

SEPTEMBER  
2020



Public holiday – we are closed -----5<sup>th</sup> Oct  
Pupil free day for kindy -----12<sup>th</sup> Oct

#### AROUND THE COUNTRY

International Day of Older Persons ----- 1  
World Smile Day ----- 2  
World Animal Day ----- 4  
World Space Week ----- 4-10  
World Teachers Day ----- 5  
National Nutrition Week ----- 11-18  
World Food Day ----- 16  
Children's Book Week ----- 17-23  
Aussie Backyard Bird Count ----- 19-25  
Loud Shirt Day ----- 23  
Children's Week ----- 24-1  
Grandparents Day ----- 25  
RSPCA Cupcake Day ----- 26  
Day for Daniel ----- 30

A warm welcome to all our new families and staff!

OWNA parent communication app is up and running for child care/OSHC families. Some parents have communicated difficulty with access. This could be a result of already having the app installed from when we had it available as the Freemium version with ads. If you continue to have problems with it, please let Brenda or Administration staff know and we will attempt to resolve the issues. It is important that all child care and OSHC parents have access to the app as all your fee invoices will come via the app as well as any incident report forms for your child that need to be viewed and signed. So far we have received a lot of positive feedback about the app but if you are having problems, we do need to find out from you asap.

For child care & OSHC families, a reminder that we need 2 weeks notice to cancel care for any bookings to waive fees. If you have planned holidays coming up let us know asap. Please also let us know in advance of your requirements over the school holiday periods.

For those of you having a break over the school holiday period, we wish you safe travels.





### LOUD SHIRT DAY – OCTOBER 23

LOUD Shirt Day is a national community initiative, which was developed as a fundraising campaign, so that children affected by hearing loss can live life loudly. Did you know that over 12,000 Australian kids face every day with a hearing loss?

Showing your support couldn't be simpler! All you need is a wacky shirt and a commitment to get LOUD!

**Find our more and register here.**

### GRANDPARENTS DAY – OCTOBER 25

Grandparents Day is a day to spend time with an older loved one and to celebrate the important role older people play in your local community. It's a day to connect across the generations. This Grandparents Day connect with an older person via phone, video call or face to face if it is safe to do so. **Check your local council websites for events happening in your community.**

## STRAWBERRY MUFFINS WITH CITRUS HONEY GLAZE



### INGREDIENTS

#### Muffins

2 **eggs**  
 3/4 cup (180 ml) **lightly flavoured olive oil**  
 1 cup Greek (or natural) **yoghurt**  
 1/2 cup **brown sugar**  
 1 teaspoon **vanilla bean paste** (OR extract)  
 1 cup **buckwheat flour** (OR 1 cup plain wholemeal flour)  
 1 cup **plain wholemeal flour**  
 2 teaspoons **baking powder**  
 pinch of **salt**  
 1 cup (fresh or frozen) **strawberries**, PLUS extra strawberries sliced, to decorate  
 zest and juice of 1 **orange**

#### Glaze

1 tablespoon **honey**  
 Juice and zest 1 **orange**  
 1/2 teaspoon **vanilla** bean paste (or extract)  
 1/2 cup **icing sugar**, sifted

**METHOD:** Muffins **Preheat oven** to 180 C, line a 12-hole muffin tin with papers. Set aside. **Place the eggs**, oil, yoghurt, sugar and vanilla into a large bowl and whisk to combine. **Add** the buckwheat flour, plain flour, baking powder and salt and using a wooden spoon gently stir to combine. Do not over mix. **Gently fold** through the strawberries and orange zest and juice. **Evenly divide** the mixture between the prepared tin. **Top** each muffin with a slice of strawberry. **Bake** for 10-12 minutes or until a skewer inserted removes cleanly. **Cool** for 5-10 minutes before placing on a wire rack to cool completely.

**Glaze - Place the honey**, orange juice, zest and vanilla into a small bowl and whisk to combine. **Add** the icing sugar and stir until smooth. **Drizzle** glaze over the cooled muffins. Serve immediately.

Recipe and Image from 'mylovelittlelunchbox.com'

## App reviews

*A mixed bag of apps to keep pre-schoolers entertained and learning.*



### THE LORAX

Oceanhouse Media | AGE 4+ | \$9.99

*If you care about the environment and want your child to care too, then the Lorax App is a no-brainer. The classic Dr. Seuss book comes to life with this app thanks to its interactive activities and exquisite animation.* The app has won the Academic Choice "Smart Choice Media" award as well as the Parents' Choice Award Silver Honour award. The story is about how industrialisation destroys environments and this app teaches environmental awareness in a very approachable way.

### BANDIMAL

YATATOY | AGE 3 to Adult | \$5.99

*BANDIMAL is a fun and intuitive music composer that lets kids discover the creative world of making music.* Set up a drum loop, swipe through animals to change instruments, compose melodies, change loop speeds and add a quirky effect on top. Amusing animals animate in hilarious ways as you perfect your song.

### WORLD OF PEPPA PIG

Entertainment One | AGE 3 – 5 | FREE

*The World of Peppa Pig app offers your family a safe and ad-free environment, filled with lots of learning and fun!*

Tailored towards the development of pre-schoolers, there are plenty of games, videos and activities for your little ones to enjoy and grow with.



## FOCUS: This year isn't ideal, but let's make the best of it!

My father has helped me around many twists in life's road with his saying, "What's real isn't always what's ideal, and what's ideal is rarely real." I've never felt it more applicable or helpful than while parenting and educating during COVID-19. Things are not ideal in many, fundamental ways, and yet here we are. Though hopefully not forever, this is our reality, and probably will be for a while.

This begs big questions for parents and educators alike—do we anchor on what is ideal or on what is real as we support our kids during such a wild time? Do we hold kids precious and protect them from this reality, or do we help them to navigate within and adapt to it? Which will help them to thrive more in the long term?

**My vote: Let go of 'ideal' and parent for real.**

*In any given moment we have two options: to step forward into growth or to step back into safety. —Abraham Maslow*

**Kids will roll with it if you let them.**

Humans—especially wee ones—are naturally quite resilient, adaptable and hopeful. Kids don't rage against reality like we adults often do—they tend to roll with things, especially if we give them the okay and support to do so.

**Kids don't suffer the loss of the ideal**

Many of us are torn between the ideal and real—between taking and foregoing chances to help kids adjust to this moment. It's a hard balance to strike. Many people are leaning into this new normal and bringing their children along, showing them how to learn new ways of doing things and make this new reality work. On the other hand, I have heard equally caring adults grow fiercely attached to an ideal view of life for kids.

For example, I've heard people say that it would be psychologically damaging to ask a child to keep social distance from a friend or loved one. For sure, it feels neither natural nor easy for kids to hold back from being close and even embracing one another or their elders. Again, as an early childhood educator, I would certainly not advise it under normal circumstances. That desire to touch is a sweet feature of our early days on the planet. It is also understandable that educators and parents alike find it easier *not* to ask kids to even try, especially if you live in a place where you may be judged when your child needs reminders or practice.



But is it really damaging to ask kids to learn to keep close to family while keeping a 6-foot bubble from others? Really? The alternative to asking kids to learn to keep social distance can mean isolation from friends and family, lost chances to be among other people and feel part of a community. For many families, that would also mean not seeing grandparents who are at risk. Is that a better option? And what lesson does avoiding these social encounters teach our kids?

**Let's put ideal in our back pocket and parent for real**

*"Challenges are gifts that force us to search for a new centre of gravity. Don't fight them. Just find a new way to stand." —Oprah Winfrey*

**So much of how our kids adapt to new challenges is how we present and respond to those challenges. That has never been more true than it is now.**

Let's never lose sight of what is ideal. Let's agree to look forward to days when it's easier, more natural and more free to let our kids be and play like kids have long been able to do. But, let's not let the ideal be the enemy of all of the good lessons and good chances to be together that are real in this moment.

(This article was edited to fit into the constraints of this newsletter. To read the article in full follow the link below. Fitzgerald, Meghan. (2020). *Motherly: To families starting school: This year isn't ideal, but let's make the best of it.* Retrieved from <https://www.mother.ly/child/how-to-model-resilience-during-pandemic>



## SHAPE HOUSES

Children begin to recognise and name shapes around 2 years old. Simply naming shapes you see around your home or out and about is a great way to build their understanding. These houses are a really easy and low-prep shape activity. You can easily put them together with supplies that you most likely already have at home. Simply cut out a range of shapes from different coloured paper. Include a big rectangle or square for the main part of the house, and a large triangle for the roof. (Of course, like with all art activities there is no right or wrong way to do it, a triangle house is just as perfect as a square one.) As your child/ren create their homes ask them which shape they have decided to use for a roof, the windows. Make real world connections by asking them 'What shape are our windows in this house?' Use glue to stick the shape house together. **Find more early literacy activities here**



# HEALTH & SAFETY: Immune Health

Immune health and the technical terms that go along with it, are being spoken about and referred to now more than ever. But what do they exactly mean and why is it so important?

**What Is the Immune System?** The immune system is the body's defence against infections. The immune (ih-MYOOON) system attacks germs and helps keep us healthy.

**What Are the Parts of the Immune System?** Many cells and organs work together to protect the body. White blood cells, also called **leukocytes** (LOO-kuh-sytes), play an important role in the immune system. Some types of white blood cells, called **phagocytes** (FAH-guh-sytes), chew up invading organisms. Others, called **lymphocytes** (LIM-fuh-sytes), help the body remember the invaders and destroy them. One type of phagocyte is the **neutrophil** (NOO-truh-fil), which fights bacteria. When someone might have bacterial infection, doctors can order a blood test to see if it caused the body to have lots of neutrophils. Other types of phagocytes do their own jobs to make sure that the body responds to invaders. The two kinds of lymphocytes are **B lymphocytes** and **T lymphocytes**. Lymphocytes start out in the bone marrow and either stay there and mature into B cells, or go to the thymus gland to mature into T cells. B lymphocytes are like the body's military intelligence system — they find their targets and send defences to lock onto them. T cells are like the soldiers — they destroy the invaders that the intelligence system finds.

**How Does the Immune System Work?** When the body senses foreign substances (called antigens), the immune system works to recognise the antigens and get rid of them. B lymphocytes are triggered to make **antibodies** (also called **immunoglobulins**). These proteins lock onto specific antigens. After they're made, antibodies usually stay in our bodies in case we have to fight the same germ again. That's why someone who gets sick with a disease, like chickenpox, usually won't get sick from it again.

This is also how immunisations (vaccines) prevent some diseases. An immunisation introduces the body to an antigen in a way that doesn't make someone sick. But it does let the body make antibodies that will protect the person from future attack by the germ.

Although antibodies can recognize an antigen and lock onto it, they can't destroy it without help. That's the job of the T cells. They destroy antigens tagged by antibodies or cells that are infected or somehow changed. (Some T cells are actually called



"killer cells.") T cells also help signal other cells (like phagocytes) to do their jobs.

Antibodies also can: **Neutralise toxins** (poisonous or damaging substances) produced by different organisms. **Activate a group of proteins** called complement that are part of the immune system. Complement helps kill bacteria, viruses, or infected cells.

These specialised cells and parts of the immune system offer the body protection against disease. This protection is called immunity. Humans have three types of immunity — **innate, adaptive, and passive:**

**Innate immunity:** Everyone is born with innate (or natural) immunity, a type of general protection. For example, the skin acts as a barrier to block germs from entering the body. And the immune system recognizes when certain invaders are foreign and could be dangerous.

**Adaptive immunity:** Adaptive (or active) immunity develops throughout our lives. We develop adaptive immunity when we're exposed to diseases or when we're immunised against them with vaccines.

**Passive immunity:** Passive immunity is "borrowed" from another source and it lasts for a short time. For example, antibodies in a mother's breast milk give a baby temporary immunity to diseases the mother has been exposed to.

**For more information on immune health see:**

<https://drwillcole.com/functional-medicine/8-ways-to-naturally-boost-your-childs-immune-system>

<https://www.superhealthykids.com/recipes/top-10-immune-system-boosting-foods-kids-ideas-recipes/>

Hirsch, Larissa (2019). Kidshealth.com, Immune System, retrieved from <https://kidshealth.org/en/parents/immune.html>

## Sustainability CORNER

**THE SEA** | Did you know September 12 – 18 is 'Sea Week'? It is Australia's major national public awareness campaign to focus community awareness, provide information and encourage an appreciation of the sea. Here are a few activities you can do with your children to build their appreciation of the sea!

**Do you live near the ocean?** Visiting the sea provides endless opportunities for discovery. Next time you are at the beach take time to actually talk about: What lives in the ocean, what the animals in the ocean eat, whether the water is salty (taste it). Look in rock pools and talk about what you can see and what might live there.

Look closely at shells, who and what might use shells? Take a bag and collect rubbish safely. When you find old fishing line or plastic, explain to your children what these items can do to sea life.

**Even if you don't live near the ocean** you can still talk about all these points. You may have another waterway near you, you can visit. Or use YouTube to help children visualise the topics you're talking about.

**There are some brilliant activities you can try [here](#)**



## WHAT'S HAPPENING: Nursery

We would like to welcome our new friends Riley, Kalyana, Madison, Madylan, Emmie and Edison. Addison and Marley are transitioning to the toddler room and your nursery family are here to support both of you.

This September, we focused on the independence and autonomy of children. Austin, Piper, Lochlan, Stella, Dekoda, McKenna and Ometh were transitioned from cot to bed. We continuously promote a healthy lifestyle and good nutrition to the children in our program. We are developing their self-help skills in hand washing. Our project, the hat station has been noticed by the children. This project promotes self-identity as children see their pictures and confidently say "my hat", "mine".

For Father's Day, the children and mums painted a mug and created a card.

As a continued concept of showing respect to the environment, the children are watering the garden. Educators help them use the water pump for watering the garden.

The children are engaging in water and sensory play and we will extend their holistic learning through play-based opportunities. We value and welcome family input.



## WHAT'S HAPPENING: Toddlers

We would like to express our warmest welcome to our new friends Maggie, Addison, and Marley who recently transitioned from the Nursery room. Together with Rachael and Lucas and their families who have joined our growing Toddler family. The children are showing and continuing to build a strong sense of identity and trusting relationships with their educators as they have been more settled and happier coming into the centre during drop off times. The children were able to explore the various member roles in the community through dramatic play and express their own preference: firefighters, police, chef, ballerina. The children were fascinated looking at themselves in front of the mirror, making different facial expressions and gestures while sharing laughter with their peers.



The children were showing interest in the world they lived in as we celebrated the Father's Day. They children crafted special gifts for their dads and baked some take away pastries. The children also had fun experiencing nature painting and making portrait faces using leaves.



As we welcome the warm weather of Spring, the children have been confidently demonstrating good body coordination and balance and developing gross and fine motor skills while happily exploring the water pump. To scaffold the children's learning, they were invited to experience water pouring opportunities, animal and doll bathing and car washing and sometimes just enjoy the magic of muddy puddle. We would like to remind the parents to please bring your child's own hat in compliance with sun safety policies.



## WHAT'S HAPPENING: Junior Kindy

Children have engaged in a multitude of sensory experiences. Their sensory skills, curiosity and imaginative minds were truly evident upon having fun with each other using the scientific pipettes during waterplay, colour mixing, and the seed germination experiment which gave them the opportunity to see up close how a seed grows and what would actually be happening under the ground. They loved checking the progress.

The children are taking increasing responsibility for their own health and wellbeing, at the same time developing their resilience, independence and confidence.

The children were exposed to different art forms that really honed their creativity and artistry. They became aware of what Pointillism is and they learnt about this through our felt ball printing experience with them, and other colour mixing experiences. We would continue to extend their strengths and capabilities by having more meaningful experiences such as these.

We thank everyone for the appreciation and feedback we received. We, as educators, continually seek ways to build professional knowledge to ensure that we are successful in assisting children with their learning.



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



Masks inspired by the Rainbow Fish story have been popular this month. The children have played games wearing the masks during free play and some have developed story lines which they have acted out in small groups. Other children have been fascinated by the way they look in a mirror, depending on which style of mask they have been wearing. Dancing with masks on has been lots of fun for all!



We have reintroduced clay into the environment and the children have had opportunities to learn how to mould and shape using specialised tools. The children have been developing their artistic skills and abilities and clearly enjoy the sensory aspect of the medium. This ice-cream looks delicious!



During activities related to the diversity of marine life, the Jelly Fish group's interests have led them to wonder why sharks eat humans and the children have been engaged in an inquiry into the topic.

Inquiry-based learning begins with a question, problem or idea and involves the children in planning and actively investigating, proposing explanations and solutions and communicating their understanding of concepts in a variety of ways.

The children have been pooling their skills and ideas and learning more about how to research information using books, video clips and conversations with the people around them.

We have begun a journal recording the course of the inquiry. It includes the children's thoughts, their findings and drawings representing their ideas.



Each child senses the world around them in their own unique way. We presented a collection of objects from the ocean and asked the children to describe what they could see, feel, hear and smell. The children's comments and any questions they asked, were recorded during the ongoing inquiry into marine life and the ocean.



## WHAT'S HAPPENING: Kindy – Blue Lovely Lions (Lou & Megan)

Mulberries are back!!

The children have noticed that the mulberry tree actually has mulberries on it! They were so excited to see the berries, however lots of children were picking the green berries and then wondered why they tasted so yukky. We discussed this at our morning group times and used visuals to show the children the difference between green, red and the black berries. We need to wait until the berries turn black, then they are ripe and we can pick and eat them. This week (week 9) the children noticed some black mulberries and quickly picked them. After many taste testings, they decided they were delicious!



Cooking

On Wednesdays at Kindy we always cook something to keep our hungry tummy's full until home time. Megan often sits down with the children with a recipe book to discuss what they would like to cook. We then have a vote and tally up the results. Once the recipe has been agreed upon, we make an ingredients list with the children. 4-5 children head off to Woolworths with an educator to buy the ingredients. In small groups the children cook the recipe. The most important part is taste testing! We talk about the flavours we can taste and what we like/dislike and record the children's responses into the floor book.



Writing our names

This term we have been working on refining our writing and letter formation. We have also focused on the letter sequence in our names. It has been so wonderful watching every single child's confidence grow while they are busy writing/making their mark. We have been focusing on setting good habits such as using the correct pencil grip and being in the correct sitting position (feet flat on the floor, bottom at the back of the chair etc). While writing our names we have been working on the sequence and letter formations using the mnemonic handwriting phrase used in the Read, Write Inc program. This is the program the Area School uses and during Term 4 we will have an even stronger focus on using the Read Write Inc program.



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



Ma bu hi! This month the Mini Monster group has learned to say hello in Filipino. We also revisited how to say good morning in Japanese and the children located Australia, the Philippines and Japan on the map. The children have fun experimenting with other languages and enjoy finding where they live in the world. We are celebrating the diversity amongst us and the children are learning to appreciate different cultures.



It was a special day when Donna introduced this tiny joey she had rescued on the way to Kindy. We talked about conservation and then said goodbye, before our little friend left to be taken care of by some experts in the field.

Inspired by the topic of marine life, the children have produced many fantastic drawings and 3D objects at the craft table. Among them were these shark fins, which their makers wanted to wear all afternoon!



The Mini Monsters have been learning new things about light during an ongoing investigation of rainbows and colour.

The children had a range of prisms to use and they soon discovered that different shapes affected what happened when the light from the window or a torch, shone through the plastic.

We also introduced the children to a Newton's Colour Wheel. They were amazed to see the white light appear as the wheel was spun around!

# WHAT'S HAPPENING: Kindy – Red Cheeky Monkeys (Sandy & Kristie)

We have been continuing to learn about the world map and the land we live in. We looked at the map of Australia and identified where Roxby Downs is located on the map. We have been singing the song, 'Highway No 1, Travelling around Australia'. Inserted is a picture of the children travelling around Australia on the bus. As they drove they sang the song 'On Highway no 1....'



Over the weeks we have been playing literacy board games with the focus of rhyming and matching. The children have been demonstrating their knowledge of rhyme using picture cards and listening to the sounds. In our group time the children have had a wonderful time singing the rhyming songs, 'Willaby Wallaby Woo.....' and 'Higglety, Pigglety Pop!.....'. The children used the clap sticks to tap to the beat of the song as they sang.



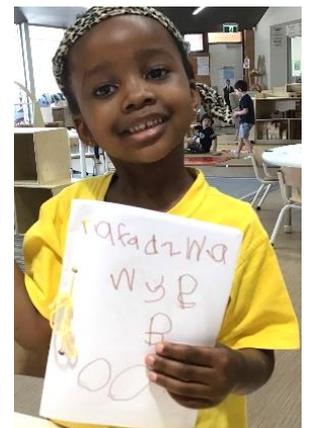
Within our play-based learning experiences the children have been engaging in fun games involving subitizing. This involved rolling the dice and the children took turns at calling out the number they identified, where they instantly recognized the number of dots on the face. As educators, we recognize that subitizing is an essential part of developing number sense in early years children, by helping them to relate numbers to actual items or groups of items.



Book making has been a fun activity over the last week where the children have been collating their own books. Book making enables the children to express their thoughts and feelings and builds confidence, where they can expand their vocabularies as they explore with experimental writing of letters and words.



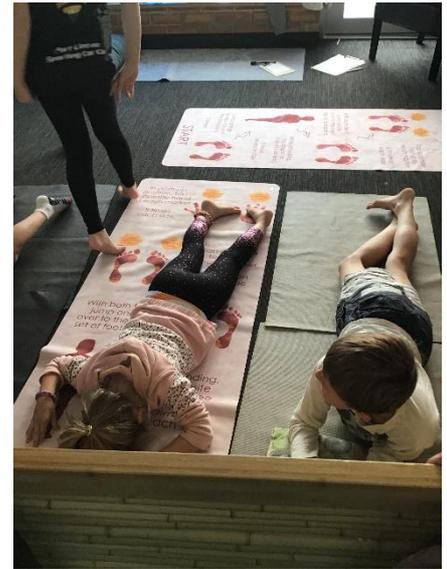
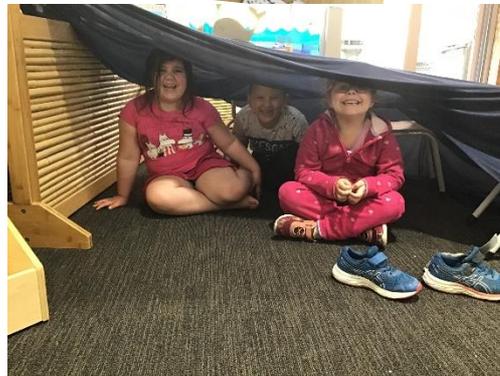
Over the term Staff have been implementing the Child Protection Curriculum. The children have been learning strategies of how to keep themselves safe, by using a hand signal & saying 'Stop' when they feel unsafe & by telling an adult when they are feeling unsafe. The topics we have covered are Relationships & People we Trust, Safe Places, Early Warning Signs, Our Private Body Parts & Emergencies.



# WHAT'S HAPPENING: OSHC



We celebrated Father's Day this month by making cards, posters and decorating plates for all of our Dads & Families!



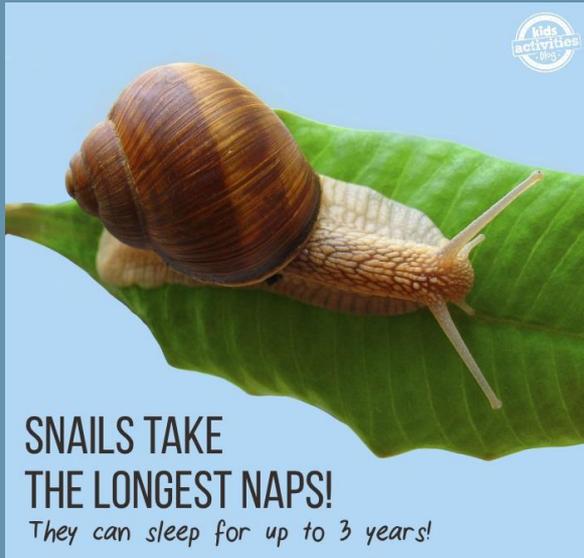
Some more of our interests have included making mermaids, building cubby houses, and making 'massage parlours'!

## \*OSHC REMINDERS\*

- Please remember to pack a hat and water bottle every day for OSHC.
- OSHC are currently accepting donations of old electronics for the children to take apart and explore technology. We would be grateful for any donations.
- Don't forget to book in for Vacation Care this upcoming school holidays. Holidays are from September 28<sup>th</sup> - October 9<sup>th</sup>. You can pick up a copy of our holiday program from the service.

We're exploring technology by pulling apart old pieces of equipment with tools to see what it looks like on the inside! We have also tried putting some back together again.





**SNAILS TAKE THE LONGEST NAPS!**  
They can sleep for up to 3 years!

**RANDOM FACTS THAT YOU WON'T BELIEVE ARE TRUE.**

*Do you have a child who absolutely loves random facts? These are some of the facts that our kids have thought were hilarious. They didn't believe they were true!*

1. Kangaroos cannot walk backwards.
2. Sea Lions have rhythm. They are the only animal known to be able to clap in beat.
3. While you sleep you can't smell anything, even really, really bad or potent smells.
4. Your brain uses 10 watts of energy to think, and does not feel pain.
5. Glass balls can bounce higher than rubber ones.
6. The smallest country in the world takes up .2 square miles, it is the Vatican City.
7. Hippopotamus milk is pink.
8. Your fingernails grow faster when you are cold.
9. Applesauce was the first food eaten in space by astronauts.
10. The average person spends two weeks of their life waiting at traffic lights.
11. Don't like mosquitos? Get a bat. They eat 3,000 insects a night.
12. A typical cough is 60 mph, a sneeze is often faster than 100 mph.
13. There are 31,556,926 seconds in a year.
14. Cans of diet soft drink will float in water; regular soft drink cans will sink.
15. On Venus, the planet, it rains metal.
16. Baby koalas are fed poo by their parents after they are born, this helps them digest Eucalyptus leaves later in life.
17. Cows can walk upstairs, but not down them.

Source: [kidsactivitiesblog.com/76701/50-random-facts/](https://kidsactivitiesblog.com/76701/50-random-facts/)

**Feedback**   
is always welcome

# WHAT'S ON AT THE CHILDREN'S CENTRE

Be sure to check out our Term 4 "What's on" calendar for all the wonderful programs happening at the Centre and within our township. Copies are available at the Children's Centre reception desk and also online on our website: <https://roxbycc.sa.edu.au>

 <b>What's on</b> Term 4 – 12 <sup>th</sup> of October – 4 <sup>th</sup> of December 2020 For further info please contact Sine, Community Development Coordinator on 8674 0455 or Email <a href="mailto:sine@roxbycc.sa.edu.au">sine@roxbycc.sa.edu.au</a> mob: 0437 937 921				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Pre-school - 8:30am-10:30am</b>                      OMEG Care - 8:30am-10:30am                      OMEG Care - 8:30am-10:30am</p> <p><b>Community Connect Events</b>                      Connect with project officers and service providers. Also meet other early on attendees.</p> <p><b>Hub Time</b>                      The Community Hub                      Monday 8:30am - 10:30am                      Connect with the Hub team and community. Children welcome. Hub activities include: English and Maths. 8671 7481</p> <p><b>9:30-10:30am</b>                      Cooking class and resources for children under 10pm (8671 0455)                      Also see our Online Community Chat on our Facebook page. 8671 0455</p> <p><b>9:30 Community Meetings</b>                      "Time for Writing"                      Program Coordinator: Sine, Sine                      8671 0455                      Early Years Program Coordinator: Sine, Sine                      8671 0455                      Community Hub Ph: 8671 0455</p> <p><b>After school services</b>                      Located at the Roxby Downs Reception Centre. 8671 0455 for information.                      8671 0455</p>	<p><b>Pre-school - 8:30am-10:30am</b>                      OMEG Care - 8:30am-10:30am                      OMEG Care - 8:30am-10:30am</p> <p><b>Community Connect Events</b>                      Connect with project officers and service providers. 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## Get Up & Move Dice Game

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

Make two giant dice out of boxes. On one, write action words like "jump, climb, run." On the other, write direction words like "in a circle, like a monkey, forward." Throw the dice and do what they instruct. ("Jump like a monkey.") This will get you moving too!

For full instructions, visit [Growing a Jeweled Rose](#).