

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.

- Plasticine
- Squeezing spongers
- Spray bottles
- 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

Aalia- "I am making a family of snakes and snails".

Willow- " I am making snakes and butterflies".

Bodhi-" This is a person statue and this is a python snake and it goes up really high. The snake makes a ssssssss sound".

Blaise -" This is a Anaconda snake.

Claire- " I made a crown, I bought a tiara at the shop".

Mia-"I made a bracelet".

Hazel-" I made balls with shapes sticking out'.

Maddie-" I made a double bracelet".

Isobel-" made a ball".

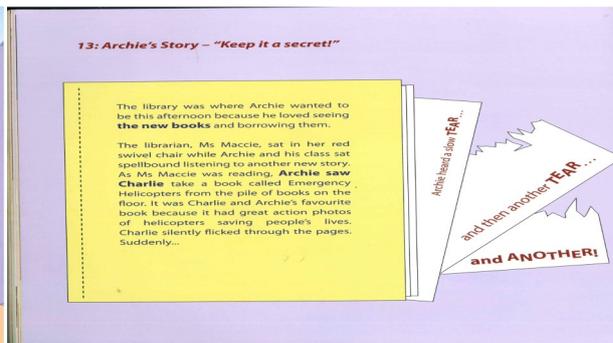
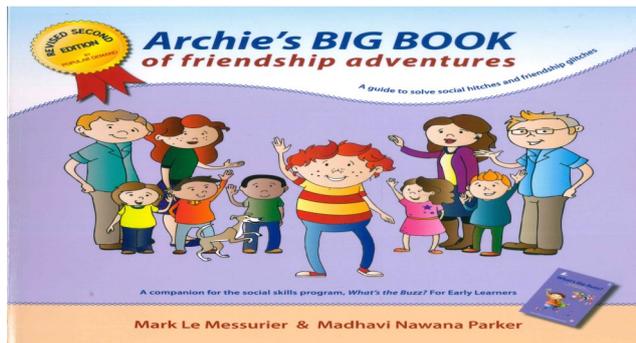
Children have a sense of wellbeing.

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 movements) are an important part of a child's development.



Archie couldn't believe his eyes.

Charlie was softly **tearing pages from the book**, folding them up and stuffing them into his shirt pocket. Charlie and Archie's eyes met. **Embarrassed**, they quickly looked away from each other. Archie knew that no matter how much you liked a picture in a book, you never tear pages out.



Later, when everyone was borrowing their books Archie decided to be brave. He went up to Charlie and said,

Charlie's face went as red as a beetroot. He shot a stare at Archie and said,

"Hey Charlie? I saw you tearing those pages from the book."

"It's a secret, Archie! Don't you tell anyone or I'll say you made me do it!"

Then, Charlie grabbed Archie hard on his shoulders and said,

"You promise? It's our secret, okay?"

Archie felt scared. Charlie was his friend, so Archie gave in and said,

"Okay, I won't tell!"

"So that's a promise! Now you can't break it!"

Charlie replied.

As soon as Ms Maccie finished helping the children borrow their books, she gathered them together and whispered, "Last week I promised a surprise, do you remember what it was?" Everyone shuffled with eagerness.

"Well, in a few moments, the author of *Emergency Helicopters* is coming to talk to us!"

The class gasped with excitement. As the writer walked in everyone clapped hard. The children moved in close and sat on the floor. Ms Maccie took the book from the floor and handed it to him ready for his special talk about his very special book. When he opened it, he noticed some of the pages had been torn out.

Archie and Charlie were the only ones who knew what had happened. Archie felt Charlie's strong, angry eyes on him. Archie looked down. **No one spoke**. Ms Maccie asked if anyone knew how this had happened, but Archie said nothing. He kept the promise he'd made to Charlie. **Archie felt sick** as he saw the shock on everyone's faces.

Let's find out what happens next...

Archie was glad to see mum waiting for him in the playground after school. **The secret** he was carrying was too heavy to carry by himself. **He needed mum's help**. He gave mum a hug and he held her more tightly than usual.

"Did you have a happy day at school?" asked mum.

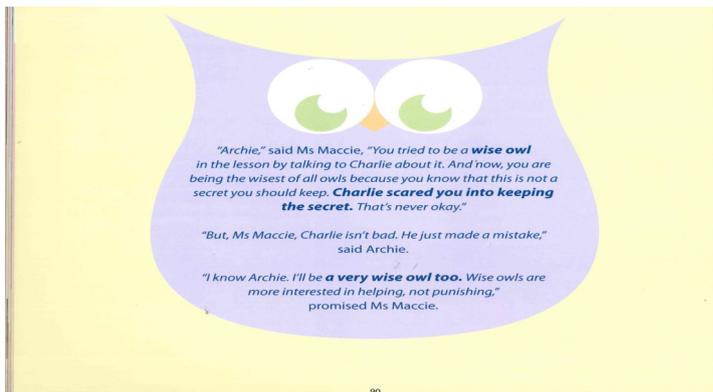
"Mum, I made a promise to Charlie over a bad thing and it doesn't feel good. I don't know what to do," answered Archie.

Mum could feel Archie's worry. As they walked around the school playground mum listened to Archie. Once he finished, she said,

"some secrets should not be kept, and this is one of them."

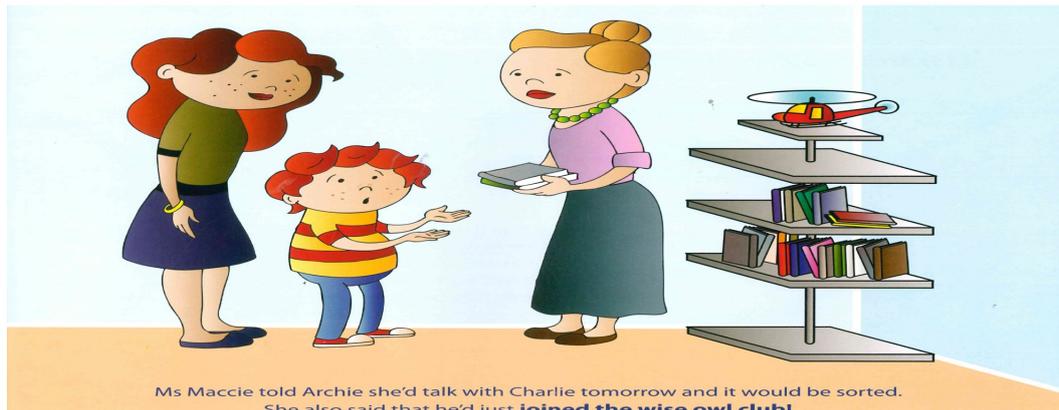
"Archie?" she suggested, "I think you need to share this with Ms Maccie. She needs to know what happened and teach Charlie to be kinder to books." Archie nodded.

As they pushed open the library doors Ms Maccie smiled and invited them in. Archie's mum told her that Archie needed to talk with her. Mum sat quietly while Archie told the whole story.



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.



13th October

Archie chapter 13.

Who Remembers what chapter 12 was called?

Willow – Archie and the Lego dump truck

Who remembers what happened in that story?

Elle – Archie took the dump truck without asking?

Who did he take it from?

Isobel – Oliver

What happened when Archie got in the car?

Something funny happened in Archies Tummy.

Emily – he felt bad

We called it a feeling starting with 'g'.

Claire - grumpy

Theo – guilty!

He told his mum and they turned around and went back to Oliver's house. What happened next?

Theo – he said sorry

When you say sorry what does that actually mean?

Elle – you won't do it again

Did Archie parents steal something when they were a kid?

Maddie – Archie's Mum

What Archies mum stole when she was a kid

Theo – a chocolate bar

What did her dad, Archie's grandpa, do?

Isobel – take it back.

She had to pay it back and say sorry.

Did she ever steal again?

NO! Sorry means, that you wont do it again.

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.



Wednesday 13th October 2021
The power of Potion making



Today, the potion making table was left out from yesterday and the children quickly saw a great opportunity to create, cooperate and invent all sorts of potions.

Creativity is one of the most important skills for children to develop the learning dispositions needed in today's world. Giving children the time and space to be creative, use their imagination and work together allows children to build on these skills.

Our fine motor skills are also built when we use the pipettes to gather water and move it into our creation.

Very quickly, the table became a hive of scientific activity.



Potion making tables help build;

Social Skills – Children will often start working together to create potions or share ideas with one another

Communication and language skills – As children share ideas and explain what they are using to make their potion and the process they will learn new words, descriptive language and learn to express themselves

Mathematics – This is an area which can be strongly promoted as children explore potion making from looking at numbers on the scales or cylinders, counting how many pebbles they are adding or how many drops of water out of the pipettes.

Mark Making – This is great if children are encouraged to make marks to represent numbers for each ingredient they add. You may like to create some tables to go with this so the children can make marks next to a picture of the ingredients.

Imagination – Children's imagination can really be supported through these activities as they make all kinds of wonderful concoctions for all different reasons

Characteristics of effective learning – Potion making allows children to explore, actively learning, create and critically think.

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 express wonder and interest in their environments and are curious and enthusiastic participants in their learning. Potion making involves using play to investigate, imagine and explore ideas

Guinea Pigs

It was wonderful to see the children waiting for their turn to hold the guinea pigs today. It provided a great opportunity for them to come together and engage in rich conversations.

Animals can help us to develop: compassion, kindness, observation skills, sharing, responsibility, curiosity, wonder and persistence.

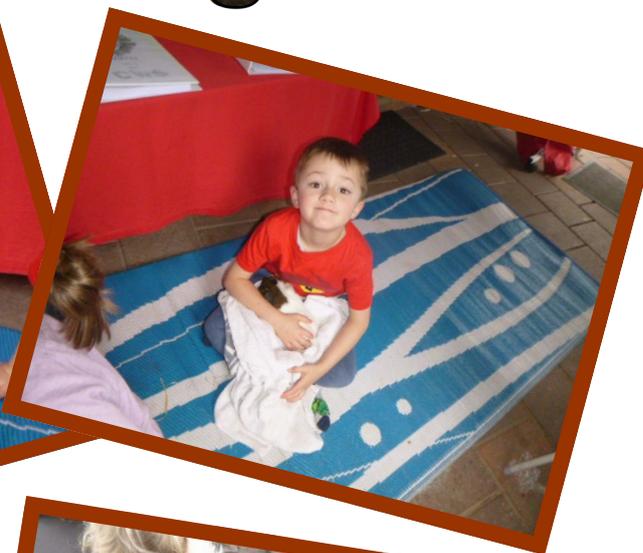
Term 4– Wednesday- Week 1– 14/10/2021.



Guinea Pigs



Guinea Pigs



Guinea Pigs



These are some examples of the children's voice:

Isobel -" Guinea pigs feel soft, you keep them in a safe place and we can feed them lettuce".

Harold -" You look after the guinea pigs, feed and care about them".

Aalia -" You give water and feed them".

Maddie -" You hold them carefully and feed them".

Claire - "Pat the guinea pigs gently and give them carrots to eat".

Mia - " Cute, feed them leaves".

Nawal - "They tickle me! You care for them by holding them gently, not letting them go cause they will get lost".

Evie -" You take care of the guinea pigs. Give them drink and hay".

Elle - "Give them food, water, pat them and named them".

Jack -"Feed them lettuce, hay. They have black eyes".

Anna - " Guinea pigs feel soft. I am going to make them feel comfy".

Hazel -" You have to care for them. Don't let them escape".

Guinea Pigs



Guinea Pigs



Outcome 4: Children are confident and involved learners

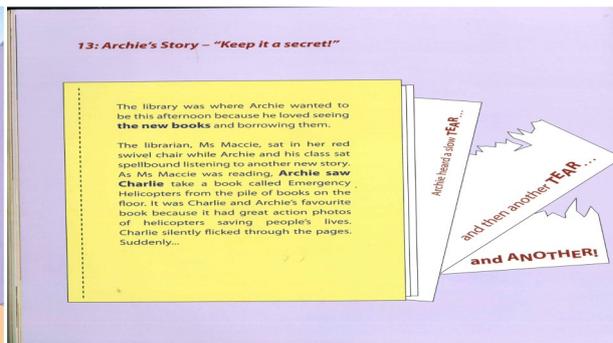
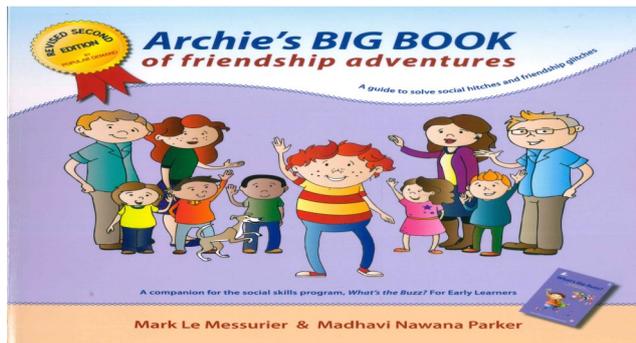
Children develop dispositions for learning such as curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

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

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

Children become socially responsible and show respect for the environment





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The library was where Archie wanted to be this afternoon because he loved seeing the **new books** and borrowing them.

The librarian, Ms Maccie, sat in her red swivel chair while Archie and his class sat spellbound listening to another new story. As Ms Maccie was reading, **Archie saw Charlie** take a book called Emergency Helicopters from the pile of books on the floor. It was Charlie and Archie's favourite book because it had great action photos of helicopters saving people's lives. Charlie silently flicked through the pages. Suddenly...

Archie heard a **tear** ...
and then another **tear** ...
and **ANOTHER!**

Later, when everyone was borrowing their books Archie decided to be brave. He went up to Charlie and said,

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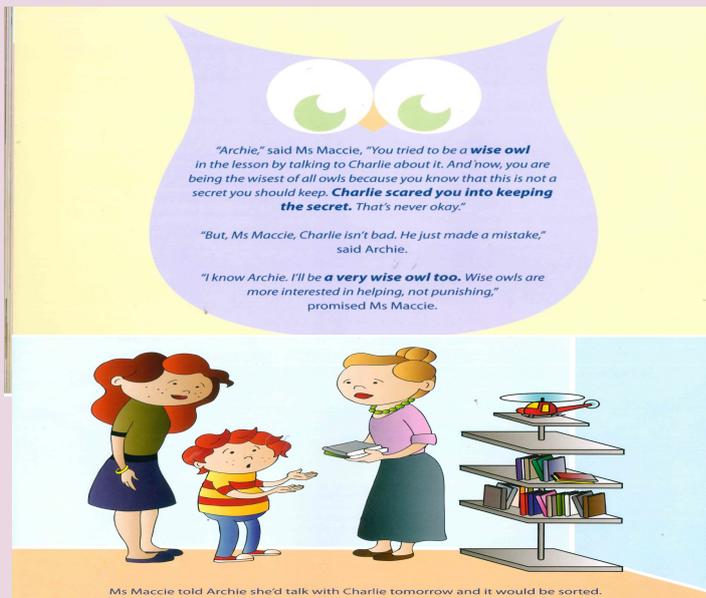


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Chapter 13 – keep it a secret!

We read the part about Charlie ripping the pages out.

Why did Charlie rip the pages from the book?

Harold- Maybe Charlie doesn't know that the pictures are not special to other people

Anna-Why did Charlie rip the pages out of the book? Simone "Yes that is the question, do you know why he ripped the pages out?" -Oh yes, Cause they are so special

Theo– Because he liked reading

Fergus-Because he wanted to make a picture out of them.

Jack- Maybe he wanted to stick them on his wall

Ted- Maybe he was excited

Theo Because he wanted to copy them and draw them

Maddie– he might not like books

Georgia- I think he did it because he really liked the pages

Isobel– Maybe because he didn't like books

Claire-he wanted to read them at home

Elle- He might want to draw on top of them

Evie he wanted to copy them

Hazel– He liked them

Aalia– he wanted to show his mum

Bodhi– he didn't know that someone liked the pages

Faiyaz- "blah bloo (intent to communicate his idea with his own words) "you're beautiful"!

Should Archie keep the promise?

Simone– if someone said to you, or you saw someone tear the pages out of a book would you keep the promise?

Josh– I would tell the teacher

Fergus- Because he his jealous

Harold– I know that some people do it on purpose because they don't know stuff but they forgot what they were going to say

Anna- Why did they tear the pages out? Simone said " it's a different question now, Should he keep the promise? No– he has to tell the teacher

Blaise– should ignore him and tell the teacher

George– he thought the teacher couldn't see

Theo– he thought the teacher wouldn't notice

Elle– he wanted to put it in a picture frame. Simone said " remember the question is why should Archie not keep the promise?"

What would you do if you were Archie?

Maddie– don't promise another person

Isobel– I would tell the teacher

Aalia- I wouldn't keep the promise

Hazel– I would not keep the promise

Anna– because Archie ripped the pages I think he wouldn't be laughing so much. I wouldn't keep the promise.

Blaise– trick him

Can you imagine if that was our kindy book and the pages got ripped out, how would be feel?

Collectively the group said "sad".

Why is Archie a wise owl?

Theo- Archie told the truth

Anna– Maybe he like the pages so much that he like to draw on them and turn them into helicopters

Evie– Because Charlie make a mistake and Archie did the right thing by telling the truth. The teacher said that she was going to be a wise owl too.

Maddie– Telling the teacher

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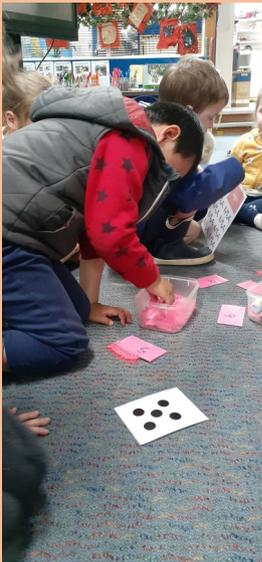
The story helps children to have a strong sense of identity feeling safe, secure, and supported to have the opportunity to learn to interact in relation to others with care, empathy and respect.

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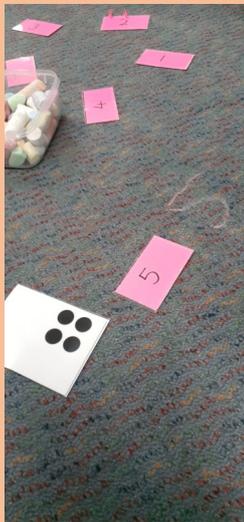
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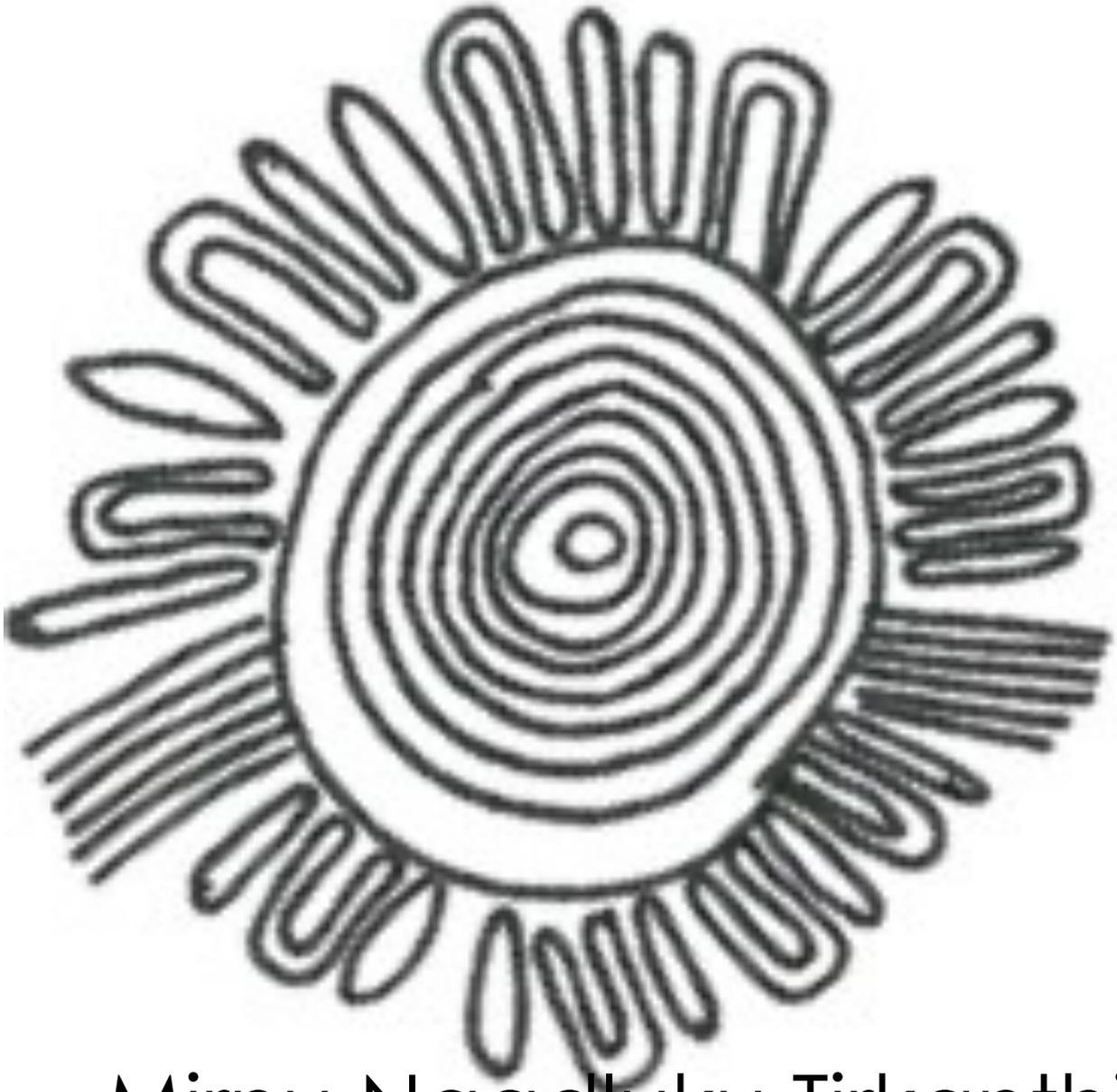
Mirnu Week 1,
term 4



Subitising Games

Today we practised subitising using cards with dots. Children have been learning number patterns and learning to recognise number sets. The children were asked to represent the number recognised on the carpet with chalk and then locate the pink card. The children were asked to find the same amount of pegs to match the number. Amazing numeracy work, so many opportunities to represent and see number in different forms.





Mirnu Ngadluku Tirkanthi

Term 4 Week 2

2021



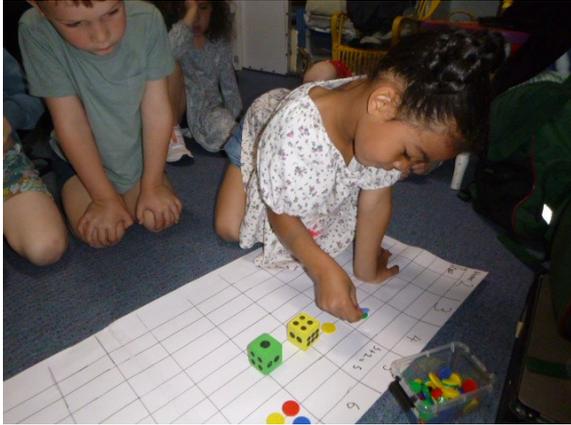
Numeracy

Today in our small learning group the children extended their numerical thinking by problem solving, one to one correspondence and subitising the sets on the dice. Rolling two dice together with some support from the educator, the children were able to count on starting from the highest set on the dice.

This numeracy activity provided the children the opportunity to familiarise the sets on the dice, count on whilst using the markers to record the solution. In addition the children then matched their solution to the written numeral at the top of the large sheet of paper.

Term 4-Week 2—20/10/2021





Numeracy



Numeracy

Indicator- I explore and understand my place and space in the world.

Key Elements

use properties of shape to make things fit, balance and transform

use the position location, arrangement and movement of myself, others and objects for a purpose

notice 2D aspects of 3D objects

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

Use quantification to describe and compare

Indicator- I measure and compare my world.

Key Elements-

notice objects, events and space have measurable attributes

use measurement to compare objects, events and space

Recognises that the principles of measurement do not change.

Choose and use the appropriate tool for the attribute.

Indicator- I analyse, read and organise the data in my world.

Key Elements

Notice and use likelihood in everyday routine.

Interpret and use data to make decisions

Collect sort and organise data.

Use data as part of my everyday routine.

Learning Outcome 1: Children have a strong sense of identity Children feel safe, secure, and supported Children develop their emerging autonomy, inter-dependence, resilience and sense of agency Children develop knowledgeable and confident self-identities Children learn to interact in relation to others with care, empathy and respect.

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Term 4 - Week 2– Wednesday - 20/10/2021

This week the children continued using their fine motor skills independently using the spray bottles to develop and strengthen the muscles of the fingers, hands and shoulders.



This activity provided a wonderful opportunity for the children to come together and have some fun.

Fine motor skills



Fine motor skills



Fine motor skills



Fine motor skills



Children's voice:

Harold- " I'm doing my name".

Ted- " I'm making spots".

Jack- " I am making stripes".

Isobel -" I am doing a rainbow".

Claire -" I'm making dots and dots".

Elle -" I am making dots, stripes and zigzags".

Maddie- " Stripes".

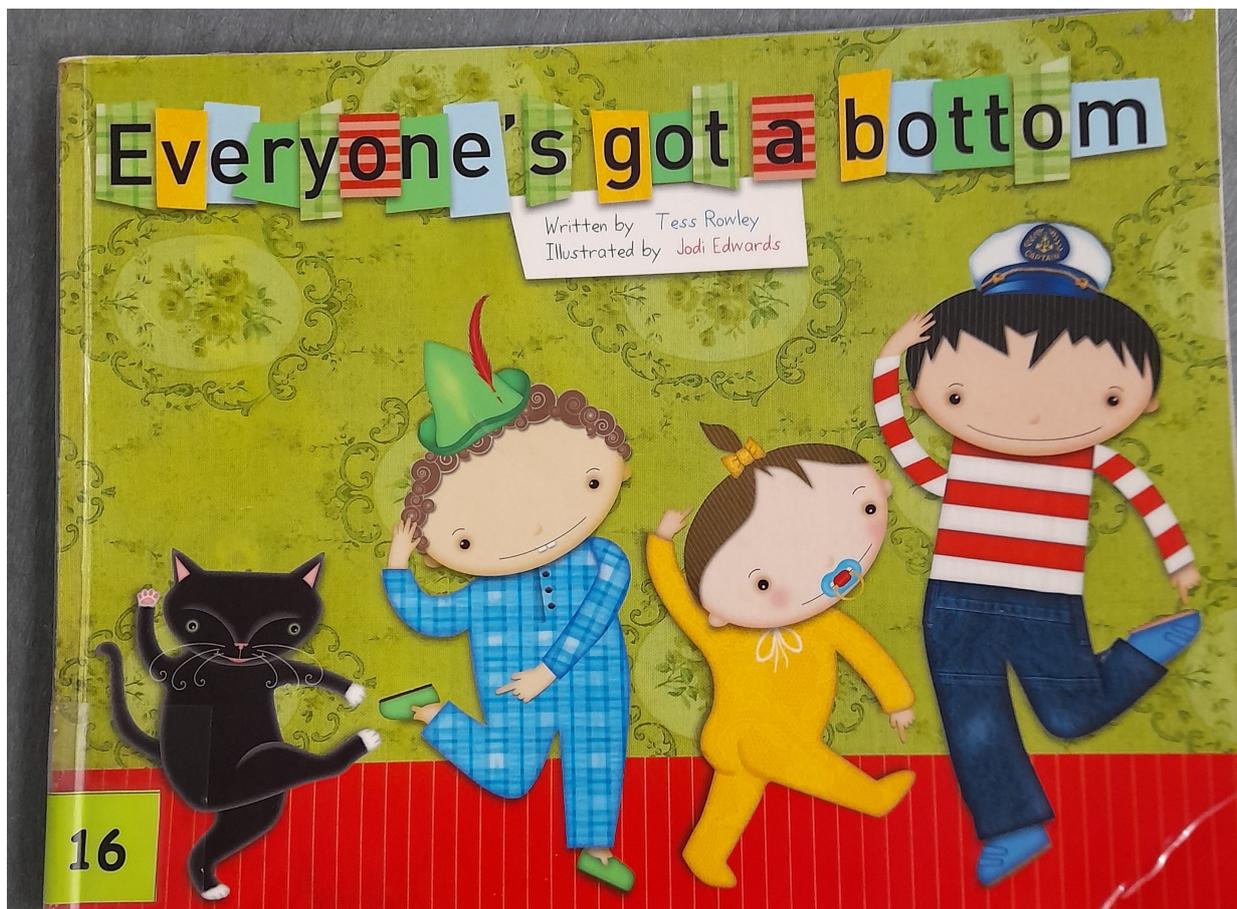
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Wednesday 20th October.

We read 'everyone's got a bottom' to follow on from Archie's story 'keep it a secret'

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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.

We read 'everyone's got a bottom' to follow on from Archies story 'keep it a secret'

Can anyone tell me what a secret is?

Elle—something that you don't want to keep [bad secret]

Emily—one that you want to keep like a present.

What kind of a secret is that? Remember there are 2 types of secrets. In archie's story 'keep it a secret' he was told to not tell anyone about ripping the pages out it's a secret. Archie felt funny one the inside, what kind of a secret is called? Theo—a bad secret. What is the other secret called? Elle—a good secret.

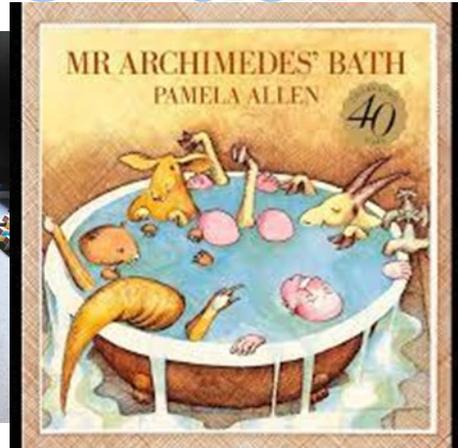
Blaise –surprise party. Is that a good secret? ALL; yes!

Brett—this is a secret, in a minute, I'm going to take Simone's camera and hide it. Don't tell her, it a secret. Good secret or bad secret? ALL—BAD

Brett—everybody, its Tammy's birthday tomorrow and I have bought her a jumper, new shoes and a dress. Don't tell her what the present is, it's a secret? ALL—GOOD

Good secrets are about surprises and presents bad secrets are about hurting people or doing unkind things.

Archimede's Bath



Water Displacement

Today during our small group work we read the story "Archimede's Bath". Why did the water go up and down in the story? What was happening to the water?

George– "Because they keep hopping in and out"

Abbie- "The animals made the water go up and down"

Willow– "Too many people in the bath"

Blaise -"Too much people in the bath".

Maddie- " The water goes around and the water goes up"

Simone: "So this is water displacement can we syllabolise that ?

"Three syllables " -Blaise

What would happen if we put a brick in this water? This brick is water proof and water can't move through it. The brick pushes the water around and this causes the water to rise in the trough.

George- "It went high"

Joshua "It went heavy"

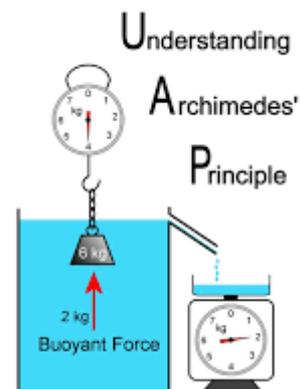
What will happen if we put a tissue in, something that is not waterproof?

Blaise "It will go through"

Josh– It will sink

Willow– The water level won't change because it's not heavy.

Term 4, week 2 Mirnu Simone small Group Work



What if we put 10 bricks in the trough, what do you think will happen?

Abbie- "The water will make the water move away"

If the water goes up, does it mean there is more water in the bath? How could we check?

What could we use to measure how much the water goes up by?

What happens if more animals go in the bath? Can you measure to show the difference?

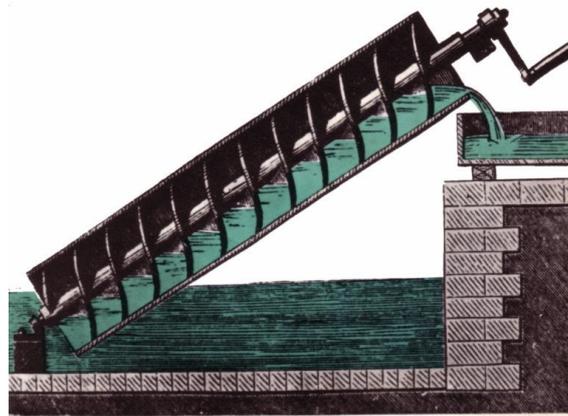
Do big animals always raise the level more than small animals?

How is it different when a heavy animal gets in to a light animal?

How many animals need to get in to make the bath overflow?



Another one of Archimedes' inventions!



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

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Indicator- I measure and compare my world.

Key Elements-

notice objects, events and space have measurable attributes

use measurement to compare objects, events and space

Recognises that the principles of measurement do not change.

Choose and use the appropriate tool for the attribute.

Mirnu Wednesday 20th October Week 2, 2021 Simone Small group work



Tarnanthi



The word **Tarnanthi** (Tar-nan-dee), comes from the language of the Kaurna people, the traditional owners of Adelaide Plains. It means to spring forth or appear– like the sun and the first emergence of light.

Today we travelled to the **Art Gallery** to explore the new exhibition Tarnanthi (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 and a studio session making boab seeds. 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 in our studio that we have built in the yard.

The Tarnanthi Exhibition has enabled us as Educators to prioritise artists and their stories, make connections to the lives of children at all levels and expose them to the diversity of art made by Aboriginal and Torres Strait Islander artists.

We have explored these Indigenous Artworks with a lens on literacy and numeracy, children have used communicating - creating and making meaning - coding and decoding - reflecting critically in their learning processes. Noticing - wondering - generalising - reasoning- patterning - visualising - sorting - communicating and comparing.

This exhibition has given us the provocation to pursue further work exploring expression of critical thinking through the Arts and we are excited to use the final term to consolidate much of our thinking this year; Deeply looking at the connection between the land, animals and people. What a phenomenal exhibition and privilege to have experienced the learning with the children this year.



Thursday 21st October 2021, Week 2 Term 4 2021



