

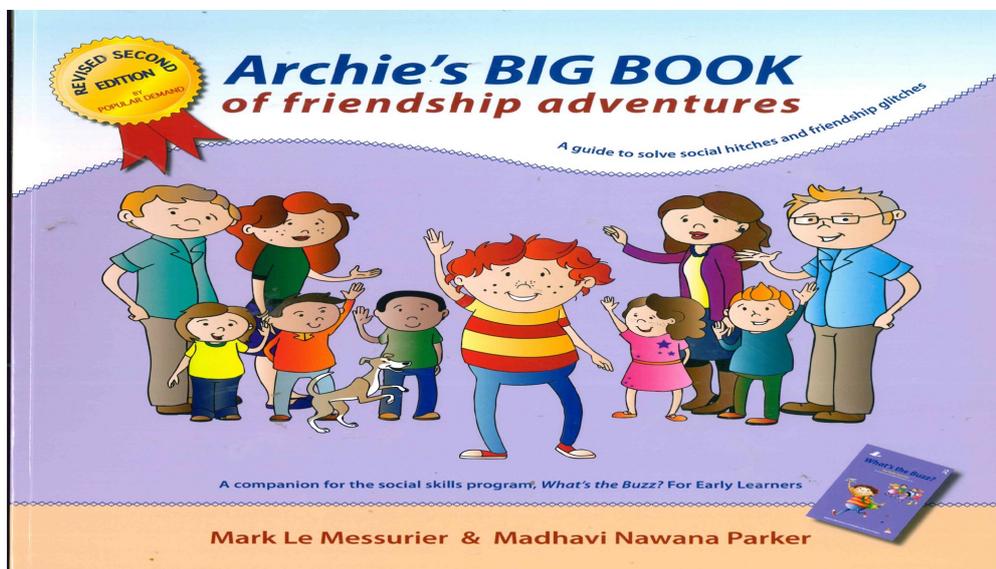


Mirnu

Term 1 Week 9

2021





We belong to
Lady
George
and this is
what we
say;

Be Kind

Be friendly

Do your
best.

Ms. Marshall stood up, looked kindly at Archie and said, "You're disappointed Archie, I'm sorry. This is a chance to **use your compromise and cooperation skills**. You know a lot of the things about stick insects are also the same for grasshoppers? This could be better than you think."

Archie wanted to compromise and cooperate, but **he felt upset** that Marco and Elijah had screwed up their faces at him. "They're not compromising or cooperating with me," he thought to himself.

Can you see why cooperation can be hard? It's because **disappointed, frustrated or sad feelings** can get in the way.

Wednesday

Lesson 4: Cooperation. Key social principle

The focus of this lesson is to teach children how-to think cooperatively and what the associated skills feel and look like. The idea is that cooperation happens when we listen to what others want, and try to find a way to make it work for them and for us. It's about working together. The incentive is that as we become more cooperative others will see our kindness and see us as a friendly person.



What would of happened if Archie refused to cooperate and get a long?

Clare “ Angry”.

Simone “ Maybe they wouldn’t be a team, what do you think guys”?

Willow– red car on the engine chart.

Simone- “do you mean, his body was too high and he was angry”?

Willow- “ Yes”.

Hazel “ Archie would be sad”.

Simone “ how do we switch our smart thinking on”?

Georgia and Blaze “ 3 deep breaths”

Outcome 1: Children have a strong sense of identity. Children feel safe, secure, and supported. Children learn to interact in relation to others with care, empathy and respect.

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.

Outcome 3: Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing.

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators. Children engage with a range of texts and gain meaning from these texts.

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.

Art

At kindy the children often have the opportunity to paint inside and outside in the environment using a variety of tools and equipment, sometimes standing and sometimes sitting, working alone, working together or in group projects.

Today we made the colours of nature (different shades of green, inspired by Sim and her recent trip to Tasmania) for the children to connect to the outside environment. This experience offered the children an opportunity to share their ideas and thoughts. They gave each other feedback on their paintings while they were talking and acknowledged their own and each other's achievements. Using their fine motor skills, particular care was taken with making sure the artist's work was recognised by writing their names on their paintings.

Wednesday- 24/3/2021

Term 1



Art

Here are some examples of the children's voice:

Nawal- 'A grass forest, a fire comes and the grass goes up in space. Space is scary.'

Mia- 'A sun, trees and shrubs.' 'I am playing near the trees.'

Isobel- 'A sunny day.' 'I'm climbing in the woods.'

Joshua - 'A tall tree with leaves on the tree.'

Jack - 'A tree top.'

Bodhi- 'A apple tree.' 'A scarecrow causes the birds away from the apples.'

Fergus- 'I painted a letter.'

Theo- 'A oak tree.'

Outcome 5: Children are effective communicators. Children interact verbally and nonverbally 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 have a strong sense of wellbeing - Children celebrate their own efforts and achievements and those of others.

Nature colours





Art



OUTCOME 1.1

CHILDREN HAVE A STRONG SENSE OF IDENTITY

**Children feel
safe, secure,**

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 young child in their learning.



Penny Possum Comes to Kindy

5 Facts about Brushtail Possums

The Brushtail Possum changes in colour and size depending on where they live. Possums living in cold, wet areas in Tasmania can be very dark in colour, large and very fluffy.

Female Brushtail Possums have a 17 day pregnancy. This may seem very short, but they are marsupials, and their babies are born tiny and undeveloped compared to humans!

If you thought their gestation period was short, well so is their childhood! At 10 months a Brushtail Possum is an adult. Female Common Brushtails can begin breeding at just 12 months!

A Brushtail Possum uses secretions from glands near their chin, chest and tail to mark their home ranges. This is just like a dog urinating to mark their territory, but a whole lot nicer.

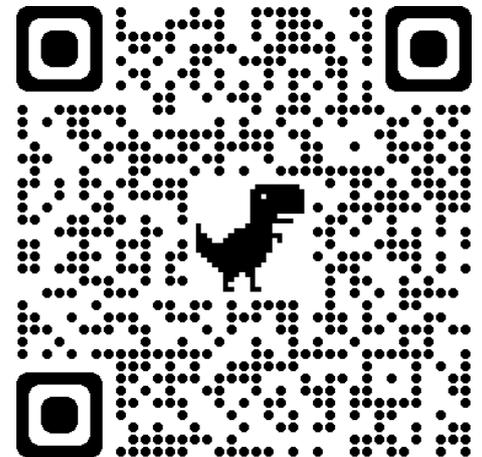
During breeding season possums communicate through guttural coughs and sharp hisses. They can be quite noisy, and a little scary if you don't know what you're hearing!

the Bee Book



By the children of the Goodwood Community, Tasmania

While Simone visited Richmond in Tasmania, she discovered a book written by children all about Bee's. Simone talked about how many bee hives she saw while visiting Tasmania and she wanted to know more about why they were so important. This book is helpful in learning all about bees and their job in helping our environment. We learned that Bees have 2 stomachs and that it takes 12 bees to make one table-spoon of honey. We also learned that honey can help our sores, throat and help us with energy and also to get to sleep at night time.



A Bee Literate Tasmania project - a book by children for children regarding the importance of bees

The Bee Literate project started in 2017 following the death of Mr Fred House, a long-term Goodwood resident. Prior to his death Fred, a beekeeper for 93 of his 99 years, had started writing a book, *My Life with the Honeybees*. This project, which developed as a way to remember Fred and carry on his legacy, has brought together children from the Goodwood community to learn about bees and to create a book.

Funds raised through sales will be put towards safeguarding the survival of bees and pollinators.

* Bee Literate Tasmania is a partnership between Beautiful Girls Honey, Goodwood Community Centre, the Tasmanian Junior Beekeepers and Story Island Project.

Everyone's got a bottom

Keeping Safe: Child Protection Curriculum.

Focus Area 1: the right to be safe.

Topic 1: feelings

Topic 2: Exploring the concepts of safe and unsafe

Topic 3: warning signs.

Tess Rowley
Jodi Edwards



25th March 2021

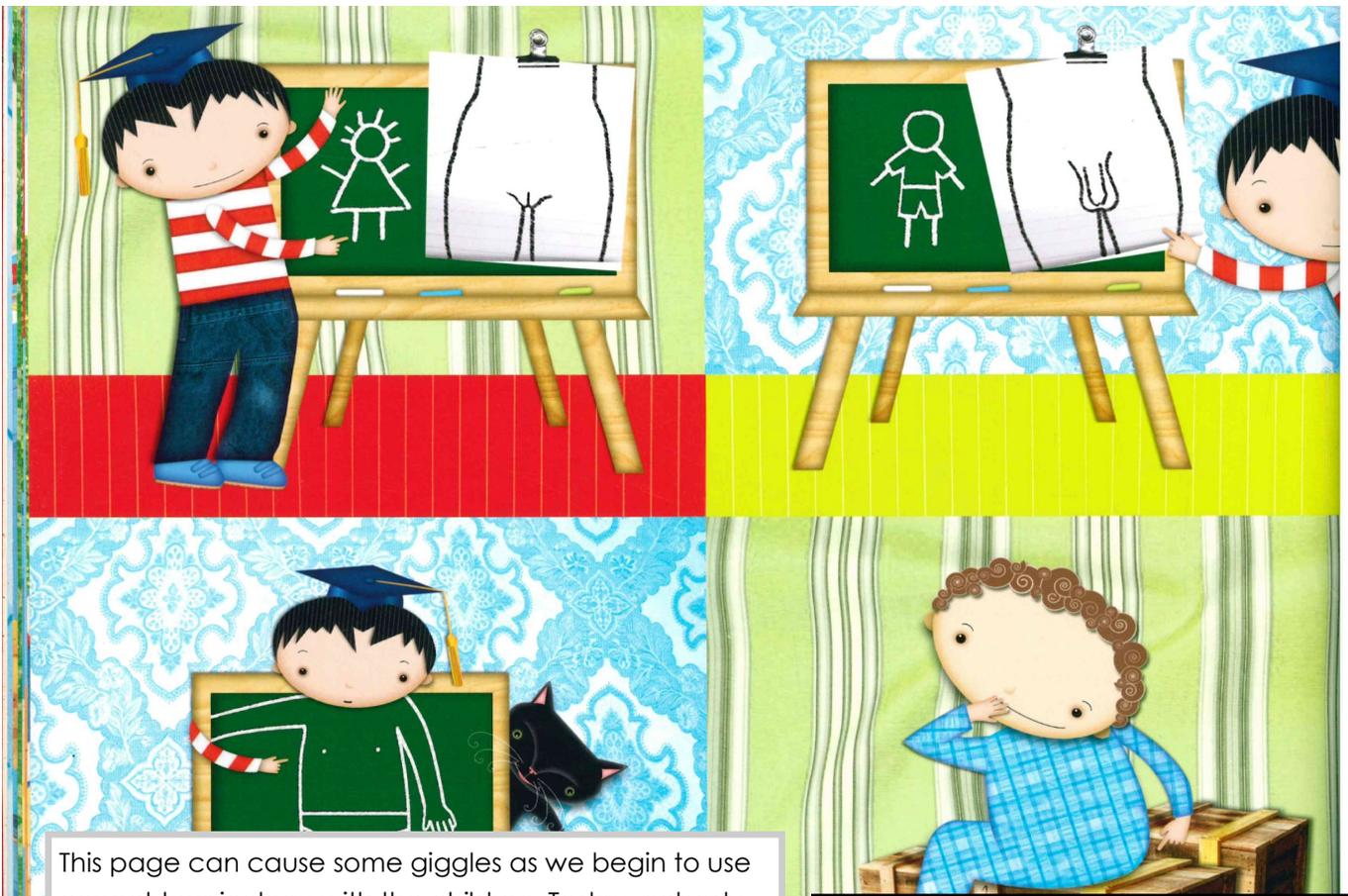
Today we introduced 'everyone's got a bottom', a resource story book we used to explore many topics within the Keeping safe: child protection curriculum. We read the story from start to finish, highlighting the topics we will be exploring for the rest of the year. Topics will include—caring for our body, our body and privacy, body parts, being safe, trust, secrets and our rights.

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

From our head to our toes,
we can say what goes.

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 young child in their learning.



This page can cause some giggles as we begin to use correct terminology with the children. Today, nobody giggled and the children were really interested in our conversation about using the correct body terms for our private parts. Naming the body parts is part of our intentional teaching moments. We encourage you to use penis and vagina at home when appropriate. We must also stress that this 'new' knowledge for some, may mean some experimentation with words, this is appropriate and we will support children to know the time and place to use this new vocabulary.

Practice: Intentional teaching 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.

We all have bodies and we all want to keep them safe. *Everyone's got a bottom* is a story about Ben and his brother and sister learning and talking together. It is a tool for parents and carers to gently start a conversation with children about self protection. *Everyone's got a bottom* is a story about children keeping safe, in a style that is fun, positive and protective.

This book is a collaboration between True Relationships and Reproductive Health, writer Tess Rowley, illustrator Jodi Edwards and experts from the early childhood and child protection sectors. True educators who work with children every day contributed valuable insights.

True is the leading provider of sexual and reproductive health services in Queensland and a member of Family Planning Alliance Australia.

Everyone's got a bottom was the winner of the 2007 Child Protection Week Award for an Education Initiative.

It is a recommended resource for teachers to teach key safety messages through the Daniel Morcombe Child Safety Curriculum.

Keeping Safe: Child Protection Curriculum.

Focus Area 3: Recognising and reporting abuse. Topic 1: Privacy and names of body parts. Topic 2: Touching Topic 3: Recognising abuse Topic 4: Secrets





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.

25th March

SeaStar Rock's Lucy played a concert for us today sharing her songs about the ocean and the environment! We danced and sang along with Lucy and had some special guests pop in who looked surprisingly like our teachers, but we aren't really sure!

Singing is a fantastic way to build oral language skills as lyrics help children to build on skills like extending vocabulary when hearing new words or phrases, reinforce language and sounds through repetition and build other communication skills like taking turns, following instructions and comprehension.

Children take increasing responsibility for their own health and physical wellbeing when they can combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama. Respond through movement to traditional and contemporary music, dance and storytelling. Show enthusiasm for participating in physical play and negotiate play spaces to ensure the safety and wellbeing of themselves and others.

Children engage with a range of texts and gain meaning from these texts when they are able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions. Sing and chant rhymes, jingles and songs.

Pretend play

Today at Kindy we supported the children's interest in making pretend ice-cream with corn flour and water, (gloop). The children used their communication skills to choose different flavours, for example, mint, banana, strawberry, blueberry and chocolate. Whilst working together there was lots of oral language engaging in conversations in what they were making. This activity was also a calming place to play and also for children to explore sensory materials. They develop their sense of touch, which lay the foundation for learning skills, such as identifying objects by touch, observation, smell, and using fine motor muscles in their hands and fingers. We continued this activity the following day for the children to extend their leaning through



Pretend play



Pretend play



Aalia- 'Mine is runny now'.



Nawal- 'I am making strawberry ice-cream.'

Pretend play



George - 'I am making mint pies.'

Pretend play



Hazel - 'I am making blueberry muffins.'



Jack- 'My flavour is strawberry.'



Pretend play



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 and demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

Children developing social skills: practicing negotiation skills, turn taking and sharing.



27th March 2021

Working bee at Lady George! It was a perfect day for a working bee. Families from Karra and Mirnu worked together to make our kindy even better! We found lots of rocks in the sand pit and put them back in the circle, topped the sand pit up with clean sand, cleared the leaves, filled our skip bin with all of our rubbish ready for recycling and broke up a cupboard ready for our new kitchen! Thank you for all of the amazing families who were able to help. Many hands make light work. Thank you to the governing council for putting on a sausage sizzle, with sausage's supplied by Windsor meats! What a fantastic day, with so much achieved!









Mirnu

Term 1 Week 10

2021





We made a Caribbean Carrot Cake at kindy today! Cooking is such a wonderful opportunity to work closely with children and model thinking skills. We did not rush and took our time looking at the ingredients and talking about their cooking experiences at home.

Thermomix Cooking





We measured the flour and the ingredients using the inbuilt scales on the Thermomix. We used a bundt tin this time for our carrot cake. Every child had an opportunity to help make the cake. I was very impressed to see how the children could crack the eggs open.



We grated the lemon zest for the icing! The children took their turn.



We measured the nutmeg using the spoons



Easter



Wednesday - 31/03/2021

Week 10 - Term1



Today Bodhi's mum (Evelyn) visited us at Kindy to share their family tradition of painting eggs to celebrate Easter.

The children were appeared delighted to paint their own eggs using their fine motor skills.



Bodhi's mum advised the children that on Good Friday the family come together to continue their Polish tradition of painting and decorating eggs ready to be blessed in church.

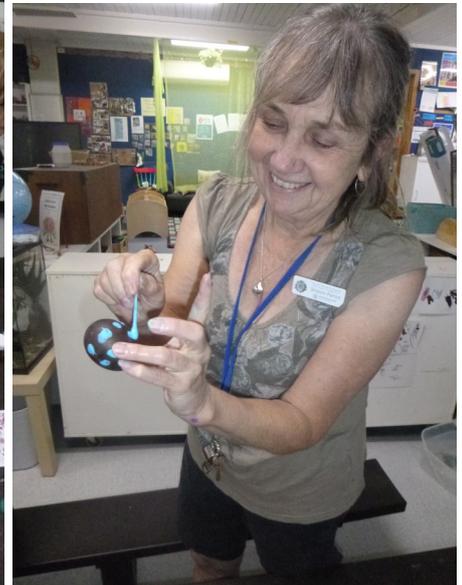
On Saturday eggs are blessed in a basket with butter, sausage, bread and a sugar lamb.



On Easter Sunday, she advised Sunday they eat the basket of goods with the family and also have lots of cake.

Finally, on Easter Monday they celebrate new life with a big water fight!

Easter



Easter



Outcome 3:
Children have a
strong sense of
wellbeing

Children be-
come strong in
their social and
emotional well-
being

Children take in-
creasing respon-
sibility for their
own health and
physical wellbe-
ing



Easter



Easter



Children's voice:

Hazel - 'We go camping at Easter time'.

Willow- 'We find Easter eggs', I am going to paint my egg green and blue.'

Georgia- 'We find Easter eggs , giantize ones'.

Isobel - 'I'm painting my egg orange and red'.

Ella- 'I am painting my egg purple and pink.'

Aalia- ' I go on a hunt for Easter eggs at Easter time. I'm going to paint my egg, red, silver., pink, and gold'.

Maddie- ' I like yellow, pink, green, red and green.'

Georgia- ' I look for Easter eggs and sometimes I go camping'.

Easter

Children are connected with and contribute to their world.

Children respond to diversity with respect.

Children respond to diversity with respect explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings.

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 can broaden their understanding of the world in which they live. Easter time is an excellent way to build cultural confidence.

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

Experiences are planned and resources are provided that broaden children's perspectives and encourage appreciation of diversity.



Mirnu

Term 1 Week 11

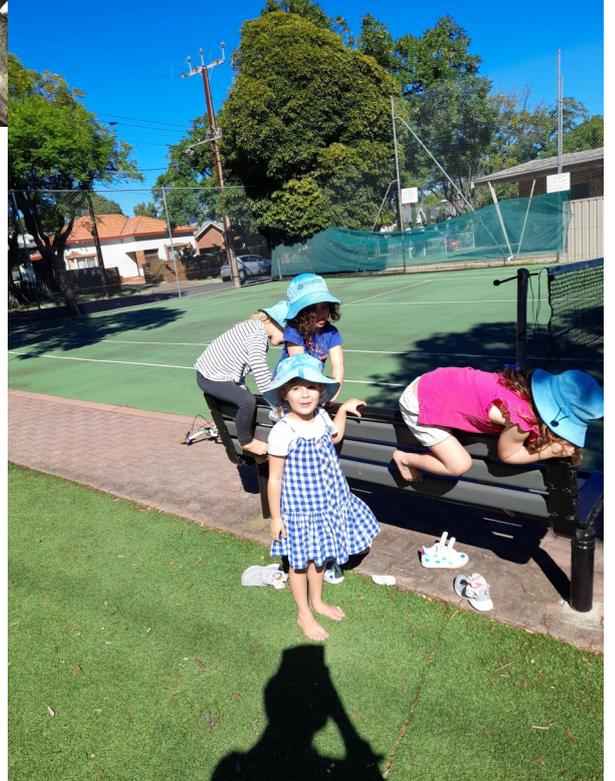
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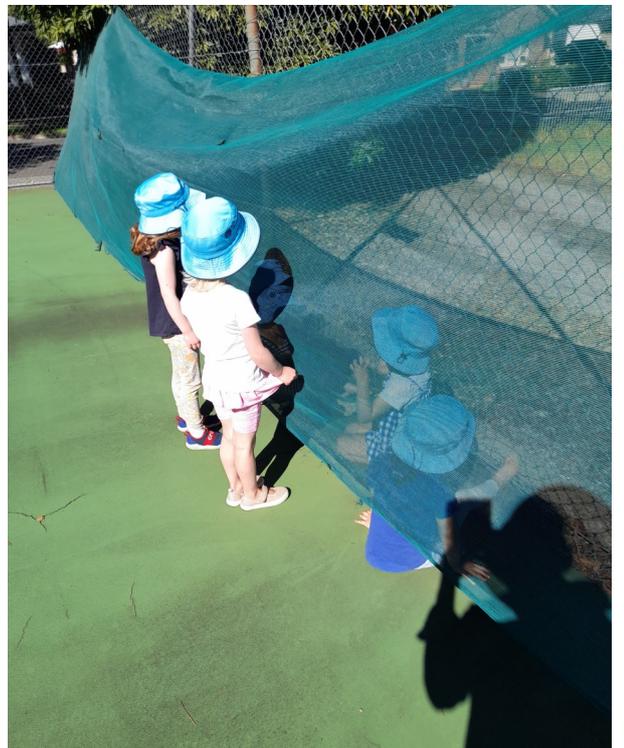




Wheels day at the end of term

7th April 2021
What a day to
enjoy the out-
doors, moving
around on our
wheels and soak
in the sunshine!







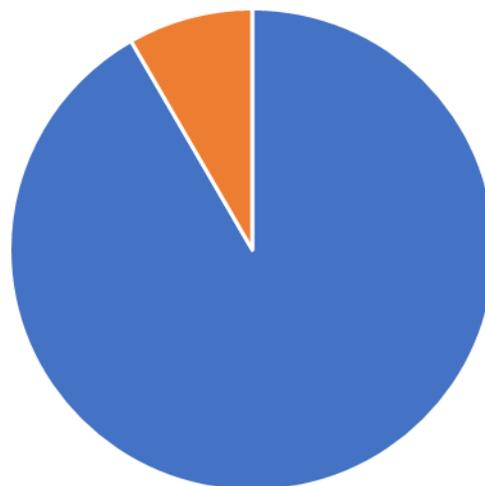
Wheels day at the courts offers some different experiences outside of Lady George. The children can climb trees and swing on the rope swing, which carries on the skills and confidence built in the Lady George play space. Sometimes we just need a rest from riding, we also offer a space to build and create.

7th April

Today we did a nude food audit. With 24 lunches we only had 2 with some soft plastic and we know where that goes—purple bin! Thank you so much for helping us to wipe out waste!

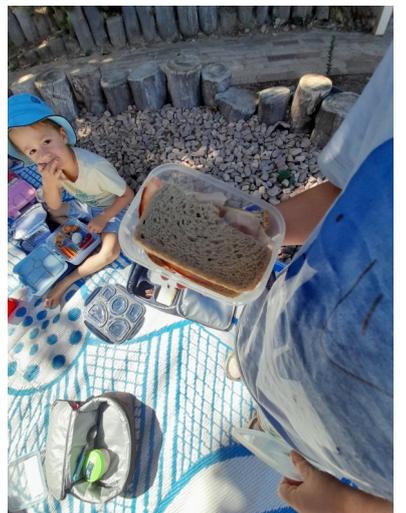
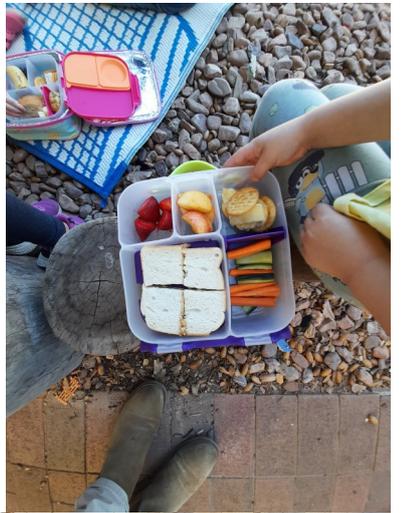


Nude food Audit. 24 lunches.



■ Nude food ■ Soft plastic





1: "Let's meet Archie"

This is Archie and he's about your age.

He likes playing with friends, building things, playing games, video-games, and eating apples and chocolate donuts. Archie especially loves hugging Maxi – his dog.

He does not like eating carrots, going to bed early, the smell of Maxi's poo or going supermarket shopping. Most of all he doesn't like waiting or when his mother talks and talks and talks to other grown-ups. He thinks she talks too much!



Look at Archie's face. His big smile makes him look friendly. Show me your best smile, so I know that you're friendly too.

2: Archie's Story – "Archie wants to join in"

The school bell rang as Archie eagerly joined his class on the mat.

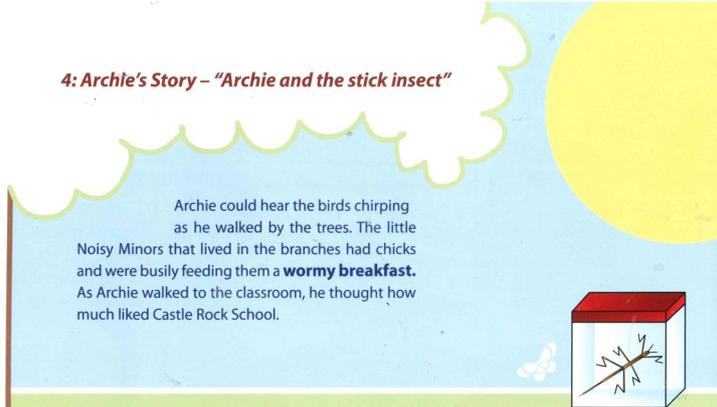
On Wednesdays, Ms Marshall began the day with 20 minutes of making-time. Archie loved this because building was his favourite thing to do. He sat still on the carpet waiting for Ms Marshall to call his name. Archie's last name started with 'Z' for Zachariah and it was at right down at the bottom of the class list. He wished Ms Marshall would start at the bottom of the list sometimes!



While he waited Archie looked around the classroom to see what adventures Ms Marshall had set up...

4: Archie's Story – "Archie and the stick insect"

Archie could hear the birds chirping as he walked by the trees. The little Noisy Minors that lived in the branches had chicks and were busily feeding them a wormy breakfast. As Archie walked to the classroom, he thought how much he liked Castle Rock School.



3: Archie's Story – "When sharing got hard"

Archie arrived at school earlier, and more excited than usual this morning. It was Toy Day. Everyone had been asked to bring a toy to show and share.

His excitement made his legs feel like running as fast as a bullet train, so he sped through the playground holding Bernie.

Bernie was his talking and walking robot. Bernie was amazing and Archie was ready to share Bernie with everyone.



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:

1. communicating
2. creating and making meaning
3. coding and decoding
4. reflecting critically.

7th March 2020. The story so far....

Today we revisited the first 4 chapters of What's the buzz?

Comprehension is a vital skill to develop when reading. "comprehension is not just finding answers in a piece of text, it is an active process where the reader creates a version of the text in their minds" (Konza, D. 2014)

Chapter 1

What doesn't Archie like?

Willow—his dogs poo

Maddie—eating carrot

Fergus—when mum talks and talks

Theo—going shopping

Abbie—smelling dogs poo

Emily—bed!

What does Archie like?

Aalia—apples

Georgia—chocolate doughnuts

William—building blocks

Harold—watching TV...what kind of watching TV? Elle—play games [video]

Willow—Max...who's Max? His dog. Emily—patting his dog.

He also likes playing with his friends.

Look at Archies smile. What 2 things can a smile mean?

Josh—happy

Emily—Friendly

Chapter 2

Can you give me some examples of 'joining in' words?

Maddie—can please come in and play with you?

Elle—can I please play?

Georgia—can I please join in?

Abbie—excuse me, can I come in?

Claire—can I please play?

Aalia—can I please come in and play with you?

Harold— can I please play cause like love playing with colorful blocks.

Chapter 3

What happened in this story?

Willow—there was snatching

Abbie—someone 'stealed it'. What was stolen?

Blaise—his robot. What was his name?

Maddie—Ernie. Close! It was Bernie. Well done Maddie.

Why did Archie bring Bernie to school? Aalia—it was his favorite toy. Why did he have to bring it Willow—Show and tell.

Chapter 4

What happened in this story?

Willow—he wanted to do a book about sticks insects. He wanted to do stick insects but had to do something else because his friends had some thing else. They had 3 grass hoppers. Archie had had to do something—comp...? Evie—compromise. Archie compromised after he turned on his smart thinking. What did Archie have to do to turn on his smart thinking. All—3 deep breaths.



8th April 2021

Today, our new REPLAS table arrived ready to be built. Giving children real hands on experiences build confidence and transfers skills. This table is made from over 25,000 soft plastic bags recycled through the Redcycle bins at Coles and Woolies.

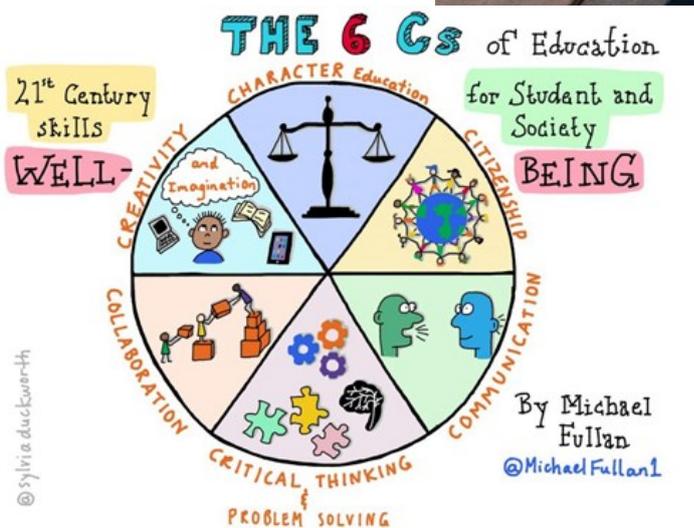
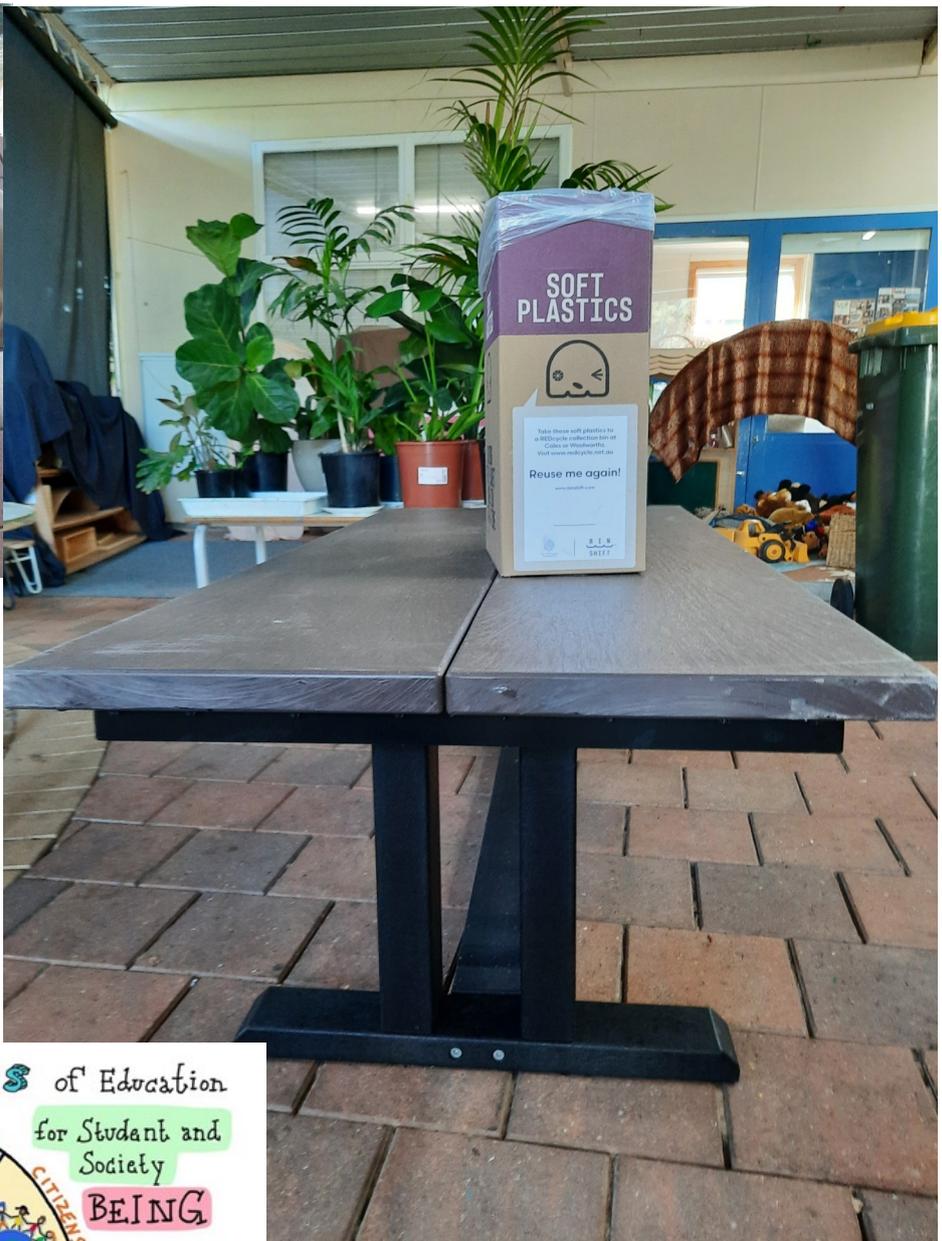








Children are confident and involved learners when they develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity when they are curious and enthusiastic participants in their learning and are able to persevere and experience the satisfaction of achievement.



The finished product!
Great 21st century learning skills Mirnu!

Family night Term 1 2021





1Children 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 recognise that they have a right to belong to many



Our set list
Welcome
Lady
George
Kindy
Archie
song
Alligator
Tooty ta
We are
Australian
Goodbye