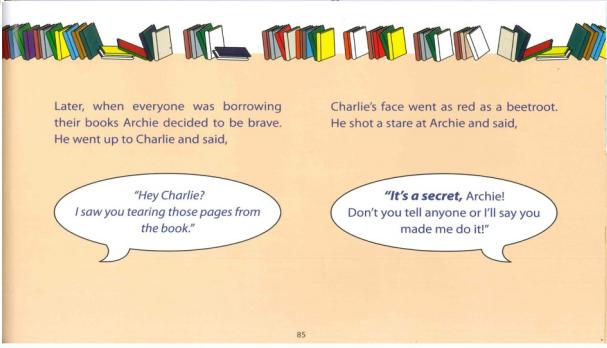
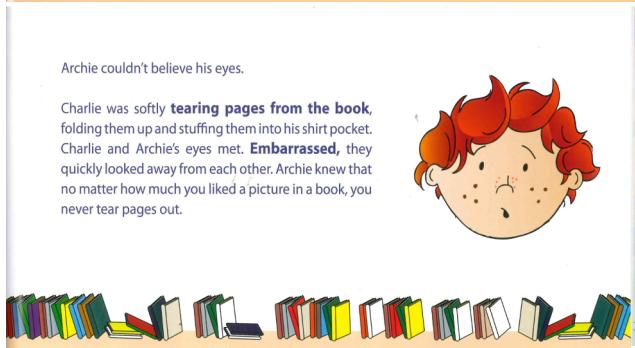
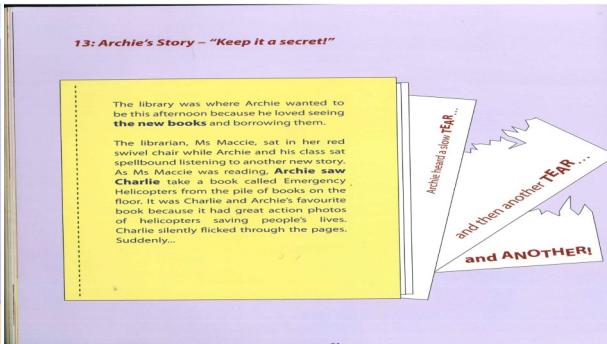
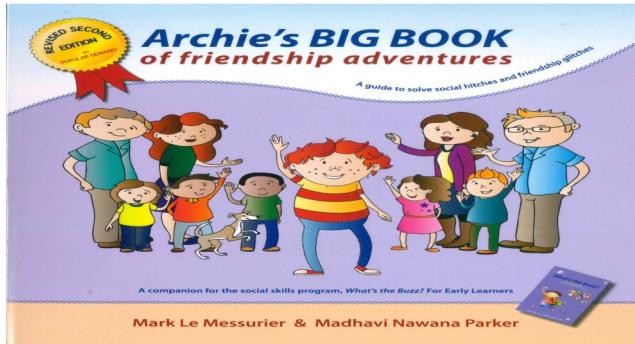


# Karra Ngadluku Tirkanthi

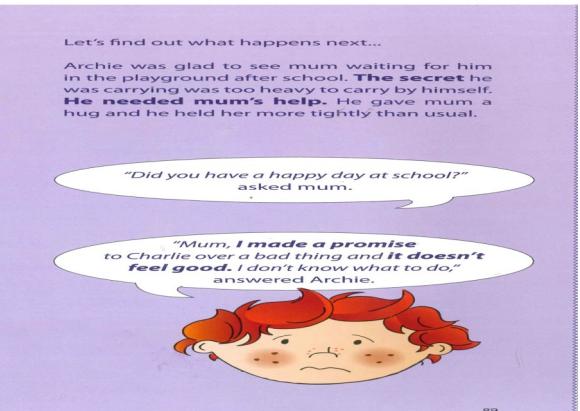
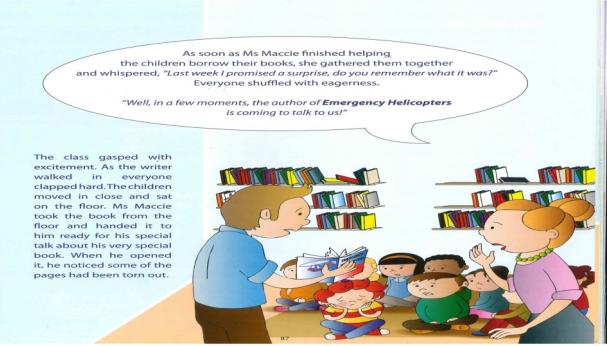
# Term 4 Week 1

2021

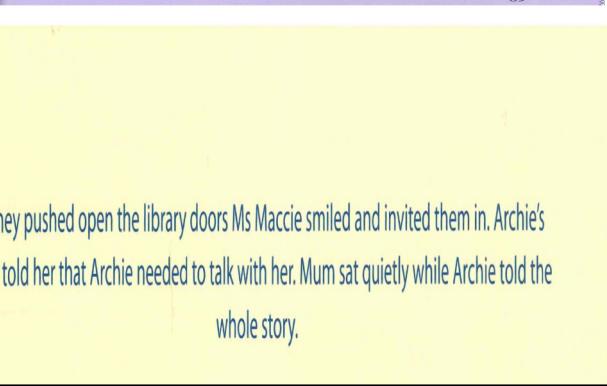
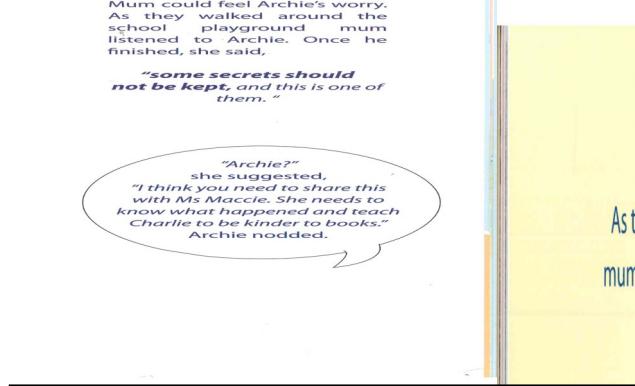




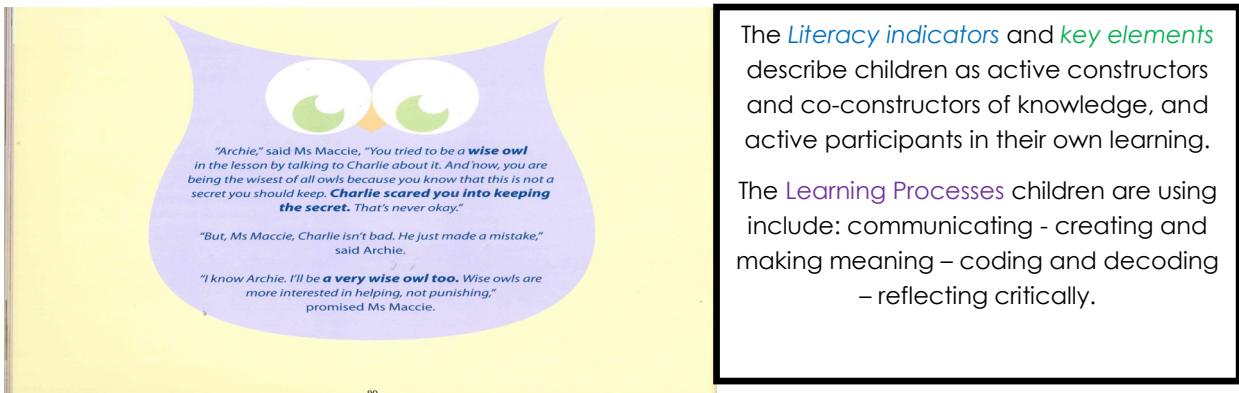
85



89

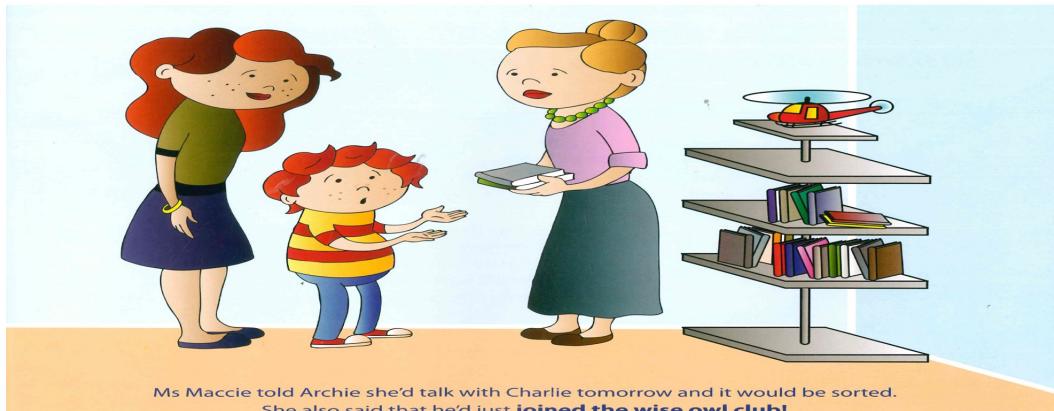


Monday 11th October 2021—Chapter 13; keep it a secret



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.



Ms Maccie told Archie she'd talk with Charlie tomorrow and it would be sorted. She also said that he'd just joined the wise owl club!

The last story that we read was Archie and the Lego dump truck

Who remembers what happened?

Ella – he took it. He took what? The Lego dump truck. Who is he? Archie.

Archie stole the Lego dump truck from who?

Adam – Oliver

He got into the car and he felt a funny feeling. Does anyone remember what he felt?

Kate – when he got home, he didn't want it

Yes, he didn't want it. He was feeling sad. He was feeling guilty. That's a feeling when you know you have done something wrong and you realize that this is going to cause a bit of trouble for me or for my friends. It's a funny feeling that you get in your tummy, in your heart or in your mind Norah – or in your brain! We call that feeling guilt.

So mum turned around and what happened next?

Ella—she asked what was wrong Archie.

Hugo S – Archie told his mum what was wrong.

And then....Aadhya – he was sad

Then they went back and returned it to Oliver. Archie said to Oliver 'I'm really sorry and Oliver forgave him.'

A real apology means you won't do that again.

Did Archies mum steal any thing when she was a kid? YES

Adam - Archies mum stole a chocolate bar.

Yes and her Dad made her pay for it and apologize and she never stole again!

Chapter 13 – keep it a secret!

**What's the buzz?** for Early learners helps children build the skills and dispositions needed to thrive and learn.

The story helps children to have a strong sense of identity feeling safe, secure, and supported to have the opportunity to learn to interact in relation to others with care, empathy and respect.

It helps children become connected with and contribute to their world as they develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

A strong sense of wellbeing is built as they learn more about becoming strong in their own and others social and emotional wellbeing.

As confident and involved learners children can resource their own learning through connecting with people, place, technologies and natural and processed materials.

Children are effective communicators when we can engage with a range of texts and gain meaning from these texts together.

# Fine motor skills

For the final term of Kindy the children will be using their fine motor skills to participate in design activities to develop and strengthen the muscles of the fingers, hands and shoulders.

This will help children sustain their pencil grip, writing, drawing, cutting skills and sensory activities.

Children also need exposure to a variety of gross activities to develop good hand strength.

Muscle strength of the hands and fingers increases as children grow and participate in everyday activities. Activities such as climbing, playing or scribbling with crayons all help to develop and strengthen the muscles of the hands and fingers.

Hand and finger strength is important as it is required for many everyday activities such as doing up buttons and zips, climbing on monkey bars or cutting up a piece of steak at mealtimes. It also helps to develop the endurance to complete activities such as writing a full page.

Grip strength refers to whole hand strength. Pinch strength involves the thumb and index finger( and the middle finger if required).

These are some of the activities that the children will be experiencing this term.

- Spray bottles
- Squeezing spongers
- Plasticine
- Scissor cutting
- Playdough and clay hand exercises.
- Gloop
- Finger painting
- Dropper painting
- Hammering
- Paper crumpling
- Threading
- Potion making
- Gross Motor activities for hand strength.



# Fine motor skills



# Fine motor skills



# Fine motor skills



# Fine motor skills



## Children's voice

Milies- "I am making a big red tablecloth".

Ella - "Look Sharon we made purple".

Leo- "Its going to a big bag".

Noah- "I am making colourful strips".



Children have a sense of wellbeing.

Children take increasing responsibility for their own health and physical wellbeing when they use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world.

Engage increasingly complex motor skills and movement patterns.

Manipulate equipment and manage tools with increasing competence and skill.

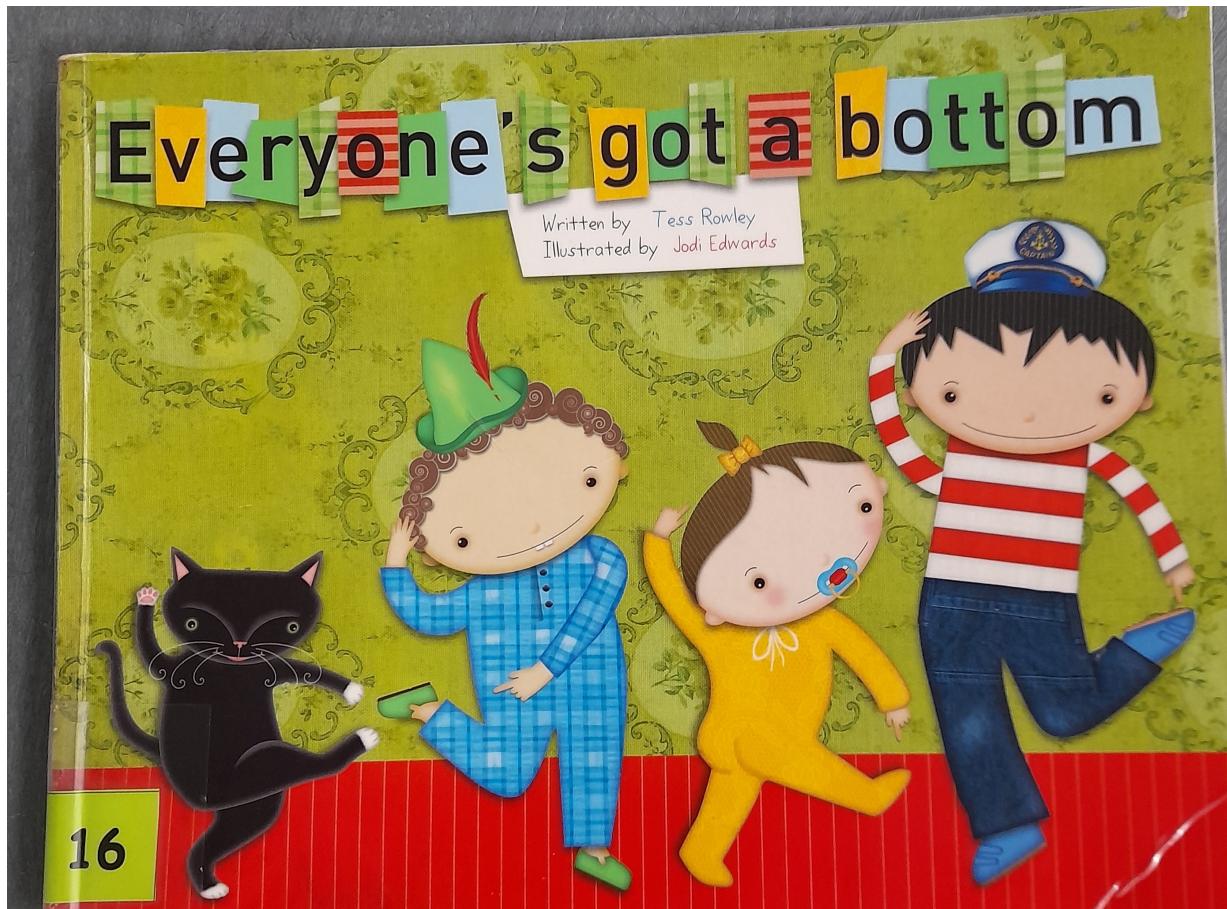
**Fine motor and gross motor skills (or the ability to coordinate and strengthen the hands to do tasks involving fine movements) are an important part of a child's development.**



12th October

Term 4 Week 1. We are back! Our sense of belonging ensures that we feel safe, secure and supported to continue our learning at Lady George.





Tuesday 12th October.

Brett—Yesterday we read an Archie story – what was it called?

Eric – keep it a secret.

Brett—And Archie had a trouble because the secret was not a very good secret. This inspired further thinking about secrets.

We then read 'everyone's got a bottom'.

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 understand what has been communicated. I actively inquire to make meaning.

#### **Keeping Safe: Child Protection Curriculum.**

#### **Focus Area 3: Recognising and reporting abuse. Topic 4: Secrets**

Children feel safe, secure and supported when they can establish and maintain respectful, trusting relationships with other children and educators. Children become aware of fairness as they begin to think critically about fair and unfair behaviour. Children engage with a range of texts and gain meaning from these texts when they can explore texts from a range of different perspectives and begin to analyse the meanings

'We don't have to keep secrets about our bodies or private parts,' Mum said.

'Secrets can be about surprises and presents.'

'We can talk about our bodies feeling safe and feeling hurt.' Mum is happy to talk to us about everything.

At the page that talks about secrets we used this opportunity to talk about secrets.

Can anyone tell me what a secret is?

Esther – giving someone a present

Ray – you promise you won't say something to a grown up or a kid

Yasmin – by giving someone a present and its wrapped up and you open it and it's a cool thing.

That's a surprise but the secret is that you don't tell the person what is inside the present

Hugo S – where you don't tell any body

Miles – not telling anyone, then they unwrap the present and they say whoa cool a new monster truck with a remote control - cool!

Kate – if someone tells you a secret just tell it to your mum and dad, and they can help you. [referring to Archie]

Norah – if it's a bad secret, don't keep it a secret

Ella – when it's your birthday and you have a present the secret is the present

I wonder if we can think of examples of a good secret or a bad secret or an unsafe secret?

Has anyone an example of a bad or unsafe secret.

Adam – its something like when you ripped the books. [referring to the Archie story]

Miles – telling people you have your seatbelt on, but you told have your seatbelt on.

What is a good secret?

Brett gave an example;

Shhhh everyone, don't tell Tammy, but I have a surprise present for her in my car and it's a new jumper.

Is that a good secret or a bad secret? GOOD SECRET!

Everyone don't tell Tammy but I'm going to take her camera and hide it behind the shelf. Don't tell her, it's a secret!

Is that a good secret or a bad secret?

The children were mixed with this one, but when we thought some more, we knew that was a bad secret because stealing is wrong like in Archie and the dump truck.

# New Numeracy Game

Tuesday 12th October.

Today we played a new numeracy game in our small group. In this game the children need to work in partners to play the game. This required the children to use their turn taking skills, patience waiting for a turn and to show an understanding that they were jointly achieving a goal. All the children were independent using these skills. The game required the children to "build a dog". To do this they spun a number wheel and found a card with the same number of paw prints on the back. They then added this card to their "dog". On the reverse side of the card each piece has a differing number of dots. As the cards are added onto the "dog" the ultimate winner of the game are the children with the most coloured dots on their dog. This requires the children to be able to count accurately the number of dots. As they took turns, each pair kept a running total of the dots they had. All the children played with enthusiasm and positive attitudes. The children also coped with resilience, when the winning team was discovered, as the teams counted their dots at the end. This game also required the children to recognise numerals and then understand that this numeral represents a certain number of paw prints. At the beginning of the group each child took a turn to draw a numeral that they know on the carpet with chalk. Some children needed to count by touching each object (dot or paw print), some could subitise (recognise a number of objects without counting), and some could count in their head. We will extend on the children skills and keep exploring number in the coming weeks.







Numeracy Indicator-I quantify my world.

Key Elements -

Notice quantity as an attribute

Divide or combine quantities to form new quantities

Use the standard number system



# Karra Ngadluku Tirkanthi

## Term 4 Week 2

### 2021



# Tarnanthi

## - At first light.



Monday 18th October.

Today we travelled to the Art Gallery to explore the new exhibition Tarnanthi (Tar-nan-dee), indigenous art festival. The children enjoyed spending time observing the art. We talked about painting techniques and the stories the paintings might be telling. The children recognised indigenous storytelling symbols we have been learning about within some paintings. They were all engaged and connected to exploring the art. They asked lots of deep questions and presented interesting opinions about the art. After lunch we returned to the exhibition and had the opportunity to have a go at drawing our favourite painting or art work. The educators were proud of how engaged that children were and the detail that they reproduced in their drawing. We can't wait to use today's experience to explore indigenous art further in the coming weeks.













**Learning Outcome 2: Children are connected with and contribute to their world**

**Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation**

**Children respond to diversity with respect**

**Children become aware of fairness**

**Learning Outcome 4: Children are confident and involved learners**

**Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity**

**Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating**

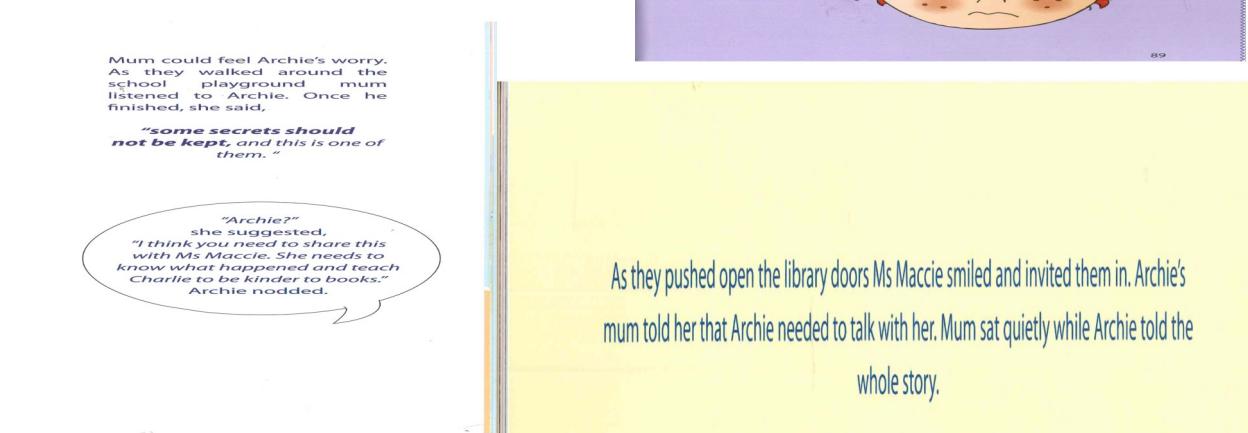
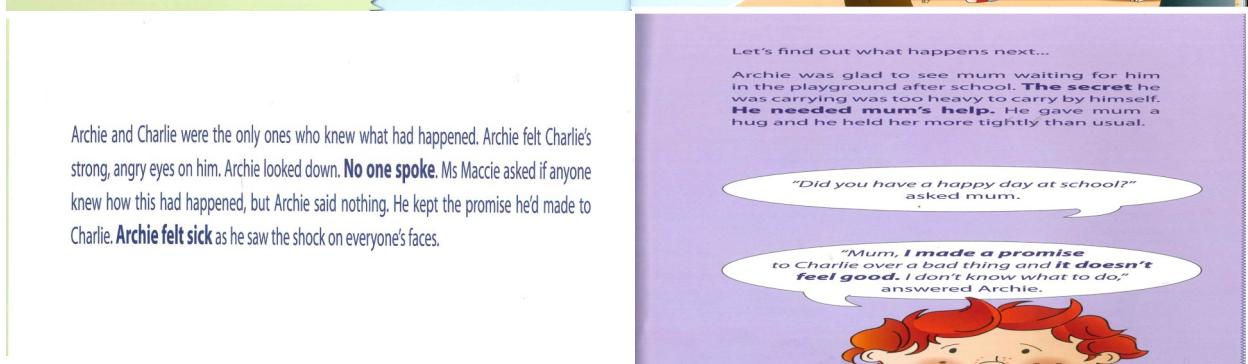
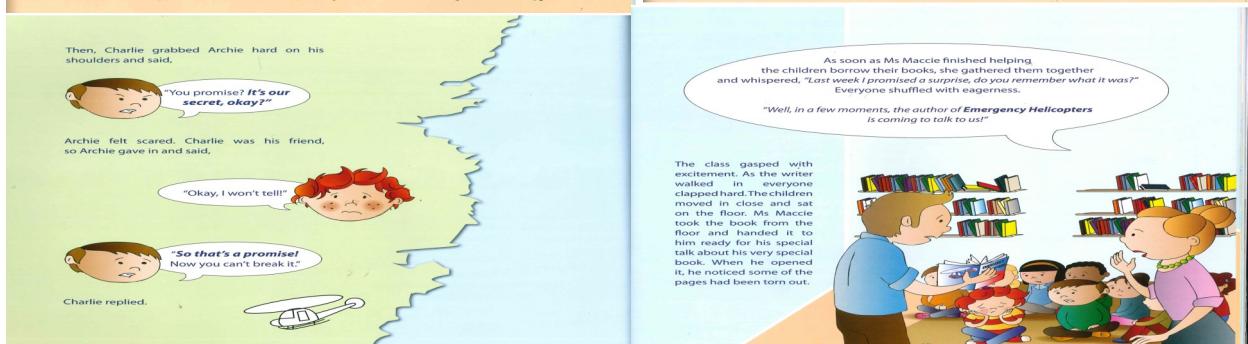
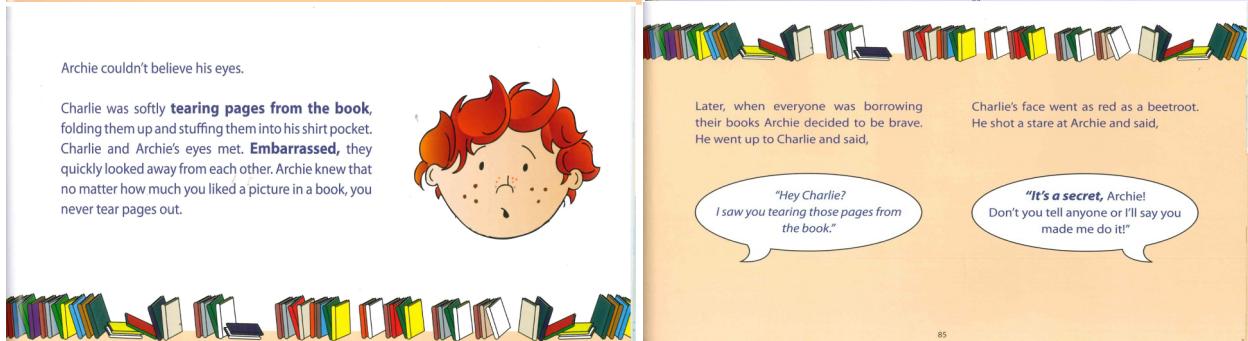
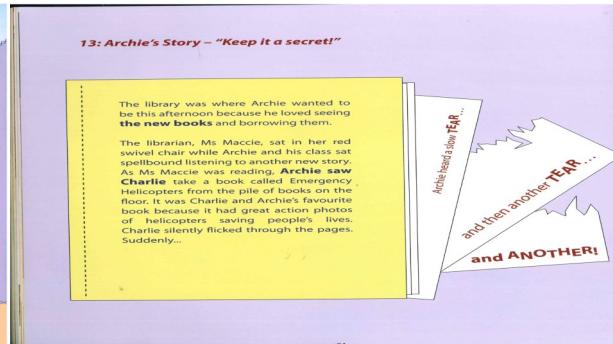
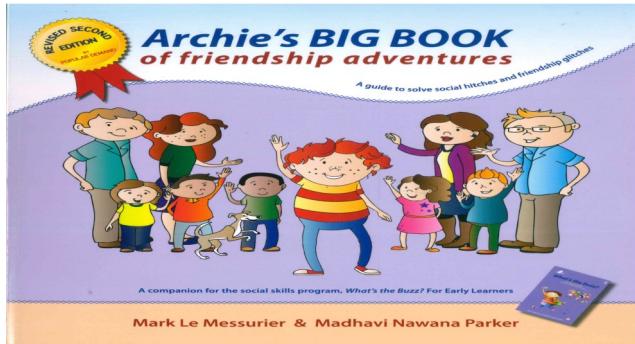
**Learning Outcome 5: Children are effective communicators**

**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**



Tuesday 19th October 2021—Chapter 13; keep it a secret



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.

### Chapter 13 – keep it a secret!

We read the part about Charlie ripping the pages out. How can we keep a picture from a book from kindy if you like it? Eric—tell the teacher and we can take it to the photocopier and take a copy. That can be for your bag.

Why did Charlie rip the pages from the book?

Eric—because he likes them

Hugo S—he likes the noise [of the paper ripping]

Esther—he wanted to keep the pictures for himself

Miles—because he wanted to see them whenever he wanted

Kate—because he liked the authors drawings of the airplane's and he liked it

Hugo W—he wanted to tear them out then he could take them home for his mum and they could read it together and then he can stick it into a book

Madison—he wanted to take them out and he wanted to look at them and he wanted to take them home.

Ella—I think he really liked them so he ripped them out.

Should Archie keep his promise not to tell? Why?

Norah - because it's a bad secret!

What makes it a bad secret?

Miles—Because he ripped it and then not great

Hat would be if you were Archie?

Yasmin—tell the teacher that somebody ripped the pages out of the book. Don't just keep it a secret.

We have been talking about good and bad secrets.

Why is Archie a wise owl?

He told Ms Maccie, he knew the secret was bad and wanted to tell the Librarian so she could fix it.

What is the difference between a good secret and a bad secret?

Miles—a good secret is a present and you don't tell the person what's inside.

Hugo W—a bad secret is when you do something bad.

A bad secret is a secret that might hurt someone or break something. Its not doing your best.

Bad secrets gives us a yucky feeling inside and it doesn't feel good. Just like Archie did!

**What's the buzz?** for Early learners helps children build the skills and dispositions needed to thrive and learn.

The story helps children to have a strong sense of identity feeling safe, secure, and supported to have the opportunity to learn to interact in relation to others with care, empathy and respect.

It helps children become connected with and contribute to their world as they develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

A strong sense of wellbeing is built as they learn more about becoming strong in their own and others social and emotional wellbeing.

As confident and involved learners children can resource their own learning through connecting with people, place, technologies and natural and processed materials.

Children are effective communicators when we can engage with a range of texts and gain meaning from these texts together.