



Mirnu

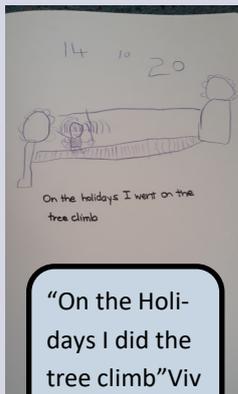
Term 4 Week 1

2020

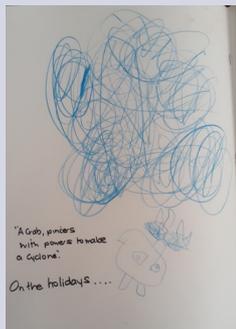
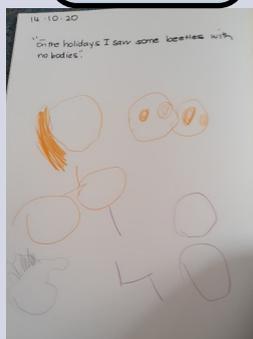
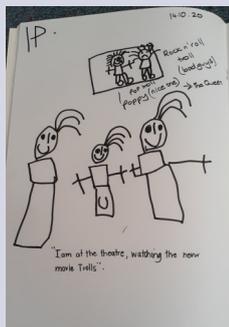


Happy Holiday Recall

“ My Dad caught a shark with his hands”
Chi



“On the Holidays I did the tree climb”Viv



“On the holidays I watched TV “

Freddie



“I went out of bed and watched Tv, then I went to the beach in my pyjamas”!

Hamish

Mirnu
Wed,
Week 1,T4

During our small group learning opportunity today, the children were asked about their holidays. Firstly, we talked around the circle and recalled verbally some of the things we did in the holidays. We then used our work books and recorded pictorially how we spent our time in the holidays. The children enjoyed talking to one another about their adventures. It was a lovely way to ease into structured

The importance of being able to recall (Memory)

Part of long-term memory involves storing information about the sequence of events during familiar situations as "scripts". Scripts help children understand, interpret, and predict what will happen in future scenarios.

Between the ages of 5 and 7, children learn how to focus and use their cognitive abilities for specific purposes. For example, children can learn to pay attention to and memorise lists of words or facts. This skill is obviously crucial for children starting school who need to learn new information, retain it. Children this age have also developed a larger overall capacity to process information. This expanding information processing capacity allows young children to make connections between old and new information. For example, children can use their knowledge of the alphabet and letter sounds (phonics) to start sounding out and reading words. During this age, children's knowledge base also continues to grow and become better organised.

Phonemic Awareness V Mathematics



Today in our structured group time, we read the familiar story *The Magic Hat* by Mem Fox. We listened and looked for the rhyming patterns in the book and every time we heard a rhyme we put a counter in the middle of the group. We represented our rhyme and gave it a value. At the end of the story we counted the number of rhymes that appeared and noticed 9 instances of rhyming.

Phonemic Awareness (PA) is:

the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992; see [References](#)).

1. essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.

2. fundamental to mapping speech to print. If a child cannot hear that "man" and "moon" begin with the same sound or cannot blend the sounds /rrrrrruuuuunnnn/ into the word "run", he or she may have great difficulty connecting sounds with their written symbols or blending sounds to make a word.

3. essential to learning to read in an alphabetic writing system.

a strong predictor of children who experience early reading success.

Developmental Milestone:

Language and emergent literacy learners (30 - 60 months):

- start to break up words into syllables (for example clapping syllables)
 - start to recognise/produce rhymes
 - from 36 months: start to recognise words with the same initial sound
- from 36 months: start to break words up into onset and rime (sun= s+un).

Holidays

Communication

In our small group today we talked about the interesting things we did in the holidays. Also our own experiences personal relationships - self, family, friends, their interests and activities during the holidays.

The children's learning that occurred:

- Recalling past events and activities.
- Sharing information with.
- Listening to others.
- Descriptive use of language related to people, places and events.



Expressing concepts and ideas.



In the holidays I went to the beach with my mum and we picked up some shells together to take home. They were very special. Amelia



In the holidays we had a little dip at the beach. We made little sandcastles. My brother knocked them down.—Lucy



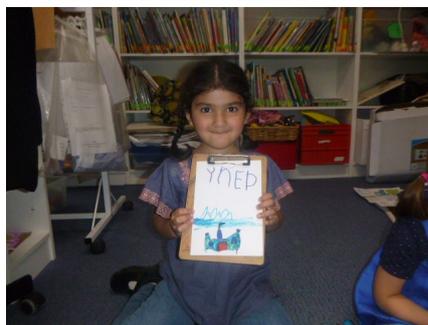
I visited my Aunties and Uncles farm house. We loaded a lot of sheep into the truck. I helped my uncle feed the chickens. They were called 'Chick -Chick - Narto and George.—Andy

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.



In the holidays I went to Victor Harbor and at the beach I made a big sandcastle. We went to a fun day at Bonython park.—Enya .



I went to my Grandpa and Grandmothers place. We celebrated my younger sister's Birthday. Isla got Duplo and another set of Duplo.—Mila.

Loose Parts

Today Thomas and Dylan were at the bookmaking table drawing pictures of rocket ships.

After they finished their stories it inspired them to design and build a rocket ship. Their friends supported their plan and together helped build a tall rocket ship with large card board boxes.

It was wonderful to see the children displaying persistence and determination to build the rocket.

This engaged play was extension from their bookmaking that helped them problem solve, plan, design and create.

We will continue to provide a variety of experiences for the children to use their imagination to generate ideas and participate in the process working with natural materials.

Children's voice.

Teacher— “How are you going to build the rocket”?

Thomas— “We can use boxes and we will need sticky tape”.

Dylan— “We will need sticky tape to tape the boxes together”

Teacher - “What is this part for”?

Dylan— “We make a book holder for the rocket to open and close.”

Our books are going to be in here and this space is for typing’

Alex- “Inside the rocket are buttons to start the ship”.

Chi- ‘There are buttons, jackets boots and helmets.’

Teacher— “What's happening now”?

Alex— “Were putting toys inside.’

Dylan- ‘ Were are going to practice to go to outer space, we need to do training then we put our space suits on.”

Teacher— “What other clothing will you need to go to outer space”?

Dylan— ‘We will need space suits, space helmets so you can fly in space and a air tank’

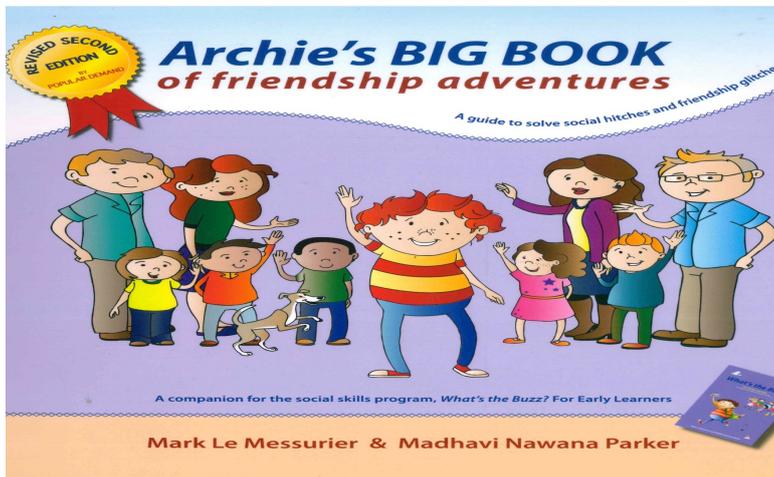
Thomas— “We need space suits, gloves and boots”.

Hikaro— ‘When we go to outer space we will need rocket suits and to exercise read

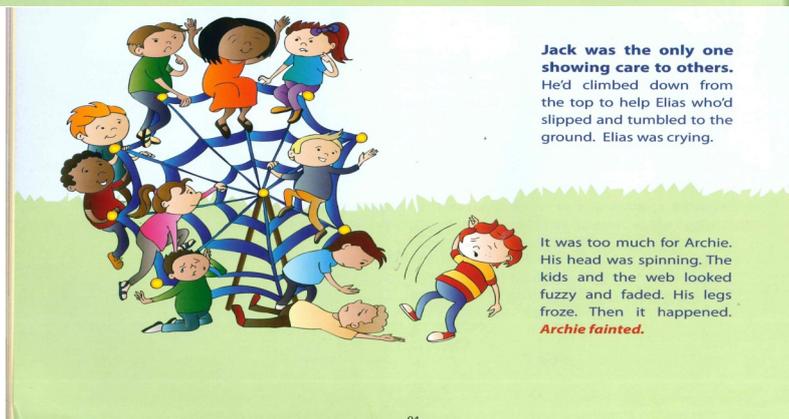
Dylan— “There is rocks and I can lift this one”.



Week 1 –Term 4– 15/10/2020



Lesson 14: Empathy
 Key social principle
 Learning to empathise makes it easier for children to get along with each other and to handle problems when they arise. This lesson teaches children what they can 'say and do' to display empathy. When we show care to others we can help them feel better.



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.

14th October 2020

Archie

Who remembers what happened in 'shhhh it secret'?

James – he was tearing the pages and Archie was going to tell the librarian that he teared the page and it ripped.

The story begins with a new piece of playground equipment 'the climbing web' opening up at the school. Everyone wanted to go on it at recess. It was busy, loud and chaotic. People got hurt, people were arguing and people were not happy!

In the story Archie faints in all the excitement and chaos of the new play ground

What is fainting?

Maisey – you fall over and you close your eyes

Why were the children so pushy and so competitive for the climbing web?

Hamish – because everyone had the same idea

What was the idea?

Cici - To climb the web at the same time

If you were Archie's friend what would do now?

Hamish – I would help anyone who got hurt

James – tell a teacher

Mrs Marshal the teacher helped Archie. He was being helped, he was still unwell, but felt safe

Does Archie Trust Mrs Marshall?

Maisey – yes!

Archie friends realised what had happened and the skill of Empathy was.

What is Empathy? Being kind, sharing your play, friends, toys and caring for your things, for the kindy, your friends, plants and animals. Also helping everyone!

Chapter 15—Lesson 15: Worry – knowing about it, and dealing with it

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.

What will we see at the Museum?

PREDICTION

How do we keep ourselves safe?

Maddy- hold hands

Cici- stay near a grown up

Mila- don't run away

Penny- if you get lost you just you need a grown up

Isla- don't go on the road

Jack- stay near the teacher

Don't undo your hands- Alex

Milly- when you go on the excursion you stay on the bus and you go to gymnastics

Hamish- hold hands stay safe

Andy- don't run off and knock down a skeleton in the excursion

Nathaneal - look left and right

James- Watch out in case one of the skeletons fall down

What parts of your body do you need to use on the excursion

Cici- eyes

Mila- (what do we need to use on the excursions) ears

Penny - need to hold hands

WE NEED TO USE OUR EARS -Brett

Brett- You will hear a bell and you will need to go to your team- in your team, there will be Simone and other Mums and Dads.

We will tell you which team you are on.

Luca- keep your eyes on your teacher

Who are we meeting there? Brett

Masiey- professor flint

What will you see at the museum? Brett

Cici- dinosaur skeletons

Amelia- meerkats

Freddie-fossils

Hamish- giant squid

Luca- monster bones

Andy- dinosaur statues

James- triceratops

Mirnu Thursday

15th October 2020

Week 1

What will we see at the Museum?

Who are we meeting there? Brett

Masiey- professor flint

What will you see at the museum? Brett

Cici- dinosaur skeletons

Amelia- meer cats

Freddie-fossils

Hamish- giant squid

Luca- monster bones

Andy- dinosaur statues

James- triceratops

Maisey- skeletons dinosaurs

Antonina- dinosaur leaves

Penny- fossils

Alexa- people

Isla- giant elephant

Vivy- plants

Rosie- leaves

Hikaru- apples

Jack- books

Thomas– Trapdoors

Dylan– Tyrannosaurus



Thursday 15h October.

Today in small group we continued learning about syllables in words. Understanding syllables and being able to identify them in words supports children's phonological awareness, an important component in learning to read. In the past we have experimented with identifying syllables in our names. Today each child chose an object from the kindergarten learning space to experiment with syllables. The children identified the number of syllables in the name of the object they choose and then used stickers to represent this. All the children were able to successfully identify the number of syllables in their word.

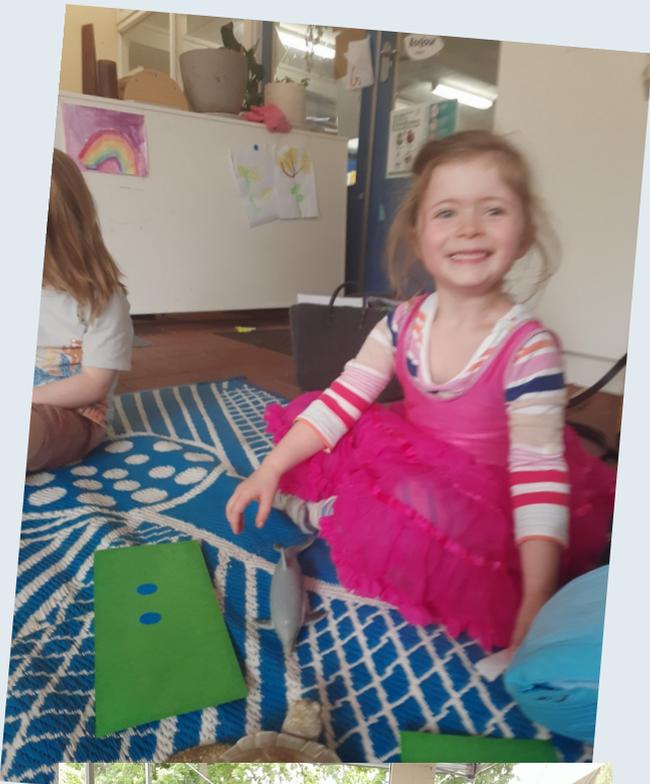
" When children play with language by repeating syllables, there are demonstrating an awareness of the phonological element of rhyme." Taken from the Department of Education and Child Development document– The Big 6, components of reading. (2016). In future small groups we will look at other components of phonological awareness such as rhyme, as well as continuing to practice our understanding of syllables.

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







14th October 2020

Today in Brett's small group, we begun to explore a rhyming book called, Oi Frog! This book tells the story of cat who share the rhyming rules for the frog who must sit on a log. The frog doesn't like this and wants to sit on comfortable things like mats, chairs, stools, and sofas. This doesn't work, because frogs sit on logs!





The frog asks about what other animals sit on, and the cat explains patiently all the places these animals sit.

At the end of the story, we worked on the things we might sit on. Today was about the skill of rhyming – listening too and hearing the end sound. Sometimes non sense words are appropriate to begin with as we play with sounds, but sometimes we can find a real word rhyme to a name. we had a try to rhyme our names, sometimes we got help from others.

What do....

- Brett' sit on Hett's
- Cic's sit on He he's
- Rosie' sit on Bosies
- Luca's sit on bukas
- Jack' sit on cats
- Thomas's sit on Bomas's
- Dylans' sit on Billians
- Isla sit on Bila's
- Maddy's sit on Paddy's

Children interact verbally and non-verbally with others for a range of purposes when they engage in enjoyable interactions using verbal and non-verbal language and contribute their ideas and experiences in play, small and large group discussions. Children further their learning when they interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings.

What next? We will read the book and finish each rhyme together and then think of rhymes for the rest of Mirnu!

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.

el-

Welcome back to Kindy Family night!



15th October 2020

The weather was perfect and the air smelt delicious—must be a family night at Lady George. Grill's were on show cooking up a storm, delivering beautiful burgers to all our families who could come. The Musters took charge of refreshments and the night was off and racing! With nearly 40 families in attendance the stage was set for an amazing concert from the children!

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



Our concert!

The set list

Acknowledgement of country

Lady George song

Archie song

Karna counting

Karna counting animals

Valley of the Dinosaurs

I am Australian

Farewell song

