

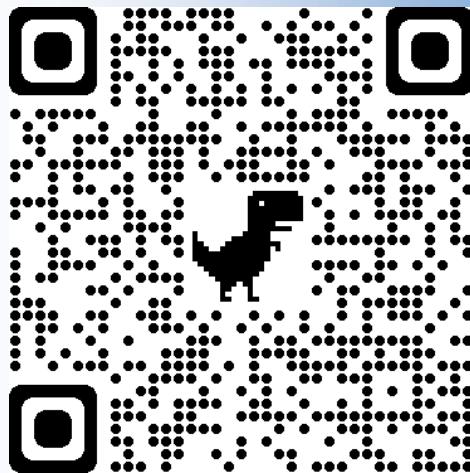
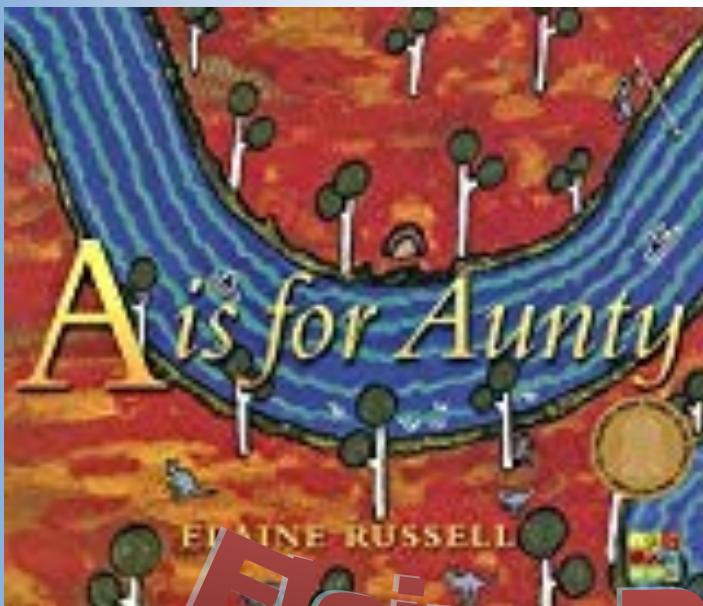


Karra

Term 2 Week 9

2021





Elaine Russell

This is a unique take on an alphabet book. The entries for each letter are short little stories about the author's childhood on an Aboriginal mission. As such, it's a biographical alphabet book of the author/illustrator, Elaine Russell. She is a Kamileroi woman. The acrylic and gouache illustrations are bright and inviting, in the naive style, and depicting various scenes around mission life.

From A is for Aunty Goldie, the aunt who cheers the kids on with her red bandanna, to Z is for Zinc Ointment, the book circles nicely back to Aunty Goldie's medicine cabinet and the panacea of medical treatments held within it. The zinc ointment entry is a great example of the humour and left-field approach of this book.

Adam -"P is for possum. She put a little tree in the bedroom and the possum sleeps on the floor in her bed".

Emily- " Quandong is a tiny little fruit. The Aboriginal people ate it".

Maddison " R is for river. They swam there"

Eric"R is for river, they used a rope in a tree and swung on it into the river".

Adam- "the winner made the biggest splash"

Katie "S is for supertime—they ate something"

Tom "T is for teacher."

Adam " They gave them little bottles of milk at school and they didn't let the Aboriginal people have fresh milk they had powered milk".

Eric " they let the children take vegetables home"

Aadya—"U is for uncle, he took them cycling with one leg".

Eric " V is for valley. They rode horses there and milked the cows"

Print awareness

Today we are helping the children to learn about various concepts of print.

This fortnight we are talking to the children about upper and lower case letters and when you use them in writing. In this activity the children used Lego letter blocks to write their own names using the upper and lower case letters. The children also practised persistence as they looked for each letter.

They then transferred their work into their portfolio folder, to further support their name recognition, as they found their name on the spine of their folder.

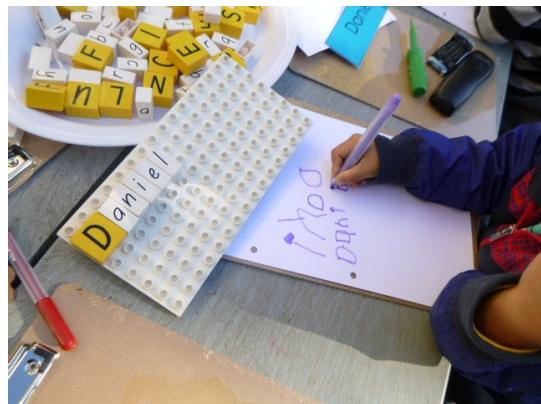
Term 2—Week 9—21/06/2021



Print awareness



Print awareness



Print awareness



Print awareness



Indicator- I engage with texts and make meaning.

Key elements

- choose texts for particular purposes
- respond meaningfully to symbols and texts
- Understand that texts convey meaning.

Indicator- I represent my world symbolically.

Key elements

- represent ideas and theories in multiple ways
- use a range symbols to convey meanings understand conventions of texts.
- create texts for a range of purposes
- meaning from familiar texts

21st June 2021

Keeping Safe: Child Protection Curriculum.

Focus Area 2: Relationships. Topic 1: Identity and relationships. Topic 2: Fair and unfair. Topic 3: Trust and networks.

As we continue to explore trust and trust networks, we played a great game of trust. Children are invited to come to the front, stand still and fall back, knowing [trusting] that they will be caught by some they trust [their kindy teachers]. Most children were keen to have a go, but it is very challenging for some. Trust is key.





Secure, respectful and reciprocal relationships are formed when educators who are attuned to children's thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with the young child in their learning. Holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit. When early childhood educators take a holistic approach they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Intentional teaching is deliberate, purposeful and thoughtful. Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning.

Children become strong in their social and emotional wellbeing when they can demonstrate trust and confidence

Children feel safe, secure and supported when they establish and maintain respectful, trusting relationships with other children and educators

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency as they become open to new challenges and discoveries.

Children become strong in their social and emotional wellbeing as they demonstrate trust and confidence

Children take increasing responsibility for their own health and physical wellbeing when they engage in increasingly complex sensory motor skills and movement patterns.

Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity when they are curious and enthusiastic participants in their learning.

BOOK Club



21st June 2021

Nhan and Mia

What I like most, read in English, French, Vietnamese and Mandarin

Why did you choose this story?

I chose this book because the girl in the book looks like Mia and it is hard to find books that look like Mia and myself

What is the problem in the story?

Not sure there was a problem—there was too much to choose from maybe.

What is so exciting about this story?

There are so many things in this world that we love and its great to rediscover sometimes we don't notice

Who do you love sharing it with?

Mia and her Daddy



Book club

22nd June 2021

Book club gives children the space to share their favourite stories. At this age when asked to read, children often say 'I can't read' once encouraged to use the pictures as a reference, it is great to watch how quickly and easily we begin to read the story line as the pictures tell it.

Wynn read 'The Little Yellow Digger'

The *Literacy indicators* and *key elements* describe children as active constructors and co-constructors of knowledge, and active participants in their own learning.

The *Learning Processes* children are using include: communicating - creating and making meaning – coding and decoding – reflecting critically.

Indicator- I understand the language of my world.

Key Elements

I demonstrate critical understandings of texts.

I respond to sounds and patterns in speech and stories.

I understand what has been communicated.

I actively inquire to make meaning.

Indicator- I engage with texts and make meaning.

Key elements

I choose texts for particular purposes.

I respond meaningfully to symbols and texts.

I understand that texts convey meaning.

I infer meaning from familiar texts.

Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity this skill is developed during small group work.

Children are curious and enthusiastic participants in their learning and can follow and extend their own interests with enthusiasm, energy and concentration when reading their favourite story out loud.



22nd June 2021

Caitlin from Unley library shared some new library books that we have already ordered!

The first book shared was 'how to read a story' which was the perfect book for our book club work this term. The story gives excellent tips and strategies to ensure you enjoy your book by yourself or sharing with your friends. We will be looking forward to sharing this book more to build our oral language and love for reading.

Next was 'Bears don't wear shoes' a story about finding friendship, accepting others for who they are and understanding others perspectives.

Missing Richmond was a fun filled action story that had the audience engaged completely. Where is Richmond?

Then we sang Galumph together.

'Wide mouthed Frog' is a classic story that sees a Frog showing interest in many other outdoor animals and what they eat. What was the big green animal that thought frogs were delicious?

Make sure you say 'hi' when visiting the Unley Library!





Being a great audience. Whole body listening!



Listening is a core component of oral language. Some students can hear, but are not active listeners. Active listening requires selective and sustained attention, working memory, cognitive processing, and information storage and recall mechanisms.

The *Literacy indicators* and *key elements* describe children as active constructors and co-constructors of knowledge, and active participants in their own learning. The *Learning Processes* children are using include: communicating - creating and making meaning – coding and decoding – reflecting critically.

Indicator- I understand the language of my world.

Key Elements

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I respond to sounds and patterns in speech and stories.

I understand what has been communicated.

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Exploring the world of books and stories

Today in our small book we have revisited the story: 'I'm Green and I'm Grumpy! by Alison Lester.

This consisted of a unit of work from week 2 that continued on to week 7 reading one story book.

The children were able to listen and respond to the story and had the ability to recall the events and sequence of the story,. They drew pictures of what they liked about the story, described what characters or creatures they wanted to be behind the cupboard door, completed bookmaking and created a story table.

Stories give us pleasure and help our imaginations grow.

We have looked at:

- Our favourite stories
- How stories make us feel
- Recording and acting out stories
- The re-telling of stories
- What we learn from stories
- Creating and conveying our own stories

I asked the children:

- What we know about books?
- What we want to know about books?
- What we have learnt

Term 2—Week 9— 21/06/2021



Exploring the world of books and stories

These are some examples of the children's voice:

What we know about books:

- Esther- 'There are soft cover books'
- Norah- 'The Author writes words'
- Kate - 'We made a story table'
- Ray- 'Books have soft and hard covers'
- Mia- 'There are animals books'
- Hugo W - 'There is dinosaurs books'

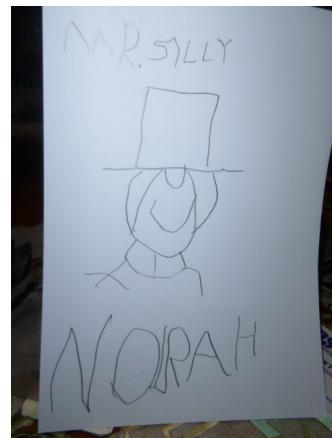
What we want to know about books?

- Yasmin - 'Who draws the colour pictures?'
- Esther - 'Where do they get printed?'
- Norah - 'How do they get made?'
- Ray- 'Are their hard covered books?'
- Hugo - 'Do they have cards in books?'
- Kate - 'Who gives us the books?'
- Mia - 'Do they have letters in books?'

What we have learnt about books:

- Yasmin—'You see what's in books'
- Esther -'You can get soft cover books'
- Mia - 'Their got drawings'
- Norah -'Books have pictures inside'
- Ray - 'You can read books'
- Hugo -'They have a title on the front page'
- Kate -'Pictures are inside story books and there are words'

The children completed drawings from their favourite storybook which they bought to Kindy for 'Book Club'



'Mr Silly'

Norah



'Eyes that Kiss in the Corners'

Mia



'Back to Sleep'

Esther

Exploring the world of books and stories



I'm Green and I'm Grumpy!



'The Cat'



'Is it Bedtime Wibbly Pig?'



'Princesses'

Yasmin

Exploring the world of books and stories

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

Children use information and communication technologies to access information, investigate ideas and represent their thinking

Children uses language and engages in symbolic play to imagine and create roles, scripts and ideas

Re –enact well known stories and engage in dramatic play

Children driving their own learning results in deeper more sustained engagement.



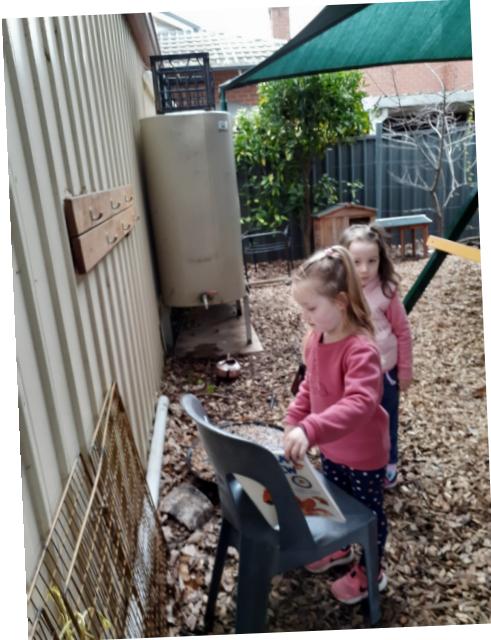
PLOD: Using our observations and knowledge of what can support children's literacy understanding and oral language development next term we will use the children's book club books to create story tables.

Revisiting Wombat Stew.

- Today I reflected on our journey using story tables this term and how successful revisiting the familiar story the Gruffalo has been in the last couple of weeks.
- I decided to revisit a story table using the book Wombat Stew.
- All I did initially was to get our large copy and smaller copy of Wombat Stew and put them on a table inside.
- This is what happened....

Tuesday 22nd June

Today Kate took the lead in organizing a group of children to build a story table outside. It began when the children decided to use our fire pit container, with mud and water to make wombat stew. When I approached and found out what they were making I offered the pretend animals top add to the story. The children work form a long period together creating and gather all the animals needed. Kate used the book as reference to ensure she had all the animals. The play ended with Kate reading the book and the other children adding the animals as they appeared in the story. Kate showed her critical understanding of text as she recalled the story and the other children in loved showed their understanding as they helped her. Use of familiar books and repeating story tables consolidate their understanding.



Literacy Indicator- I use language to connect with my world.

Key elements

- maintain a reciprocal shared conversation
- use language appropriate to the purpose
- use increasingly sophisticated language to connect and communicate

Literacy indicator- I understand the language of my world.

Key Elements

- demonstrate critical understandings of texts
- Respond to sounds and patterns in speech and stories
- Understand what has been communicated
- actively inquire to make meaning

Literacy indicator- I represent my world symbolically.

Key elements

- represent ideas and theories in multiple ways
- use a range symbols to convey meanings



Ball play.



Tuesday 22nd June.

Today the basket ball court space was taken up by a train track play. To fulfill the children's desire to challenge themselves with a ball we got out our rebound net and the children practiced their aim, eye-hand co-ordination, balance and strength. They also waited patiently in a line for a turn. Many children had to build their confidence and work out how to catch the ball as the ball rebounded back towards them. The look of pride and excitement on the children's face displayed how pleased they were with their own efforts.

Ball play.



PLOD: we will keep introducing new ball games and provide time for children to experiment with balls.



Learning outcome 3.2 Children take increasing responsibility for their own health and physical wellbeing when they;

- recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity)
- are happy, healthy, safe and connected to others
- engage in increasingly complex sensory motor skills and movement patterns
- combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama
- use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world
- demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely
- manipulate equipment and manage tools with increasing competence and skill
- respond through movement to traditional and contemporary music, dance and storytelling
- show an increasing awareness of healthy lifestyles and good nutrition
- show increasing independence and competence in personal hygiene, care and safety for themselves and others
- show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.

Ball Play Has lots of Benefits for Children:

Why should you make ball play a part of your child's play ? Well, in addition to teaching your child important sports skills such as throwing, catching, dribbling, kicking, and aiming for a target, ball play can prepare your child with important life skills:

Hand-eye coordination

Hand-eye coordination uses the eyes to direct attention to a task and the hands to execute it. For a child, this could be as simple as putting blocks on top of one another or putting a lid on a box, but in conjunction with fine motor skills, the development of this skill is critical for many aspects of life. A simple game of "throw and catch" early on can help your child develop such as unexpected skills as good handwriting, which is dependent on good hand-eye co-ordination as the eyes need to guide the hand in forming the letters and making sure they stay within the lines. Eye tracking skills, which are vital for reading, are also developed by ball play and related activities that require good hand-eye coordination. Kids need hand-eye coordination to tie shoelaces and many other things as well.

Gross and fine motor skills

Balls are an excellent choice for developing and strengthening motor skills. Early on it familiarizes children with their environment, develops their upper body mobility, helps them grow stronger, and develops the muscles they need to run, jump, and co-ordinate their body movements.

They also gain more self-confidence as they enjoy the thrill of overcoming old boundaries and challenges and as they move on to more demanding physical activities.

Fine motor skills are also developed by ball play, including playing throw and catch, and are crucial for everyday self-care skills. Without adequate motor skills, a young child will struggle with day-to-day tasks like feeding themselves, dressing and generally being independent.

Timing

A child will only him- or herself to get hit by a ball only so many times before they begin to keep their hands up or stretch their arms out quicker—developing the important skill of *timing!* Playing with any variety of balls can help a child's timing: dribbling a basketball creates a beat that they can tune into and dribbling a soccer ball with the feet likewise requires timing, as does catching the ball since the receiver has to be in the right place at the right time to catch the ball. Timing, of course, is hugely important in many aspects of life, and it can be a great relief for parents when their children develop these skills - it certainly helps them when learning to cross the road!

Ball Play Has lots of Benefits for Children:

Prediction

As we all know exercise improves mental health, helps memory, and is excellent for brain function. Likewise, after practicing ball skills, children will figure out which way a ball will bounce, or how quickly a ball will roll, and this will help develop their cognitive function. It will also teach them to anticipate the ball's movements – direction and speed – which is the foundation for another vital life skill: prediction. Like timing, such ability will give a child the confidence to predict when a traffic light will turn red or green – and what will happen when that happens.

Control

Knowing how much strength is needed to throw or kick a ball is not easy for kids. But with plenty of practice and building of muscle strength, they will learn how to apply the right amount of force at the right time. This will help them avoid accidents, including breaking objects and toys at home, as they'll learn not use excessive force and to keep control of how much force they use.

Knowing how many school objects they can pick up at a time without dropping them and hurting themselves is also a great achievement for a kid, grounded in skills learned through ball play fun and practice.

Positive attitude

Having patience, taking turns, and displaying good manners are all traits that we want our kids to have, and if they learn these from an early age, it will be ingrained in them for life! Ball play is all about good sportsmanship. It teaches kids fair play through teamwork, sharing, cooperation, patience and tolerance.



BOOK Club



22nd June 2021

Renata and Hugo

Fancy Pants

Why did you choose this story?

I love all of the different Australian animals and to learn about them in a fun way and it makes us giggle.

What is the problem in the story?

The problem was that he didn't have any pants to wear to the dance.

What is so exciting about this story?

The 1st page is so exciting where they are all dancing together and all the beautiful colours.

Who do you love sharing it with?

Hugo and his little brother Elliot

Family night Term 2

24th June 2021

With the weather not on our side, the venue changed but the sense of belonging didn't. The space provided a great opportunity for families to connect, children to play and for all of us to enjoy good food and conversation.



Principle: Secure, respectful and reciprocal relationships

Educators who are attuned to children's thoughts and feelings, support the development of a strong sense of wellbeing. They positively interact with the

Principle: Partnerships

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. Educators recognise that families are children's first and most influential teachers.



Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation when they begin to recognize that they have a right to belong to many communities.



Koori Dream-time

Gary King Shenanigans

Community dance!



Koori woman, Koori man,
caring for the living land
And if you love Australia
true, you can be a Koori
too

And dance just like a kan-
garoo

And dance just like the
brolgas do

And fly like a wedge tail
eagle

And dance just like a din-
go too



Practice: Learning environments

Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Environments that support learning are vibrant and flexible spaces that are responsive to the interests and



Our set list:

Kaurna welcome, Lady George kindy, Archie song, Kaurna counting, From little things, big thing grow, Feathers, fur and fins, Corroboree, Koori dreamtime and our Kaurna goodbye.

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Indicator- I use language to connect with my world.

Key elements

I maintain a reciprocal shared conversation.

I use language appropriate to the purpose.

I use increasingly sophisticated language to connect and communicate.

I describe experiences and express ideas.



Karra

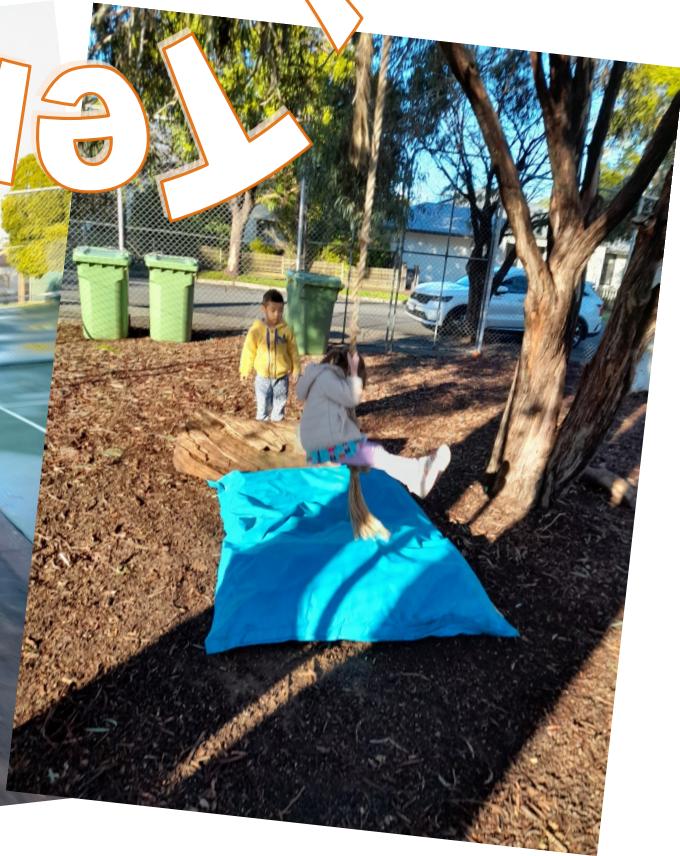
Term 2 Week 10

2021





2 wheels
play
time



28th June 2021

Wheels days is always a special time for children to enjoy a different play space with their wheels. We always bring resources over to give children opportunities for some down time too. It is here Children take increasing responsibility for their own health and physical wellbeing as they combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity. Children are able to use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world. Riding provides the opportunity for children to demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely. As skills develop, children can easily manipulate equipment and manage tools with increasing competence and skill and show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.



Enjoying this beautiful
weather and our
friends in our Karra
Pirku





Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity when they are free to initiate and contribute to play experiences emerging from their own ideas.

BOOK Club



28th June 2021

Freyah and Esther

Back to sleep

Why did you choose this story?

This is the book we chose together and her Aunty gave it to Esther.

What is the problem in the story?

The problem was that he didn't have any pants to wear to the dance.

What is so exciting about this story?

The 1st page is so exciting where they are all dancing together and all the beautiful colours.

Who do you love sharing it with?

Hugo and his little brother Elliot



29th June 2021

Damper time!

Damper is a traditional Australian bread that has 4 basic everyday ingredients and tastes amazing when cooked on a fire.

You need

6 cups of Self raising flour

Pinch of salt

180g butter (we use nutelex)

Mix them all together to form a 'dry dough'





Next you slowly add, while mixing, 375ml of water (you may need some more)

Mix until a consistency similar to pizza dough (add flour or water if needed)

'Now its time to knead' Emily

'It feels gooey' Ella

Can you see the learning happening here?

Measuring, turn taking, describing, mixing, observing and anticipation.





Once it is looking and feeling good, time to clean up.

Place your dough ball onto alfoil. We recommend 3 large sheets to protect the dough. Score 4 line across the top like a star. Wrap it up loosely, ensuring that there are no large gaps for the dough to get ash on. Let rest until you have great coals.

The fire is ready now, lets cook some bread!



Cooking
together on the fire





Showing our independence.

After cooking bread, the coals were looking good, time for group time and for the damper to go on the fiery coals.





It took us nearly 1.5 hours of cooking on medium coals.

Once cool enough, remove from alfoil (roll it up into a tennis ball for the yellow bin) and enjoy with butter!



Time to eat. 'it smells like crumpets and butter' described Hugo S. It certainly smells nice, looks good and tastes sensational. Simple ingredients—but the fire makes the difference. Make sure you have a go at home in the holidays!



Book club

29th June 2021

Book club gives children the space to share their favourite stories. At this age when asked to read, children often say 'I can't read' once encouraged to use the pictures as a reference, it is great to watch how quickly and easily we begin to read the story line as the pictures tell it.

Anna read 'baby sitter'

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Indicator- I understand the language of my world.

Key Elements

I demonstrate critical understandings of texts.

I respond to sounds and patterns in speech and stories.

I understand what has been communicated.

I actively inquire to make meaning.

Indicator- I engage with texts and make meaning.

Key elements

I choose texts for particular purposes.

I respond meaningfully to symbols and texts.

I understand that texts convey meaning.

I infer meaning from familiar texts.

Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity this skill is developed during small group work.

Children are curious and enthusiastic participants in their learning and can follow and extend their own interests with enthusiasm, energy and concentration when reading their favourite story out loud.

BOOK Club



29th June 2021

Charlotte and Kate

Pig the pug

Why did you choose this story?

Kate really likes this book.

What is the problem in the story?

He didn't share and he fell out of the window! He was greedy.

What is so exciting about this story?

When he fell out of the window. It was exciting in the end when they could all play together.

Who do you love sharing it with?

I love to read the book to Kate and Claire and they like reading to me in their bed at night.