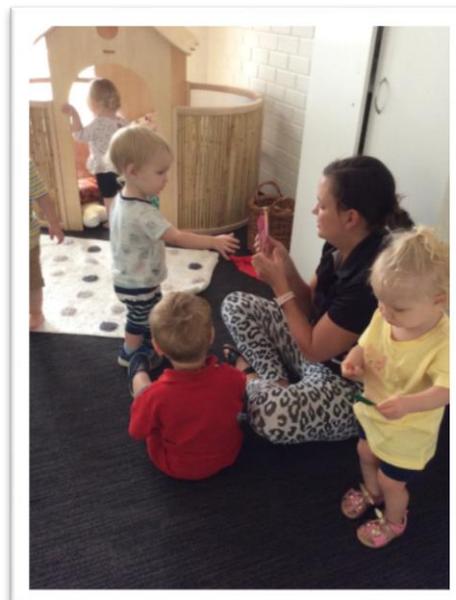
On this month, we are learning colours. We did popsicle sticks coloured painting. The children were engaged in painting using the frozen popsicle sticks on the paper. At group time, educators were using visual aids like coloured popsicle sticks to enhance the children's colour recognition.

As we celebrated the St. Patrick's Day, the children and educators made a rainbow hand painting as well as using the capsicum as a shamrock.

For our Harmony Day, the family showed involvement by writing a word on an orange star about their understanding about Harmony Day.



We also continue to develop the children's sensory skills, language and vocabulary and self-help skills by getting their hat by themselves from our new hat station.



WHAT'S HAPPENING in the Toddler Room

Toddler educators have concentrated on developing trusting relationships with the children (old and new), families and each other. Congratulations are in order. Zarah, Asher, are spending time transitioning in the Junior Kindy room. We wish you all the best. Liam recently moved to the Junior Kindy room also and is on the process of settling in. We would like to welcome Kahu, Mason, Hazel, Lucy, Ashton, Remi who just moved into toddler's room, and welcome Claire, Lyla, and Zara B as well.



We have been adjusting our room routine, for a smoother lunch – sleep transition time. This seems to be working well both for the staff and children. This has involved outdoor activities to develop large motor skills followed by indoor group dancing (freeze dance and sleeping bunnies), and simple yoga



(tree, butterfly, cobra pose) before lunch.

We have also been practicing more of the self-help skill of handwashing, making own bed and more. The children have responded with great enthusiasm and are progressing well. It is rewarding to see them take responsibility for their own hygiene practices and for themselves.



WHAT'S HAPPENING in the Junior Kindy

This month in the Junior Kindy we have been focussing on ball skills, shooting hoops and throw and catch. We are deeply engaged in learning about our country, where we live and exploring the beautiful pictures and colours in Ezekiel Kwaymullina and Sally Morgan's book *My Country*. We are looking at our hands and have learned that they are as unique as we are, no two hand prints are alike! We have continued on with our exploration of colour, reading *You Are The Light* by Aaron Becker, using sensory bags to mix colour and looking at the colours with light behind the bags, then using the mixed paint by printing with foil and cotton buds. With lots of people sneezing and sniffing we have paid close attention on how to wash our hands and keep ourselves healthy by eating good food and drinking water. With perfect timing after reading *The Hungry Caterpillar*, we have had an explosion of butterflies, moths and caterpillars in the garden, we have studied the life cycle of the caterpillar and we will continue to build on this learning. Over the next month we are looking forward to continuing our light

and colour projects and we will hopefully see some awesome new resources in the room that will continue to extend our learning!!



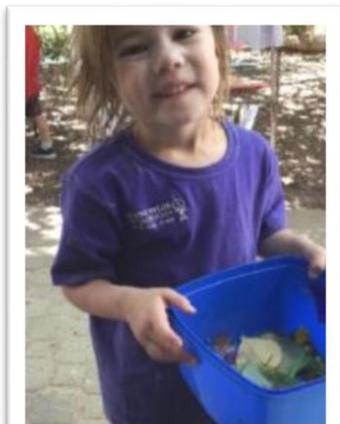
WHAT'S HAPPENING in the Kindy – Blue Jellyfish (Miss Megan & Alina)



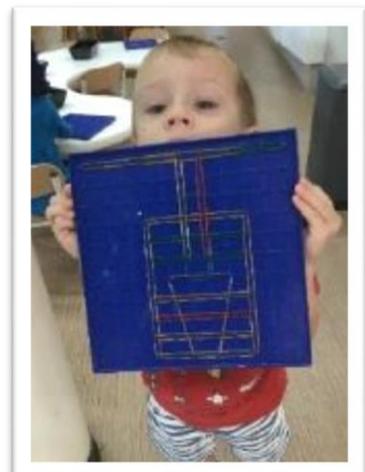
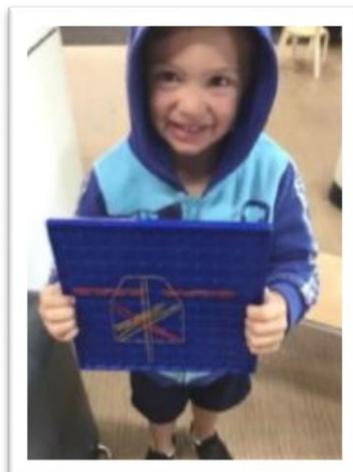
The Jellyfish group has been exploring their facial features using their sense of touch and the way they look reflected in a mirror and each child has met the challenge of drawing a self-portrait. Drawing a self-portrait is a fantastic way for children to explore their sense of self and to build their self-identity.

As the children have shared the photographs and stories in the Literacy Journals, the members of the group have been learning more about each other. The Literacy Packs have an important role to play in linking the time the children spend in Kindy with their home lives.

Lately the children have discovered moths and caterpillars in the garden. Some of the children decided to create temporary homes for demonstrating their curiosity, ingenuity, creativity and empathy. Many of the moths were nearing the end of their lifecycle and questions from the children prompted an investigation of the life cycle of a moth.



The Jellyfish group has also been exploring shapes. As they play, shapes are being identified, used to create new shapes and the children are exploring the role of different shapes in design and construction.



WHAT'S HAPPENING in the Kindy – Blue Lovely Lions (Lou and Megan)

The glitter experiment

Last week we discovered how important it really is to wash our hands with soap. We know germs are invisible, so for this experiment we pretended glitter was the germs on our hands.

I pretended to sneeze into my hand and we could see SO many germs (glitter). The children were horrified. I then went off to play with some of the children in the lovely lions group, we held hands and touched toys. We saw how quickly the germs (glitter) spread around the room, every surface and person we touched spread more and more germs.

The children suggested we could wash the germs off with water. So I dipped my hands into the water.....but the germs were still there. "Now what am I going to do to get these germs off?!"

Many children suggested I should use soap!

This was a great idea, as I washed my hands using the soap we sung this song (sung to the tune of *Row, Row your Boat*)

Wash, wash, wash you hands

wash them nice and clean.

Wash the bottoms, wash the tops

and fingers in between.

The germs were now gone. All of the children then went to the bathroom to wash their own hands before we had our morning snack.

The glitter provided the children with a great visual for germs and they were able to see how quickly germs can be spread and what a difference using soap can make to ensure our hands stay clean.



Watermelon tasting

We decided the watermelon was finally ready to be picked!! This was an exciting moment for the children, because they have been watching this huge watermelon grow each week.

Megan helped the children pick it from the garden. We then took it inside and the children made some predictions about what it might weigh.

"This big" (arms stretched out wide)

"40 100"

"As heavy as a rock"

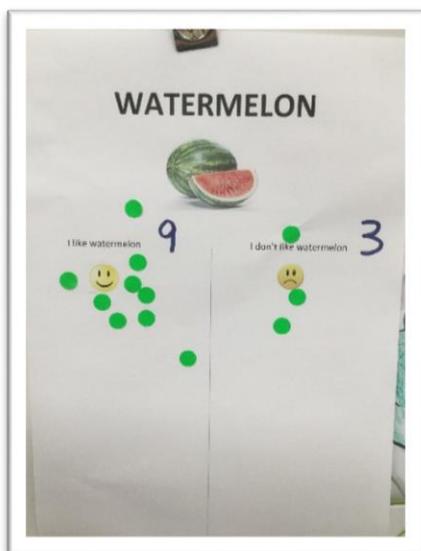
We then took the melon into the CaFHS room and weighed it. The children were right, it was super heavy!

Using lots of teamwork, we took it back to the kitchen and we watched as Megan cut it up into pieces, we noticed it looked juicy and pink. We then gathered outside and had a lovely picnic in the sunshine. We could finally taste test this watermelon. Majority of the children agreed it was delicious!



WHAT'S HAPPENING in the Kindy – Red Mini Monsters (Miss Megan & Kerry)

The Mini Monsters have been learning about healthy and unhealthy food choices, with many discussions happening at snack and lunch time. It has also led to some discussions around what to plant in the vegetable garden. We were lucky enough to try some of the watermelon, which was picked from the vegetable garden by the Blue group children. It apparently weighed more than 13kg and there was plenty for everyone! Afterwards the children were asked to vote whether or not they liked the watermelon.



With all the interest surrounding the moths and caterpillars, it gave us the opportunity to learn about lifecycles and the children were invited to recreate a butterfly lifecycle.

We have also learnt some new games and songs, such as The Kindy Train, Pass the Beanbag and Pat-a-Cake. These activities promote turn-taking, listening and following instruction and cooperation. Friendships have also been a focus for our group and we have introduced the children to the Kindy's new 'Friendship Bench'. The children talked together and suggested some strategies to use when someone is in need of a friend.

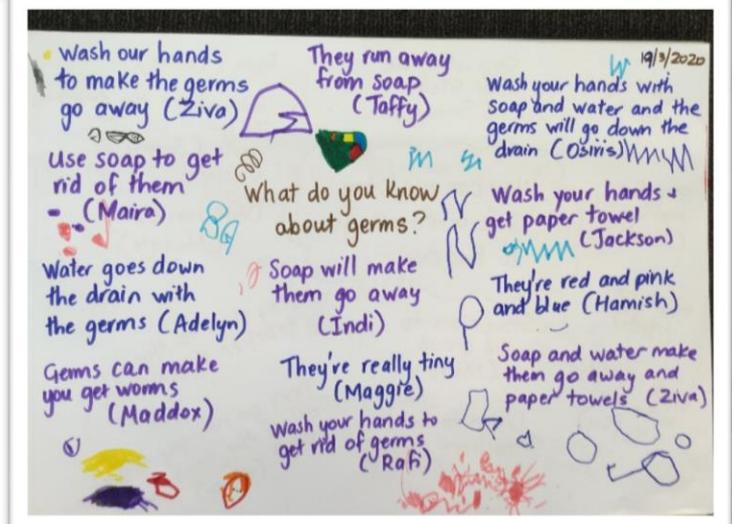


WHAT'S HAPPENING in the Kindy – Red Cheeky Monkeys (Brenda & Kristie)

Last week it was finally time for our very excited children to visit the oval. Children prepared for the visit by completing their own risk assessments, discussing how to stay safe. They also presented their ideas about what to take and play once we got there. The children held on to the ropes as they walked together to the oval and after discussing the boundaries and what to do when they heard the whistle blow, they were off. We had fun playing “what’s the time Mr Wolf?”, tunnel ball, stuck in the mud, chasey, footy, throwing and catching balls and playing games with our giant parachute.



To extend upon previous learning about germs and the importance of effective hand washing, we decided to try a new experiment. We had a tray of water and some pepper (the pepper was our pretend germs). We then took it in turns to dip our unwashed fingers into the tray of germs. The germs stuck to our finger!!! One at a time we added soap to our finger and put it into the tray of germs. The germs instantly moved away from each finger, “it’s magic” someone said, “no it’s not magic, the germs are scared of the soap!” The children shared many theories surrounding what was happening during the experiment. The germs then fell to the bottom of the tray “they are dead” another child declared. As a group the children came to the conclusion that germs are scared of soap and soap kills the germs. In our small group we continued our discussion on germs. Children shared what they know and then illustrated the page with what germs look like. Children have been overheard asking their friends if they have washed their hands. They are definitely getting the message of the importance of hand washing to keep the germs away.



WHAT'S HAPPENING in OSHC

This month in OSHC, we have had a big focus on construction and creativity. The children have been choosing their own activities, as well as getting involved with some activities planned based on the children's current interests.

Some of our favourites have been pop-stick crafts, DIY scratch art and trying to replicate well known buildings.

We have been getting into some sensory play with clay, cloud dough and play dough, as well as some wet sand play outdoors.

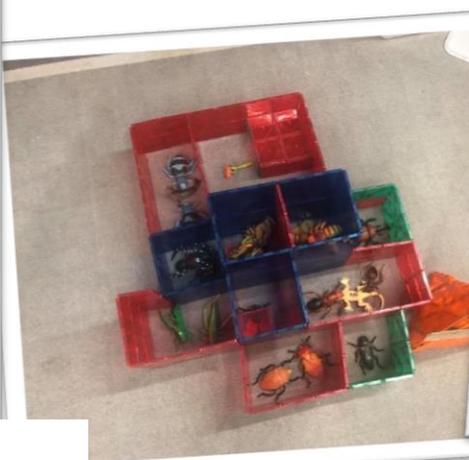
Our children are really enjoying down time in the mornings and afternoons with some quiet colouring ins and building cubby houses.



**We built Roxby out of blocks. We even built the airport!
Oliver, Jack and Heath**



We built a zoo! – Lexi & Spencer



I'm building a house from pop-stick and teaching Elsie how to build one too! - Lily

Reminders:

Please ensure to pack a hat for OSHC, as the children are unable to play outside without a hat, following our 'no hat, no play' policy.

Please also remind children when they are attending OSHC after school from RDAS, so they remember to meet us at the meeting point in the afternoon.





FREE PLAY, FREE-CHOICE PLAY, CHILD-DIRECTED PLAY OR UNSTRUCTURED PLAY

The importance of Free Play has been well researched. It is essential for all children to participate in Free Play. From their Early Years and throughout the Key Stages it plays a crucial role in their development.

What is FREE PLAY: *Children choosing what they want to do, how they want to do it and when to stop and try something else. Free play has no external goals set by adults and has no adult imposed curriculum. Although adults usually provide the space and resources for free play and might be involved, the child takes the lead and the adults respond to cues from the child”.*

children are highly motivated to play! They want to know about the world around them, and they need to be in a caring environment that allows them to explore all sorts of concepts freely, whether academic or social. Most aspects of physical and cognitive development and learning come through play. Given plenty of time for Free Play, a child’s way of playing will grow in its complexity. This is what we love about it!

FREE PLAY...

- Promotes Personal, Social and Emotional Development
- Encourages Cognitive Development and a Child’s Ability to Solve Problems
- Supports a Child’s Physical Development
- Enhances a Child’s Language and Understanding of Cultures
- Reinforces Classroom Learning
- Allows a Child to be Happy

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

Element 1.2.2 - Responsive teaching and scaffolding
Element 1.2.3 - Child directed learning

Homan, Emma. (2020, February 15). Why Free Play Is Crucial For Early Years Children. Retrieved from <https://www.pentagonplay.co.uk/news-and-info/why-free-play-is-crucial-for-early-years-children>

COVID-19

Extra measures have been put in place to reduce the risk of cross contamination and infection at the Centre.

Upon arrival, please sanitise your hands before signing your child in. Take your child to the bathroom to wash their hands with soap and water.

Please do not linger at the Centre – sign your child in, drop them off, say a quick goodbye and leave.

Do not gather in groups – for kindy drop offs and picks ups come in as soon as you arrive at the Centre to either drop off or collect your child.

We are practicing social distancing by utilising outdoor space as much as we can, ensuring spacing at meal times is spread out, having staggered meal times and limiting larger group activities.

We have extra cleaning measures in place, disinfecting handles, keypads, knobs, counters and table tops every hour. Signs have been placed around the Centre in bathrooms and entry ways to ask parents to sanitise hands and use paper towels to touch door handles, then place into the bin.

We appreciate all you are doing to maintain the wellbeing of children, staff and families. We recognise that many families have already made the decision to self-isolate and we will be providing resources via our OWNA app to assist you at home with your children. Please ensure you have been able to access the App as this will be used as our major parent communication tool (along with emails).



The Floor Is Lava

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

This is a simple game often lots of fun when surprised on those you intend to play with. Before you do play though, make sure the area you intend to play it in is free from breakables.

To play, one person yells “The floor is lava!” and then starts counting down from five. Every other person must be completely off the ground by the time the counter reaches zero. What, they climb on is up to them, but if any part of them remains on the ground, then they’ll be burnt to a crisp.

Continue the challenge by asking players to reach a certain place without touching the ground. Watch as each player creatively devises a plan for crossing the dangerous lava without burning their toes.