



Centre Update from Catriona



Today we had a visit from Josh Teague, MP for Heysen who presented the children with the Aboriginal flag. Poppy and Emily lead the playgroup families in our Acknowledgment of Country which was followed by the presentation of the flag. The symbolic meaning of the flag colours (as stated by Harold Thomas) is: Black – represents the Aboriginal people of Australia. Yellow circle –

represents the Sun, the giver of life and protector. Red – represents the red earth, the red ochre used in ceremonies and Aboriginal peoples' spiritual relation to the land.

Items for sale

With our recent upgrades approved we now have the old safe for sale and the two large carpet rugs for sale. The safe size is 200 x 300 x 200 mm. The wool carpets are 3.6m x 2.5 m. If you are interested please email your best offer by Friday 28 May. The carpets will need to be removed shortly as the new ones are due. Inspections are welcome next week. Please ask a staff member to see the safe.



Community Produce Basket

The **Community Produce Basket** was well received with the lemons, parsley and silver beet. All donations are welcome if you have any excess produce from your garden and families are invited to take what they need. The basket will be out daily.

Term 2 fees Fees are appreciated by Friday 21 May. **Banking details**

STIRLING EAST KINDERGARTEN BSB 105 079 ACCOUNT NUMBER 305235040

Diary Dates Term 2

Wednesday 9 June
Governing Council 7.30 pm

Monday 14 June Queens
Birthday Public Holiday

Thursday 1 July Last day for
term 2

Monday 19 July
1st day term 3



TERM DATES 2021

Term 2: 27 April - 2 July

Term 3: 19 July - 24 Sep

Term 4: 11 Oct - 10 Dec



The Three Billy Goats Gruff

This week through our focus story 'The Three Billy Goats Gruff', children engaged in a variety of learning experiences besides enjoying listening to the story. The children engaged in role-play, pretending to be the little billy goat, the medium-sized billy goat, the big billy goat and the troll. Children rehearsed their dialogues, experimented with their voices to suit their role in the story and followed the sequence of the story. This involved them working collaboratively to decide, how and where they wanted to play the story when we decided to role-play in the yard. The children decided to use one of the climbing planks as the goats' home, the climbing equipment as the pathway, then there was the bridge to the lawn which was the meadow that the goats wanted to go to and under the bridge lived our troll.

As children engaged in playing out the story, we discussed the role of the narrator and a couple of children had a try to narrate the story. We also spoke about 'the troll' being an imaginary character as a few children thought the troll was a bit scary. We spoke about 'feeling scared' and what can be done if we have that feeling. Some of the strategies that we discussed were acknowledging the feelings and talking to an adult or our friends, giving cuddles to our toy and staying close to a person who makes us feel safe.

This story involved learning concepts of literacy and numeracy such as comparison, size, use of comparative language, sequencing and learning about the structure of the story. It also provided a lot of opportunities for children to build on their confidence, language and negotiation skills as they brought the story of 'The Three Billy Goats Gruff' to life.



Healthy Harold

During week 3, we had our second Healthy Harold visit focusing on being healthy and active. There was a range of activities to encourage the children to take on increased responsibility for their own health and wellbeing including healthy food choices, hygiene routines, resting our bodies and acting out different sports. (Outcome 3.1, 3.2)



The Terrible Plop

Our focus story for week 4 has been 'The Terrible Plop'. We have been doing some investigations into creating the 'plop' sound with a range of objects. We explored this concept with different volumes of water, dropping the object from different heights and encouraged the children's hypothesising skills. The children also noticed that the real apples were floating and the smaller rubber apples sunk (Outcomes 4.2). This was due to the apples containing air in their core and the rubber apples are solid.



Simultaneous Story Time

On Wednesday the 19 May at 11am it was Simultaneous Story Time with the book 'Give Me My Space'. We were lucky enough to have Zandria (Arlo's Mum) who is a Space Industry Lead - space weather, Bureau of Meteorology, to read us the story and talk about her job in space weather. The story prompted lots of questions and comments.

Eddy- "Some planets have dust storms."

Poppy- "My dad saw a spaceship in the sky."

Cora- "Why do stars shoot? Why are they different colours?"

Arthur- "My mummy went on a rocket."

Max D- "What was the first thing on earth?"

Edward W- "Rockets can land on the moon."



The story, space suits and turning our tepee into a rocket encouraged lots of space role play for children to explore their ideas and connect with each other. This will continue for the next few weeks as well as other space projects. (Outcomes 3.1, 4.1, 4.3)



Mathematical Learning



On Thursday 20th of May the children set about making a number book. Different children had the opportunity to have a go at forming the numeral for the page and then have a go at drawing the matching number of objects.



During term one Catriona and Heather were involved in some training and development related to children's mathematical learning and a project with the Monday group around this.



During term 2 and beyond the work done within this project will be broadened to include all of the children at the kindergarten. Over the coming months the children will be working with numerals and number concepts to twenty. It is not the aim to have children counting as high as they can but rather to have a solid grasp of number concepts 0-20. Some of the activities the children will be exposed to include:



Estimating or subitising the number of items from a quick glance. This helps children build an understanding that 2 looks different from 8 and 12 for example.

Number recognition; Starting with numerals 0-10 and broadening out to 11-20 beyond this. This does not just include memorising numerals 0-20 but knowing how to fix 'problems' when numerals are out of order. This requires children to have a really strong sense of what these numerals are and where they come in a number line.



Ten frame activities. While these look simple they help children to build an understanding of how ten is constructed i.e. if six items are on the frame children are encouraged to think through how many spaces are left to make ten. This is beginning form of addition and subtraction.

As we move through this learning more information will come out and activities will be sent home to help children consolidate their learning.

