



Trinity Gardens Children's Centre Newsletter, Term 2, Week 9

We acknowledge and respect Aboriginal people as the State's first people and Nations, and recognise Aboriginal people as traditional owners and occupants of South Australian land and waters.

Key Dates:

NAIDOC week 3rd July to the 10th July

Pupil Free day Monday start of Term 3 – 25th July

Playgroup last day – 1st July, no playgroup on 8th July.



Being invited to share in reading a book.

Director's message:

Our family Working Bee held on a rainy Saturday morning was a great success. Many families attended and, despite the on and off of hard rain, were able to achieve all the jobs we set ourselves to address. Thank you so much to all of you who braved the weather and turned up - we truly appreciate your efforts.



Reconciliation Week was celebrated across the Children's Centre and preschool in a meaningful way. Children were engaged in many rich experiences and were supported by our team of educators to learn about and from Aboriginal ways of knowing and being, their symbols, their traditions, their stories and, importantly, their rich and abiding connection to the land.

On the recent Pupil Free Day, the staff team engaged in professional learning that focused on developing practices to effectively engage children in small groups of inquiry learning. Inquiry based learning is known to support the development of children's natural scientific and creative dispositions and to do so alongside others. Play remains the foundation of our learning program but children enjoy problem solving and working with others to resolve their ideas. Children develop many lifelong skills when they collaborate with others and share their ideas. At the same time they develop their skills, including social skills, motor skills, literacy and numeracy skills. Knowledge is constructed rather than transmitted and meaning making occurs. Children often act out their ideas in socio-dramatic play.

Maintenance

- The shade cloth in the preschool has been replaced. The poles will soon be painted.
- Soft fall will be topped up in the preschool holidays
- The wooden platform will be dismantled and removed in the holidays. Sadly it is old and no longer safe. The space it provides will enable us to replace it with something new and challenging for our children to play on.

Important tips and reminders:

We continue to have COVID-19 and viruses reported to us from our families. Thank you for not sending your child with a runny nose and coughs so we can limit the spread. We are required to ring for a child to

be collected if they show these signs to reduce the spread of infections

Ngaityalya,
(Kaurna, *thank you*)
Christine (Director Education and Care)

Early Learning Centre

Curriculum:

Throughout term two educators have seen children strengthening connections with their peers. As a result there have been various play scenarios children have been engaged in that have spread out over a couple of days and followed up again in succeeding weeks. Play provides a rich way of children exploring ideas and concepts with others. Teachers intentionally engage with children in their play and children become involved in rich learning experiences. Teachers work with children to extend their play through the documentation or recording of their ideas. Documentation provides an opportunity to revisit play based learning and reflect upon it. The reflective process supports children to listen to others, respond, think critically, problem solve and develop their questioning and wondering skills. Inquiry based learning continues to be provided for our children. Group inquiries actively promote or initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising. Documentation from all of our inquiries can be found in the floor books, on the walls, on the planning board and in snippets on Seesaw. Please feel free to take the time to view this valuable documentation or ask an educator for more information if you would like some.

Children collaborate to design and solve problems.



Cultural perspectives - We were fortunate enough to have Trent Hill visit us and share about Aboriginal culture and storytelling. He told us a Dreaming Story about Gedigal, the boy in the moon and the origin of the evening and morning stars. Children were introduced to a variety of words such as 'Murra's', meaning hands in Kaurna. Trent shared various artefacts that Aboriginal people used in their daily life such as animal skins for carrying babies, boomerangs for hunting and we listened to some sounds on the didgeridoo. Following the visit, children were invited to recall the story about Gedigal, the boy in the moon. This experience provided children with another opportunity to extend their listening and communication skills and was an opportunity for educators to again observe mark making skills and support fine motor development for children.



Community and connection – Isla and her family kindly gifted us some honey. The honey provided us with an opportunity to engage children in food experiences where children were invited to explore a variety of recipes. We enjoyed making a warm honey drink and a warm honey and lemon drink and this has provided further opportunities to discuss keeping our bodies healthy and try new and interesting foods by being food explorers. In addition the experience was a real life way of extending children's literacy skills and making meaning of text, through the reading of recipes.

Sensory - Children have been involved in making play dough, lux soap and cloud dough. These experiences provided more literacy opportunities in exploring measurement and comparative language as well as the opportunity to use descriptive language. Children used and increased their vocabulary, used language appropriate to purpose, and continued developing their listening skills by considering the perspectives of others. You may like to try these sensory experiences in the holidays.

Lux Soap Experience

Ingredients

- 1 cup lux soap flakes
- 1/4 cup warm water



Procedure

1. Place the dry ingredients in a mixing bowl
2. Add the wet ingredients
3. Mix with a spoon then with your hands
4. Thinking like a scientist, does your mixture now need more wet or more dry ingredients to reach the right consistency?
5. Play with your mixture until you are happy with the consistency

Note: I wonder if you can make your dough any different colours?



Cloud Dough

Ingredients

- 2 cups corn flour
- 1 cup hair conditioner

Procedure

1. Place the dry ingredients in a mixing bowl
2. Add the wet ingredients
3. Mix with a spoon then with your hands
4. Thinking like a scientist, does your mixture now need more wet or more dry ingredients to reach the right consistency?
5. Play with your dough

Note: I wonder if you can make your dough any different colours?



Occasional Care

Learning through trusting relationships.

We are welcoming new families to each of the three Occasional Care sessions. As always, our primary focus is on building relationships with the children and families. When the children have developed a strong relationship with us, they then feel secure enough to explore their environment and engage in play alongside and with others. You may have noticed as you enter the session that there is a simple picture routine displayed on the trolley. Our routine helps all children to understand the sequence of the session and see when their parent will return. The children in all our sessions are showing keen interest in reading, both independently and with us. Your work as parents is to encourage a love of reading in your child. This love will develop and grow their skills in early literacy, which will support their later development of reading and writing at school. Our Monday group is exploring construction with the big blocks - using trial and error to solve problems and experimenting with shapes and how they connect. Our Tuesday group is interested in sandpit cooking and is developing skills in working alongside each other and sharing resources and space. Our Thursday group is exploring how their bodies move in space - comparing what actions and skills they have mastered as they talk about and demonstrate their skills. Some of the skills shared are skipping, hopping, push-ups, jumping, ballet, kicking balls, and twirling!



We are seeking your engagement in your child's learning. To help us plan for children's literacy learning we are asking families to respond to a reading survey. This is an opportunity for us to find out what reading looks, feels and sounds like in your homes.

Educators: Shelley, Gen, Katrina, Lisa, Alison and Mary. Students: Bettina Anastasi and Jenny Zhu.

Alison and Kirsty

Messages from Emma



Immunisation status

Thank you to all the families that supplied me with their child's immunisation history statements last week. We are required to have an up to date copy of this information. I will be following up with the remaining families over the next few weeks and into term 3 to ensure the centre is compliant.

COVID

Please be aware that there are still cases of COVID with in our community, if your child is unwell contact the centre on 8333 2557.

Daily routine

Please remember

Beginning of the day

- Sign your child in on the attendance sheet
- Notify an Educator and write on the attendance sheet if someone different is going to be collecting your child or you are going to pick your child up early.

End of the Day

- Sign your child out on the attendance sheet
- If running late please call to notify an Educator.
- Ensure authorised person collecting your child has been specified on the enrolment form. We will confirm your child is going with the correct person and we may ask for identification.
- If Out of Hours School Care (OHSC) is needed then please arrange this and let the educators know. The educators will ask you to sign an authorisation form so they can walk your child over to the OHSC at the end of the day.

Change of details

If you have made changes to your family details, please send them to me via the email below.

Centre email:

dl.1625.webmasters@schools.sa.edu.au

Services on site - CaFHS

Child and Family Health Services offer support to families with children 0-5 years old.

Please contact CaFHS on 1300 733 606 if you would like to speak to a healthcare professional about your child's health, development and wellbeing.

A photograph of a baby lying on its back, smiling. The baby is wearing a white diaper. The background is a light-colored, textured surface.

cafhs.sa.gov.au

Child and Family Health Service (CaFHS)

Working in partnership with you to give your child the best start in life



Government of South Australia
Women's and Children's Health Network

Community Development Update

Cathy Tomaselli

Hi Everyone,
Here we are in Week 9 and Term 2 is nearly over.

My role as the Community Development Coordinator (CDC) in the Children's Centre and my work at the centre is to be the Community Connection for families and ensure that we can offer a good range of community programs at the Children's Centre to compliment the education programs we provide for families.

The Dad's Playgroup here last Saturday was well attended, and we had a couple of new families come along too. Even though it was a cold day the dads and children were very busy playing and learning and we did some cooking with the children too and shared it for morning tea.



The Mums Wellbeing Group was happening at the same time on Saturday and a few families make the most of this opportunity with mum having some time out while dad is sharing the fun in playgroup with the children. It's always nice to see the families catch up after both sessions and the children sharing what they did in playgroup.

We offer this playgroup three times a term to enable families that can't do these activities during the normal week an opportunity to share some time together.

Please have a look at our *What's On* for all program details and if you have any questions or are looking for some further information, please don't hesitate to contact me at the Children's Centre or by email cathy.tomaselli@sa.gov.au

Take care and I hope to see you soon. Cathy

Trinity Gardens Baby Playgroup Term 2 2022

During Baby Playgroup family parents are supported in their important role of parenting.

The staff:

- Are available to answer questions that arise from conversations.
- Have resources/information available for families such as 'first foods' pamphlets, book packs, Learning Together leaflets and books.
- Have discussions with parents individually or as a group around supporting development e.g.; tummy time, using a laundry basket to support sitting, getting down to baby's level and ensure families that 'all babies develop and reach milestones at different times'
- Talk about the importance of routines and build this into the playgroup sessions by having reading and singing times.

During playgroup we focus on developing babies' early literacy skills:

- Babies are offered a choice from 2 books; and parents are invited to read to their child
- A singing time is offered, starting and ending with the same song – this provides a sense of predictability for babies and young children and they learn it's time to go.
- The same songs are sung each week (with a few changes) – repetition helps with learning.



Baby playgroup is intended to be a social, joyful and useful time for parents and we welcome inquiries to join this program.