

MARCH
2021



What's Happening

Governing Council Meeting-----	6 th
2pm early finish kindy red group -----	9 th
World Autism Day -----	2
Children's Book Day -----	2
Easter -----	2-5
International Day of Human Space Flight -----	12
Baisakhi Festival -----	13
Nature Play Week -----	14-25
Earth Day -----	22
Anzac Day -----	25
Pay it Forward Day -----	28

POLICIES FOR REVIEW DURING APRIL

(all input encouraged and welcomed – policies can be located on the APP or our website)

- Curriculum & educators training policy
- Supervision policy
- Sick staff policy
- Medical conditions policy
- Administration of medication policy
- Family communication policy
- Gender equity policy
- Anti-bias and inclusion policy
- Additional needs policy

Welcome to all our new families.

School holidays are rapidly approaching. Please touch base with our administration staff to confirm cancellation of bookings or additional bookings. Vacation care is filling fast and numbers are limited as quite a few of our educators are not available this school holiday break. All bookings during the school holiday period for before and after kindy and school are cancelled, children are not automatically booked in to vacation or full day care. It is the parent's responsibility to let us know what your care requirements are during school holidays.

Kindy will finish at 2pm on Friday 9th April, please ensure children are collected BY 2pm. A reminder that parents need to sign their child/ren in and out of kindy on the red iPad, thank you.

We will be farewelling Angie, a long term educator at the Centre as she relocates to Western Australia – her last day is Friday 23rd April. We wish Angie all the very best on her exciting new adventure.

A new Governing Council has been elected at the AGM – see back page for more details.

Wishing everyone a safe and happy Easter and school holidays.





WORLD AUTISM DAY – APRIL 2

No two people on the spectrum are the same – each person has their own way of seeing the world, which makes them interesting and unique. World Autism Day aims to increase understanding and acceptance of people with autism, foster worldwide

support and inspire a kinder, more inclusive world. **Wear something blue on April 2 in support of understanding and acceptance for people with autism. Find more information for [Go Blue for Autism here](#).**

PAY IT FORWARD DAY – APRIL 28

Pay It Forward Day is a global initiative that exists to make a difference by creating a huge ripple of kindness felt across the world. We believe that small acts, when multiplied by millions of people can literally change the world for the better. **For some ideas on how you can Pay it Forward follow the link [here](#).**

SUPER CREAMY GREEN SMOOTHIE YOUR KIDS WILL LOVE



PREP 5 min | COOK 5 min | SERVES 4 small smoothies

Getting fruit and vegetables into our little ones especially the green kind is never easy! A delicious smoothie is a wonderful little trick to get them the extra health energy boost they need.

INGREDIENTS

- 1 banana, frozen
- 1 cup pineapple, frozen
- 1 cup baby spinach leaves
- 1 cheek mango, diced
- flesh of half an avocado
- handful of ice cubes
- 1 cup (250ml) filtered water
- 1 teaspoon vanilla bean paste (optional)

METHOD:

1. Place all the ingredients into the jug of a blender. Blitz until creamy and smooth. Pour into glass and enjoy. x
2. Makes 4 small smoothies

Recipe and Image from [My Lovely Little Lunchbox](#)



A few apps for the adults. Think clearer, feel better, smile more.



SUPER BETTER

SUPERBETTER, LLC | FREE

Resilience Training. Powered by the Science of Games.

Join nearly a million people who have played SuperBetter so far to build resilience, achieve goals, and tackle challenges including anxiety, depression, stress, chronic pain, concussion recovery and more.

PLAYFULLY BABY DEVELOPMENT APP

BABY ACTIVITIES AND & MILESTONES, PLAYFULLY | FREE

Get personalized, daily, real-world play ideas for you and your 0-3 year old, backed by advice from experts. Children learn best through play, taking a couple minutes to play every day builds a healthy family bond, sets your child up for long-term success, and creates meaningful memories for both you and your child.

HAPPIFY: FOR STRESS & WORRY

ACTIVITIES, GAMES & MEDITATION | HAPPIFY, INC.
| FREE (IN APP PURCHASES)

Happify's science-based activities and games can help you overcome negative thoughts, stress, and life's challenges.

Our techniques are developed by leading scientists and experts who've been studying evidence-based interventions in the fields of positive psychology, mindfulness, and cognitive behavioural therapy for decades.



FOCUS: Types of Play As Your Child Grows

Children love to play because it's fun—but it's also vital to a child's healthy development. In fact, during play, children learn and practice key social, cognitive, organisational, physical, and emotional skills, including creativity, imagination, and problem-solving. The benefits of play are progressive in nature, meaning that the skills kids develop during their fun and games build upon each other.

Seemingly simple activities like rolling a ball back and forth with a sibling or putting on a costume hone skills like learning to take turns, fine motor skills, proprioception (awareness of the body in space), and getting along with others. Influential sociologist Mildred Parten was an early advocate for the benefits of play. Her work described six essential types of play that kids take part in, depending on their age, mood, and social setting, and explained the ways that children learn and interact with each other during play.

Descriptions and typical ages that each stage of play emerge are included below. However, every child develops at their own pace and may engage in these types of play earlier or later. Plus, while these stages are progressive, they often occur simultaneously and stick around while new stages come about.

Unoccupied Play - Unoccupied play primarily occurs in infants, from birth to three months. This is the first stage of play, and to the untrained eye, likely doesn't look like play at all. However, infant activity of observing their surroundings and/or displaying random movements with seemingly no objective is actually unoccupied play. Despite appearances, this definitely is play and sets the stage for future play exploration.

Solitary (Independent) Play - Solitary play is just what it sounds like—your child playing alone. This type of play is important because it teaches a child how to keep themselves entertained, eventually setting the path to being self-sufficient. Toys for independent play can be anything that babies, toddlers, or pre-schoolers play can play with on their own, such as stuffed animals, blocks, toy figures, dress-up costumes, noisemakers, play 'tools', dolls, push toys, and books.

Onlooker Play - Onlooker play is when a child simply observes other children playing and doesn't partake in the action. Your child may watch what you or other adults are doing as well. Onlooker play is typical for children between two and three years old and is especially common for younger children who are working on their developing vocabulary. Don't dismiss the importance of this stage, which builds on the previous ones. It's a healthy form of learning through play and part of your child's play journey. It could be that the child feels tentative, needs to learn the rules, and/or maybe is the youngest and wants just to take a step back for a while

to watch before joining in play with others. Watching helps them gain confidence and learn the framework for future stages of play. During onlooker play, by observing and possibly mimicking the play of others, your child is building their own skills.

Parallel Play - Put two 3-year-olds in a room together and this is what you are likely to see: the two children having fun, playing side by side in their own little worlds. It doesn't mean that they don't like one another, they are just engaging in parallel play. This type of play begins around age two and differs from playing together in that neither child tries to influence the play of the other.

Associative Play - Slightly different from parallel play, associative play, which commonly begins between ages three or four, also features children playing separately from one another. But in this mode of play, they are involved with what the other is doing—think children building a city with blocks. As they build their individual buildings, they are talking to one another and engaging each other but primarily working on their own. Typically, this form of play phases out by age five.

Cooperative Play - Co-operative play is where all the stages come together and children truly start playing together. Typically occurring between four and five years of age, this is the predominant type of play seen in groups of older pre-schoolers on up or in younger pre-schoolers who have older siblings or have been around a lot of children. However, the earlier stages of play will still be used to varying degrees by these children at other times as well. Co-operative play uses all of the social skills your child has been working on and puts them into action.

Other Types of Play - While the above stages are important and vital to your child's social development, there are other key types of play that also contribute to a child's development. These kinds of play usually show up once a child begins to engage in cooperative play and include the following: *Competitive Play, Constructive Play, Dramatic/ Fantasy Play, Physical Play and Symbolic Play.*

Read the full article for greater explanations of each type of play by following the link [here](#).

Rock, Amanda (2021). *11 Important Types of Play As Your Child Grows* Retrieved from verywellfamily.com/types-of-play-2764587



COLOUR BY NUMBERS

Colour by numbers is a fun activity that has many benefits for your child's development. Children work on their number recognition skills when they match the number on the colour key. Assist your child by colouring the key first for them. Children also work on their fine motor skills and focus as they colour each area in the correct colour.

You can find many 'Colour by number' printables online, but here are a few Easter ones you may like to try [follow the link here](#).

Activity and Image Source: [123homeschool4me](https://123homeschool4me.com)



HEALTH & SAFETY: The 'tricky people' lesson you need to teach your kids

For generations, kids have been taught stranger danger: the principle that all strangers can potentially be dangerous. But a certified child safety educator says stranger danger doesn't work. In fact, it actually works against a parent. Safely Ever After founder Pattie Fitzgerald says 90% of sexual abuse or harm comes from someone the child knows, not a stranger. "Stranger danger doesn't teach kids about that. Stranger danger is looking in the wrong direction here."

Strangers can be confusing to kids Speaking to News Regional Media, Pattie says kids also have a different perception of what a stranger is. "If someone wants to offend against a child, they will often make themselves friendly or introduce themselves and then that child doesn't think they are strangers. Kids also see their parents talking to strangers all the time. With learning stranger danger, when there is no danger perceived, kids don't see that stranger as a threat which is why we need tricky people and why tricky people makes more sense."

Learning to spot 'tricky people' Tricky people is Pattie's philosophy; one she has been teaching to families all over the world for 15 years. "The main principle of tricky people is a tricky person can be someone you know or don't know but it is someone who breaks a safety rule or asks you to do something that makes you feel uncomfortable." But before we rush out and teach kids about tricky people, Pattie says it is important to teach kids safety rules first. "My whole philosophy it is a process. The first thing parents need to do is teach kids what is okay and not okay and anyone who breaks those rules is a tricky person. I call them thumbs up/thumbs down. Someone doing something thumbs down - breaking a safety rule - they're a tricky person."

Pattie recommends these 10 rules for kids:

1. I am the boss of my body!
2. I know my name, address and phone number and my parents' names too (don't forget: kids need to know their parents' mobile phone numbers)
3. Safe grownups don't ask kids for help (they go to other grown ups if they need assistance)
4. I never go anywhere or take anything from someone I don't know
5. I must "check first" with my safe-smarts grown-up for permission before I go anywhere, change my plans, or get

into a car even if it's with someone I know. If I can't check first, then the answer is NO!

6. Everybody's bathing suit areas are private.
7. I don't have to be polite if someone makes me feel scared or uncomfortable. It's okay to say no even to a grown-up if I have to
8. I don't keep secrets especially if they make me feel scared or uneasy (no adult should tell a child to keep a secret)
9. If I ever get lost in a public place, I can freeze and yell or go to a mum with kids and ask for help
10. I will always pay attention to my special inner voice, especially if I get an 'uh-oh' feeling.

Teach your kids to be boss of their bodies Pattie also has a list of [tips for parents on her website here](#) but says the most important things parents can teach their kids is that they are the boss of their bodies, there are no secrets and to always check first. "Teach kids at an early age that they the boss of their private parts. Do this using anatomically correct words, not cutesy names. Predators have said if a child says 'that's my penis' it is harder to coerce them. "Also make sure your child knows there are to be no secrets from mum and dad and to check first if someone asks something of them. And teach kids what to do not what to do. Show them how to respond in a situation." Pattie recommends doing this through role-play. "Show them what asking first or checking first looks like. Practice makes perfect. You have to remind them every time you go somewhere."

While role playing is good, Pattie says if we're really going to keep our kids safe from tricky people, it is up to us to pay attention. "Don't let your kids run around unsupervised. And notice who is paying attention to your kids. Safe adults, especially ones who work with your kids, don't look for extra alone time for your kids. My mother asking to take my daughter to the movies, that makes sense. A maths teacher asking to make my daughter to the movies doesn't make sense." Pattie has an extensive list of [red flags for parents here](#). For parents looking for guidance on how to get the safety dialogue started with their kids, Pattie has written two books. You'll find these on her website [here](#).

Kidspot (2019). *The 'tricky people' lesson you need to teach your kids* retrieved from <https://www.kidspot.com.au/health/family-health/safety/the-tricky-people-lesson-you-need-to-teach-your-kids/news-story/36dd4010c5f49a893948561e493f02fc>



WHAT DOES WATER MEAN TO YOU?

22 March 2021 is World Water Day. This year the focus is about *what water means to people*, its true value and how we can better protect this vital resource.

Water means different things to different people. Start a conversation about what water means to you and your family. How is water important to your home and family life, your livelihood, your cultural practices, your wellbeing and your local environment? ***As a family come up with a sentence and contribute to the global conversation using this hashtag #water2me***

www.worldwaterday.org/learn



WHAT'S BEEN HAPPENING: NURSERY

We would like to give a warm welcome to our new families in the Nursery Room. We are excited to get to know Enzo, Lainey and Cooper and welcome back Neko who now has a new baby brother. We would like to introduce two Diploma qualified educators Viviane and Chalani.

We have been focusing on enhancing sensory skills, self-help skills, physical well-being, language and vocabulary. We encourage children to wash their hands before and after mealtimes, after coming in from playing outside and after nappy changes. Each child has been very independent this month, asking to wash their hands and even reaching to pump the soap themselves.

Also, we make sure all the children wear hats and apply sunscreen before going outside. Many children are independently finding their own hat and helping to apply sunscreen.

This month the children have been particularly interested in baby dolls, we have done many activities that involved washing, dressing, and caring for them. This encourages a nurturing behaviour and connectiveness.

We promoted movement by bringing out more climbing frames and hiding areas in the room, encouraging children to be more physical, helping strengthen their bodies, minds, and coordination. The younger children have been encouraged to do tummy time, this strengthens their cores, hand-eye coordination and prepares them to start crawling.



This month we have been able to

go on our Nature Walk every week, whilst we walked, we pointed out things that we could see, we saw lots of clouds, birds, and dogs. We waved to the people and dogs that walked past us, we stopped by the Lions Park to sing some songs and dance along before continuing our walk.

This month we have modified our outside yard by adding and



rotating resources. Also we got new storage for outside to keep our toys and equipment safe and tidy.



WHAT'S BEEN HAPPENING: TODDLER ROOM



We would like to warmly welcome our newest additions in the Toddler Room: Alanna, Archie, Asha, Beau, Marley D. and Ometh. We cannot wait to know more about you!

For the month of March, we were very much engaged in various experiences that dealt with colour recognition and sensory motor skills. As an extension to these experiences, we provided creative activities to commemorate Saint Patrick's Day and to welcome the Autumn season. Also, we happily and actively participated during our group time activities filled with so

much singing, dancing, and clapping. We explored our community by having a wonderful excursion to the local hardware and supermarket & fostered our care for the environment by planting seedlings from the Woolworths Discovery Garden. Indeed, it was a month full of fun, learning and excitement for all of us in the Toddler Room!



WHAT'S BEEN HAPPENING: JUNIOR KINDY



The month of March offered lots of opportunities for the children to take responsibility for themselves and their environment. We celebrated and encouraged their uniqueness, encouraged

ownership and supported them to make meaningful and significant choices. They learned, grew and developed through active conversations with others and meaningful participation within the learning spaces and the environment.



Children have been confident and eager to learn the letters in their name and how to write it. We also discussed emotions, being aware of the emotion and talking about it clearly, to help build better relationships and learning.

We have been discussing hand washing, when to



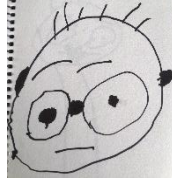
wash our hands and for how long (to the tune of Happy Birthday, sung twice).

The children have been demonstrating curiosity, using their imaginations and creativity through building, playdough and drawings



WHAT'S BEEN HAPPENING: KINDY

Our **"What is Belonging?" Project** is continuing with **self-portraits**. During Group Time, we brainstorm all of the features we need to include in a self-portrait. Georgie started drawing a self-portrait, but she needed some help to add all of the parts of her face and body. The kindy children helped to add different features, including hair, teeth, ears, eyebrows, a neck, arms, fingers, legs and shoes. The great thing about being an artist is that we can always add more detail to our work! Some of the children reflected that Georgie's **collaborative portrait** still needed clothes, eyelashes and earrings. The children then added these details to their own self-portraits.



This month we have introduced **story tables**. A story table is a way for children to retell a familiar story using props, alongside the text. Story tables are valuable tools to build verbal and nonverbal **communication skills**. Children have to use their **imagination**, but story tables also encourage children to innovate and change the story as they retell it. Using a story table also demonstrates to children the importance of **respecting** and **caring** for kindy resources: items on the story table need to stay at the story table. Children quickly learn that it is tricky to tell the story if the book's characters or props are missing! Our first story table was **Dear Zoo** by Rod Campbell. Our second story table is a version of the **Three Billy Goats Gruff** story.



We have been building the **skills** that we need as kindy kids. Some of these skills are about **relationships**: **cooperation, sharing, turn-taking, listening** and **communicating** are all vital skills to build and maintain friendships. Other skills are **hands on**: learning how to care for our kindy resources, and our kindy environment. All of this new learning occurs during play, with support from peers or educators. This style of learning promotes **collaboration, problem-solving, resilience, autonomy** and **independence**.



WHAT'S BEEN HAPPENING: OSHC

This month we got into the garden and planted some peas with Vikki. We love to watch the progress of them grow and cannot wait to try some once they are ready. We will extend this on the holidays by giving each child their own seedling to grow over the two-week period and take home.

Our craft has progressed to 2 step projects. We have painted patterns and created images later by cutting our patterns out. We have also made a mural of sea creatures, creating the background with paint, and adding sea creatures made from Hama beads.

We have seen some amazing creativity with magnetic tiles and our new magnetic blocks over the last couple of weeks. Children are taking initiative and leaving their creations out for the Kindy children to inspire them.

We have continued to focus on emotional development with the introduction of our sensory support toys 'Rainbow' and 'Marshmallow'. The children are taking turns giving cuddles to our new friends as they feel they need them, and we have created books for children to add stories, pictures, or drawings about their time in OSHC with our special friends.

We celebrated St Patrick's Day (17th March) and Harmony Day (21st March) this month as well. We created some cool mosaic clovers, a harmony tree and listened to music from different cultures around the world.





Literacy

“Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. Children benefit from opportunities to explore their world using technologies and to develop confidence in using digital media.”

Belonging, Being and Becoming, The Early Years Learning Framework for Australia

Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

Literacy education within an Early Years setting looks like: Conversations with peers and educators, sociodramatic play, reading a variety of books, singing and chanting rhymes, jingles and songs, creative arts, expressing feelings, using technology, pre-writing skills writing, play-dough and science experiments just to name a few.

If you would like more information on our Literacy program, please speak to your child’s room leader.

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.

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.*

GOVERNING COUNCIL

At our recent Annual General Meeting, a new Governing Council was elected. 2020 governing council members who elected to remain on the Council:

- Karina Fennell
- Andrew Lock
- Lauren Olds
- Erin Reddaway

New members:

- Bec Webster
- Lara Luke
- Desiree McGurgan
- Carla Brown
- Starrsha McDonald

We extend a warm welcome to our new members and advise that membership is always open, so if you wish to have a say and see how the Centre runs, come along to a Governing Council meeting or see Brenda for further information. Meetings are held once a month on the first Tuesday of the month at 7pm (10 times a year). Meetings last for approximately 1.5 hours and are a fun way to get to know other Centre parents and to contribute to the long term viability of the Centre.

Also on the Council are the Management Team of the Centre – Brenda Murray (Director) and Silvie O’Connor (Community Development Coordinator) and a staff rep elected by staff – June Carmen.



I’ll time you

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

Say to a child “I’ll time you” and it evokes a crazy competitive drive to beat that time over and over and over again! Why not join in?

It could be a run around the house, 10 jumps or skipping to a location. It doesn’t matter. Choose a movement activity and time one another completing the activity. See if you can beat one another! Of course, the real time doesn’t matter, have fun with it.