

Book club

9th 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.

Joshua read 'A day at the animal airport'

Emily read 'Too loud Lily'

Fergus read 'The Gruffalo'

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.

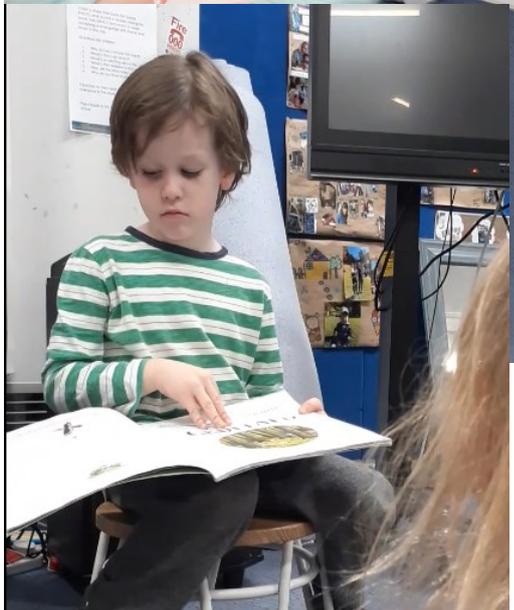
I respond meaningfully to symbols and texts.

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.





9th May 2021

Gaye the Garden Girl—the Allium family was the first story in the Winter series. 'What season are we in?' asked Garden Girl, 'Winter!' Said Willow. The allium family is the family of onions and garlic. Rebecca talked about our families—'what is your families name?' [what is you last name?] Emily –Ralph. Theo—Barker.

Garden Girl told the story of the onion and how it starts as seed, grows into a grass and then into an onion. If the onion can flower the seeds can be harvested for next year. After splitting the garlic bulb into 10 cloves ready for the garden. The end and the beginning of the seeds of life. Who si ready to garden! Yay!



Planting our onion and garlic from seedlings and then of course, watering them in! Children become socially responsible and show respect for the environment when they can participate with others to solve problems and contribute to group outcomes. Working together with an expert helps children to demonstrate an increasing knowledge of, and respect for natural and constructed environments. Working with Garden girl and along side peers helps our community show growing appreciation and care for natural and constructed environments.



Planting and then harvesting. Tomorrow we are going to make pizza with fresh herbs and spinach from our garden.



Time to service the worm farm and then clean out any leaves from the garden beds so our seedlings can grow!



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.





Archie's BIG BOOK of friendship adventures

A guide to solve social hitches and friendship glitches



A companion for the social skills program, *What's the Buzz? For Early Learners*

Mark Le Messurier & Madhavi Nawana Parker



10th June 2021

Lesson 8: Fact or opinion: staying friendly over different ideas

Key social principle

This lesson teaches children the difference between 'Fact' and 'Opinion.' A natural consequence of relationship is being challenged, sometimes provoked, by opposing opinions. The lesson explores the kinds of feelings that different opinions can set off in us. It coaches how to respond respectfully, rather than following an impulse to argue over differences. With this knowledge friendships are more likely to be enriched over having different ideas and opinions.

8: Archie's Story – "That's your opinion"



Ms. Marshall sat in front of the class with Archie's **three stick insects** clinging to her jumper. Archie stood proudly next to her. It was science and Ms. Marshall had promised Archie could bring his stick insects in.

Archie was excited, bouncing **up** and **down**. His mopy red hair bounced right along with him.

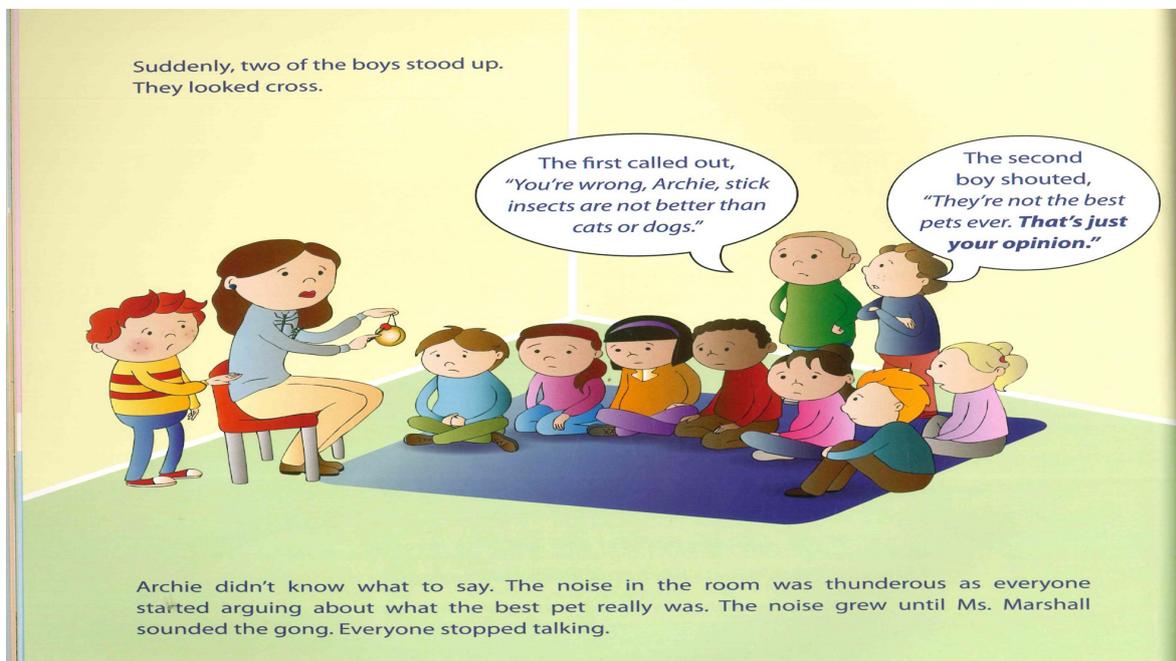
Archie **had practiced** his talk many times. He knew it off by heart. But as he stood with Ms. Marshall in front of everyone, he worried he'd forget everything. He even **worried** his friends would find his talk boring.

Archie's worried feelings took over. He forgot everything he'd planned to say. He was so nervous words just spilled from his mouth! It wasn't good.

"If you want the best pet ever get stick insects."

"Stick insects are better than cats or dogs."

"You'd be weird if you didn't like stick insects."



Chapter 8—that's your opinion!

We began with the story with a question to ponder—what is an opinion?

As we read the story the theme of opinion and fact began to appear.

At the end of the story I asked...

Who can tell me now what an opinion might be?

Does any one know what a fact may be?

We talked about the difference between a fact and opinion.

Next week we will read the story again with all the questions from the story.

Children have a strong sense of identity when children feel safe, secure, and supported and have the opportunity to learn to interact in relation to others with care, empathy and respect.

Children are connected with and contribute to their world when they can develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Children have a strong sense of wellbeing as they learn more about becoming strong in their social and emotional wellbeing.

Children are confident and involved learners when they can resource their own learning through connecting with people, place, technologies and natural and processed materials.

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

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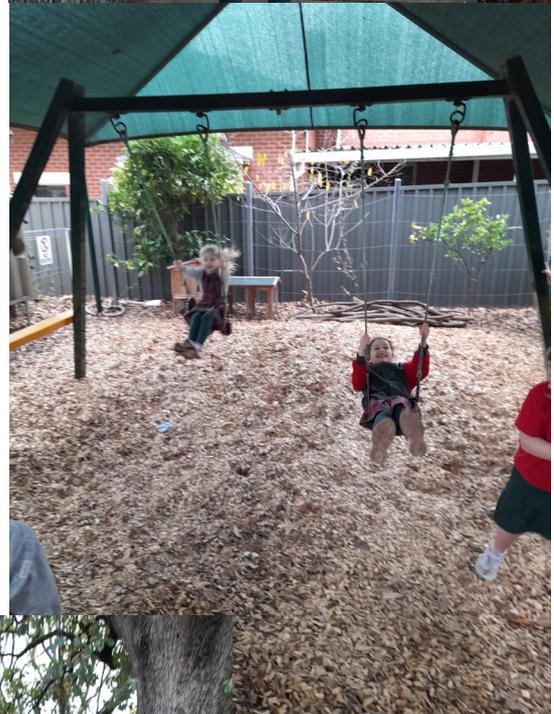
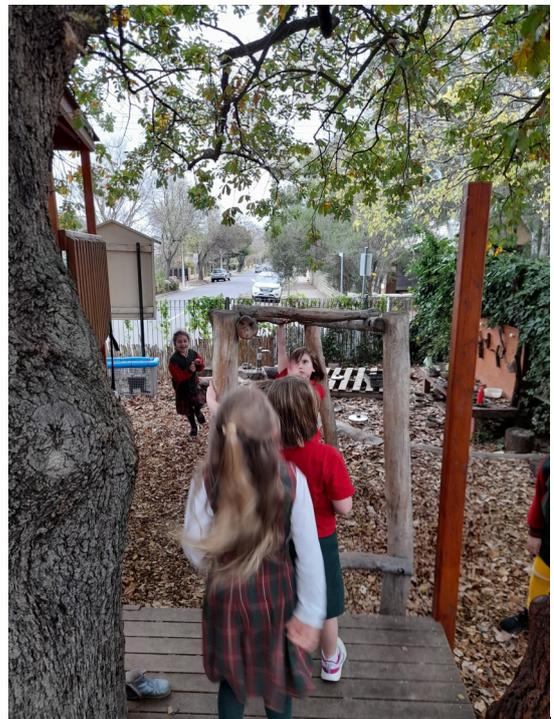
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10th June

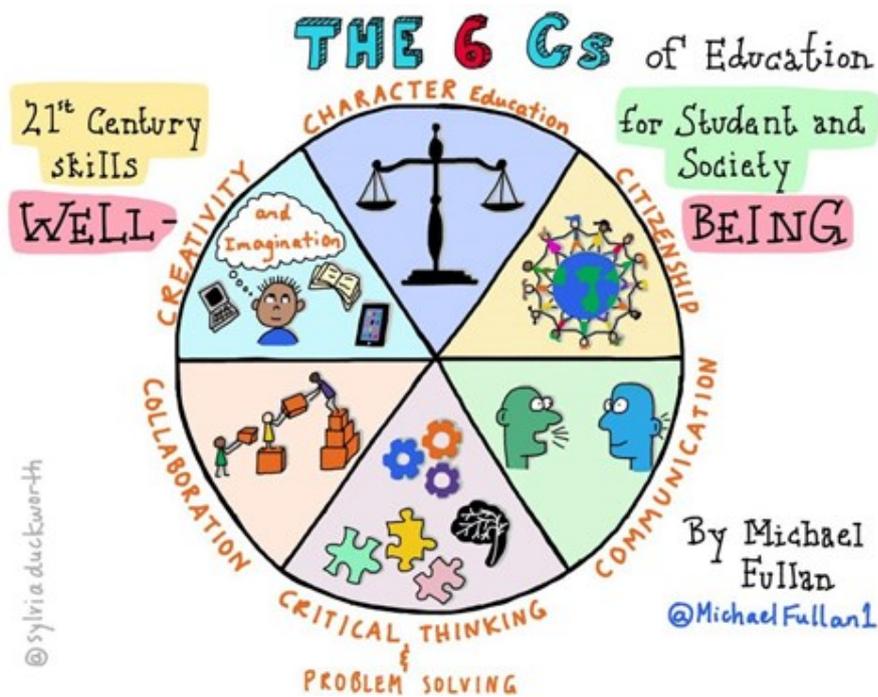
Today Room 22 visited us to share learning and play. We welcomed the class is Kaurna and in French before singing the counting song. Then we were off! Ready to move and play.







Madam Laureline and class finished the visit with a welcome song in French and a hilarious French story about a mouse that was on the run!



Building relationships and connections with our local schools helps children to transition in their next stage of education. Providing opportunities for the schools to visit us and for us to visit the school builds children's sense of belonging, develops confidence and nurtures wellbeing.

Practice: Continuity of learning and transitions

Children bring family and community ways of *being*, *belonging* and *becoming* to their early childhood settings. By building on these experiences educators help all children to feel secure, confident and included and to experience continuity in how to *be*

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 begin to recognise that they have a right to belong to many communities as they cooperate with others and negotiate roles and relationships in play episodes and group

BOOK CLUB



9th June 2021

Henry Ellis. Evie's Dad

The Very cranky bear by Nicholas Bland

Why did you choose this story?

She loves it, she has read it 100's of times at home, she knows most of the words off by heart and I think she really likes the characters, especially the thoughtful sheep.

What is the story about?

Its about a very cranky bear (Evie). Its about a bear who has needs that need to be met and a thoughtful sheep that actually stops to think about what other people need and does her best to make them happy.

What is so exciting about this story?

There's plenty of action, there's a big bear that chases them, so there the danger element. There's lots of different animals which we all love and there's a great lesson.

What is the problem in the story?

They chased them out the cave (Evie). The other part of the problem is that they were annoying the bear because he was try to sleep in his home, so what they needed to do was think about the bear (Evie) and then they gave him a pillow

How did the story make you feel?

It makes me happy to know, that we are teaching important lessons about thinking about other people and makes them happy as well.

Who do you love sharing it with?

Definitively Evie, also Ria my wife and now Owen as well, Evie's brother

BOOK CLUB



10th June 2021

Vanessa Jackman. Isobel's Mum

That's my cake! Starring Isobel and Lachie

Why did you choose this story?

We love the story because its about my two favourite people, Isobel and Lachie.

What is the story about?

Its about team work. I think is about working together with your friends or your siblings.

What is so exciting about this story?

I liked when we ate the cake [Isobel]. I liked when Lachie got on Isobel's shoulders and they were taller than the monster and bolder and stronger together.

How did the story make you feel?

Very good

Who do you love sharing it with?

Everybody!



Mirnu

Term 2 Week 8

2021



Physical skills

36's versus Bulldogs

Today a group of boys played three on three basketball. The boys loved the game and quickly learnt the rules and become independent playing together. The children named the teams, 36's versus Bulldogs and kept score of the goals on a big piece of paper adding each goal as they played the game. It was very pleasing to see the children use their social skills, allowing other children to join in their play.

Playing basketball allows children to take increasing responsibility for their own health and physical wellbeing as they use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world. This helps children to demonstrate spatial awareness and orient themselves, moving around confidently and safely, while also showing enthusiasm for participating in physical play and to ensure the safety and wellbeing of themselves and others while playing basketball.

The oral language between the children during the basketball game included: 'pass the ball- here I am - I got seven goals—add a goal to my name— look how many goals do I have.'

Term 2— Week—8—16/06/2021



Physical skills



36s			Bulldogs		
Carlotta	Fogus Jack		Joshua	Harold	Benji
10	13	11			7
1					1
Total 11			4 2 11		
35 points			19 points		

Physical skills



Physical skills



Learning Outcome 3:

Children have a strong sense of wellbeing Children become strong in their social and emotional wellbeing Children take increasing responsibility for their own health and physical wellbeing. Children learn to support their own emotional wellbeing through play using their physical skills playing basketball.



Book club

16th 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.

Claire read 'Grug learns to read'

Blaise read 'Bluey, the beach'

Fergus read 'The Gruffalo'

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