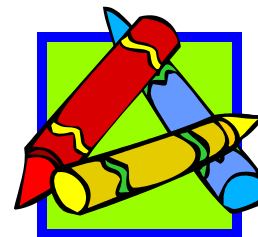


Nought to Five E.C.C.

September / October
2011



Social Interactions & Preschool Children

"You're not my friend anymore" and "you're not coming to my party" are the social catch-cry of preschoolers! Children at this age are learning all about friendship and what that means. As adults we have had a lifetime to develop the empathy, resilience and negotiation skills that are required to make sense of our social networks. Preschoolers are only just starting to make sense of it all.

For the past 2 months we have been reading books and talking about friendship. Some of the concepts we've touched on are: how we feel when our friends tease us or say mean things; what is bullying; it's ok to walk away if someone is being mean and won't listen; how to be a good friend; how to care for our classmates; being our personal best instead of always having a "winner"; and dealing with frustrations without hurting others.

When conflicts occur between the children it has been the perfect time to guide the preschoolers to put these ideas into practice. Primary school teachers will tell you one of the most important things to prepare children for big school is managing conflict in the playground. At our centre we have greater adult presence to help the children through these situations, but once at school, the adult child ratio drops and there aren't as many adults to intervene.

Please talk with us when your child comes home with stories of problems with their friends. We are keen to continue supporting you in the task of positive socialisation



Upcoming Events



Tuesday 13th September

Committee Meeting
7.00-8.30pm

Mon 26th Sept - Fri 7th Oct

School Holiday Program

Monday 3rd October

Public Holiday
Centre closed

Tuesday 11th October

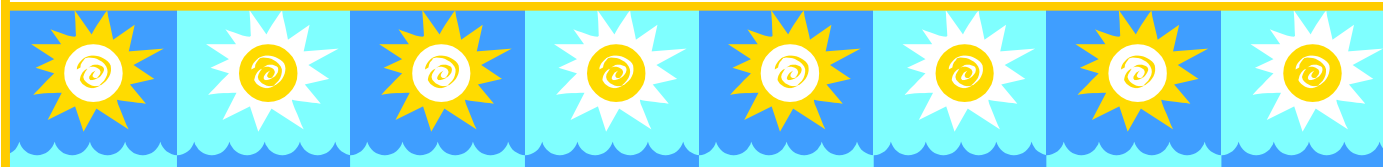
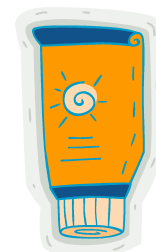
Committee Meeting
7.30-8.30pm

Sunday 16th October

Working Bee

As the warmer weather starts to creep up on us again please remember...

- Put suncream on your child each morning when you arrive at the centre
- Bring a wide-brimmed or legionnaire style hat for your child to wear (no caps allowed)
- Check the spare clothes in your child's bag and make sure they are appropriate for the season and still fit your child.



Preschool Room News

"News" time has played an important part in the routine of the day in our room for a number of years and we will continue to provide opportunities for the children to take their turn at presenting a letter from home.

Why do News time?

News time helps individual children to strengthen and extend their oral language skills, self esteem, self confidence, social and listening skills. The experience can assist children to settle into the day's routine, assist questioning skills, provides opportunities for other children to 'get to know' them by finding similar interests and experiences to talk about, it is enjoyable and allows the educators to get to know more about individual children and their families.

News time develops interests and skills in story telling and public speaking by enabling children to further develop their oral language skills such as oral expression, extending vocabulary, taking turns talking, developing speech and monitoring speech and language in individual children.

Potentially children can benefit enormously from the opportunities in participating in News time. Children can have an extended turn to talk on a topic of their choice, can organise their own thoughts, can inform and respond to an attentive audience.

We would like to encourage the potential of News time by providing the children with more opportunities to share their experiences and interests from home at other times in our daily routine. We have considered what kind of environment we are creating during our morning News time. Children are no different to adults, we all know that seating arrangements and grouping sizes affect our ability to concentrate and participate. The traditional set-up has been to gather a large group of children and position them in front of a teacher and the child sharing news.

As educators we wanted to consider alternatives, including sharing news in smaller group sessions. The reason for this is that smaller groupings of children can support and extend language interaction further. Friends can be chosen by the child, who have a genuine interest in what the speaker has to say. There is also more opportunities to use thinking questions or question starters by the educators, which can promote the children's ideas and thinking. Such questions as: What would happen if...? What do you like the best...? What do you think about...? Smaller groupings of children support children's learning and development and encourage all children to experience being part of a group, feel recognised and respected for who they are, allows them to celebrate and share their contributions and achievements with others, share aspects of their culture with the other children and educators in a more supportive and attentive environment.

Resources

Time for Talking – Speaking and Listening Activities for Lower Primary Students.
1997, Love, E. And Reilly, S., Pearson Education. Melbourne.

Belonging, Being and Becoming – The Early Years Learning Framework for Australia.
2009, Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.



Around the World



We would like to say a big thank you to all parents for supporting the topic of "Around the World".

This topic helped children to explore the diversity of culture, background and traditions. Children became aware of similarities and differences between people.

We planned experiences and provided a variety of resources that broaden children's perspectives and appreciation of different cultures.

The homework done by the children was shared around the room through displays, interactions and show and tell in large and small groups. This encouraged children to listen to others and respect diverse perspectives. By sharing diversity with children it gave opportunity for children to experience belonging, being and becoming in many different ways. They used their diverse experiences, knowledge and skill in various contexts.

As we all know, children's learning is dynamic, complex and holistic. We will continue to support and encourage children to further develop their thirst for knowledge and learning about the big wide world!

News from the Toddler Room

Welcome to Spring in the toddler room!

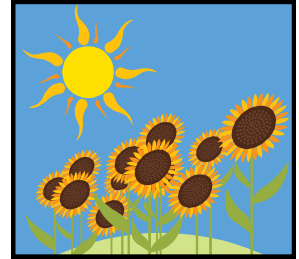
We would like to Welcome Mai and her sister Ly (PR) and their family to Nought to Five . We are sure that Mai will have a great time with us and make lots of new friends.

As we welcome one family, we also sadly say goodbye to another ... the Petri family (Anna (TR) and Thomas (PR). We will miss them dearly but wish them all the best at their new kindy and new home.

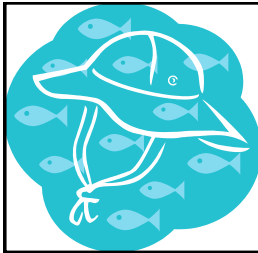
Over the past few months the toddlers have been very busy getting to know their outdoor environment. They have been creative by using flowers from our garden as inspiration to draw their own interpretations of a flower. We have been reading 'GROW SEED GROW', a book about the lifecycle of sun flowers. The children enjoyed this very much and it sparked discussion about their own gardens at home .

A big thank you to all the mums and dads for taking the time to do the homework 'WHATS IN MY GARDEN' with their children. The children were very excited to be given the opportunity to talk about all the wonderful things they could see in their gardens.

From this experience the children were then able to plant sweet basil into our planter boxes outside. We have a list of new words the children have learnt through this experience. We will look to extend this experience especially now that spring is upon us.



A little reminder please bring in a family photo for our wall ... the children love looking at their family photos throughout the day.



Also, as the days are beginning to warm up, please add some t shirts in your children's bags and wide brim hats or legionnaires hats NO CAPS please.

Have a great spring, from the toddler room staff

Benefits of Gardening for Children

Reap the rewards of teaching your children to garden...

Children can learn new skills, have fun, play and develop self-confidence by spending time in the garden tending plants and growing their own food. Most children enjoy being outdoors and love digging in the soil, getting dirty, creating things and watching plants grow.

Children learn from growing things

People of all ages can enjoy gardening but children, in particular, will have lots of fun and gain special benefits. Gardening is educational and develops new skills including:

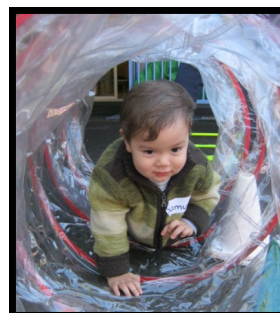
- **Responsibility** - from caring for and tending plants.
- **Understanding** - as they learn about cause and effect (for example, plants die without water, weeds compete with plants etc).
- **Self confidence** - from achieving their goals and enjoying the food they have grown.
- **Love of nature** - a chance to learn about the outdoor environment in a safe and pleasant place.
- **Reasoning and discovery** - as they learn about science, botany, nutrition and simple construction.
- **Physical activity** - that is fun and productive.
- **Cooperation** - including shared play activity and teamwork.
- **Creativity** - finding new and exciting ways to grow food.
- **Nutrition** - learning about sources of fresh food.



News from the Baby Room

Over the next few weeks we will be farewelling some of our older babies as they take their next steps in their journey of growth and development at Nought to Five. Emily, Taylor and Yuven will be graduating to the Toddler Room and we wish them all the best in their new room.

We have been very busy in the BR recently. Some of our older babies have discovered the joy of testing boundaries in their play! Throwing toys off tables and snatching toys from a peer can be common behavior at this age, so it is up to adults to teach them more appropriate play behaviours. This is done through role modeling, getting down to the children's level and showing them how to play with the different toys and equipment available during the play sessions. Praising children's positive play skills will encourage more of the positive behaviours rather than giving the attention to the negative behaviours. These are simple strategies that can also be used at home and consistency between home and the centre helps the children feel a sense of belonging.



Munch & Move

Earlier in the year Amanda and Nicole attended a session called Munch and Move which was run by NSW health. Munch and Move is a healthy lifestyle program for children from 0-5 years of age and attending childcare in NSW.

Munch and Move provides a range of fun, interesting and developmentally appropriate learning experiences and activities that support early childhood staff in teaching healthy eating, physical activity and fundamental movement skills to young children.

The five key messages that form the basis of the Munch and Move program are:

- Choose water as a drink
- Eat fewer snacks and select healthier snack alternatives
- Eat more fruit and vegetables
- Get active each day
- Turn off the television and computer and get active



Children who develop healthy eating and physical habits from a young age are more likely to continue these habits in the long term. Early childhood settings are a great place for young children to be exposed to healthy eating and physical activity – and we are having fun incorporating the Munch and Move messages into our daily routines.

One of the first things we have done since learning all about Munch and Move is made a change to our milk – we now provide reduced fat milk to all children over 2 years of age whilst the children under 2 years still consume full cream milk according to *Australian Guide to Healthy Eating*. Reduced fat or lite milks (not skim) should be encouraged for children over two years of age. Reduced fat milks contain much the same nutrients as full cream milks however they are lower in saturated fats and energy content.

In the BR we have been implementing healthy eating practices in the following ways:

- Focusing on the fruit at m/t and a/t rather than the snack...encouraging the children to eat extra portions of the fruit rather than the snack.
- At lunch time, offering additional portions of the main meal, but only one serve of dessert.
- Changing from fruit flavoured yoghurt to natural yoghurt

We would love your feedback on the topic of healthy eating, so please speak to any of the staff if you have ideas on how we can further extend healthy eating for our babies.

Praising Children

Praise is simply a genuine, positive comment, said with a warm look and tone, that helps children understand they're valued.

Affection, looks, gestures and words allow your children to develop a view of themselves as loved and lovable. Acting in this way will encourage them to tackle new challenges and bounce back if things don't go their way.

Your praise will work best if you go up to your child, get their attention by using their name, look them in the eye, then say specifically what you liked. For example, "Jade, you cleaned your teeth, well done" or "Michael, thanks for helping me put away the toys, you did a great job".

What to avoid

Your praise will be disregarded if it's insincere or doesn't match your look and tone.

Avoid giving praise with a sting in the tail. This sort of praise starts off well but ends with an implied criticism that wipes away the positive comment. For example, try not to say: "Rory, well done for making your bed - shame you don't do it everyday" or "Lily, you shared your toy so nicely - what a pity you hit May with it yesterday".

It's worth persevering

Sometimes you may struggle to find things to praise. But look hard and praise small things - without positive comments your child is likely to find negative ways to get your attention.

You can never praise too much! Your child will not be spoiled or big-headed if you give frequent, genuine praise that reflects the effort they've put into tasks as well as the outcomes they achieve.

Here's how

1. Look your child in the eye.
2. Move close to your child.
3. Smile.
4. Praise a specific behavior. "You did a great job cleaning up your room."
5. Speak with feeling and sincerity.
6. Touch your child affectionately, maybe a pat on the back.
7. Praise immediately, as soon as you notice commendable behavior.

Tips:

Praise should be honest and specific.

Don't dilute the effectiveness of praise by overdoing it or being insincere.

Always try to reprimand in private, but praise in public.

