

# GROVE CURRICULUM NEWS TERM 1, 2019

move \* read \* play \* learn \* discover

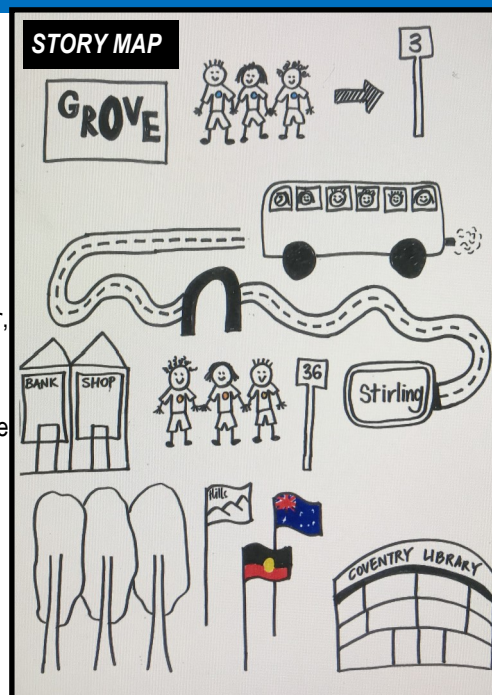
What a busy Term 1 of Grove Kindergarten and Learning Centre learning! This newsletter reports on just a few of the highlights that our enthusiastic learners have experienced in only 11 weeks of Kindy!



Collecting special books at the Stirling Coventry Library

We had an AMAZING BOOK CLUB ADVENTURE to the Stirling Coventry Library. I'm not sure if the children enjoyed the old steamroller in the Stirling Playground, the bus trip or the songs and stories in the Library more. However, I do know that all the children loved scanning and borrowing their own book from the Library and looking after it back at kindy. You may have seen the Book Club Adventure 'story map' which was used to tell children what we were going to do on our excursion. Many of the children carried it with them throughout the

excursion and would refer to it as we were on different parts of the map. However, it has been used the most to refer to after the event with children recalling the excursion over and over again, remembering personal moments from the excursion.



We were thrilled to have T1 and T2 Reception Classes from Parkside Primary School visit us as part of our ongoing transition between school and kindergarten. The Reception kids had a great time and it wasn't long before many of them were back in dress ups or in the sandpit and deeply involved in new learning!

#### EYLF Learning Outcomes

- 3.1 Children become strong in their social & emotional wellbeing.
- 4.3 Children transfer & adapt what they have learned from one context to another.

Grove Kindergarten uses the Early Years Learning Framework - Being, Belonging and Becoming to design our program. The 5 Learning Outcomes that we refer to through the newsletter are the following and can be further broken down.

This Early Years Learning Framework is available at <https://docs.education.gov.au/node/2632> I do

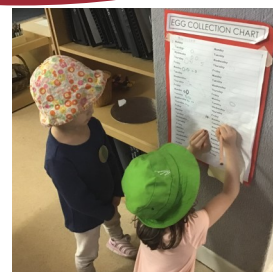
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective Communicators

Thankyou for looking after us in the holidays too !



#### GREEN TEAM

Just about everyone has been a Green Team member in Term 1. Each day Santa takes a group to lead them through the Green Team responsibilities of looking after the chickens and collecting the eggs, preparing the lunch time tables, organising the waste into recycling, landfill or compost and doing a risk assessment of the kindy yard.... Is it too windy to play under the big trees?



Recording the number of eggs laid by our chickens on the egg-laying chart.

# 73

Eggs collected in Term 1

#### EYLF Learning Outcome 2.4

Children are connected with and contribute to their world—Children show respect for the environment

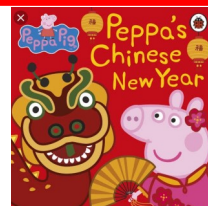


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To celebrate the New Year we worked as a team to create a Chinese Lion. As we were all a new group of friends it was a great way to connect with each other. We discussed Peppa Pig's Chinese new year celebration, we watched dragon and lion dances from local restaurants in Gouger Street. We had turns in our 5 little dumpling Chinese restaurant selling and buying as we learned about taking turns, sharing, being patient, counting and even tasting real dumplings (*Thanks Min!*). We took turns to be in the lion, a musician or as an audience member. We strengthened children's learning by revisiting and re-watching ourselves in the lion dance. Recalling and remembering learning is a key part of making meaning from your learning.



*Elle in our park performing in the Lion Dance with some children*



*Having a turn at being the lion!*



*The children teach each other all about Chinese characters*



*Playing the drums for the lion dance*

## EYLF Learning Outcomes

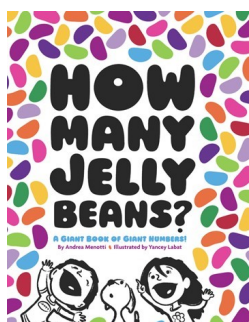
- 1.4 Children learn to interact in relation to others with care, empathy and respect.
- 2.1 Children develop a sense of belonging to groups and communities
- 2.2 Children respond to diversity with respect
- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 5.3 Children express ideas and make meaning using a range of media



*A Lantern present from Skye's granny*

**We have all used our amazing impulse control learning to NOT OPEN the lid on the jelly bean jars and not to eat them over the entire term!**  
**Our focus on numeracy has included understanding QUANTITY.**

Looking at books and discussing "HOW MANY?" was delved into by guessing, observing, noticing, researching, estimating, predicting and investigating what a number of objects looks like and how many is in a quantity.



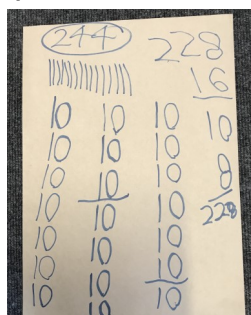
Our fabulous 'How many jelly beans?' book even show us what ten thousand and one million look like! Discussing numerals and numbers and how numbers change, understanding patterns and then number patterns. We investigated the concept of **MORE** and **LESS**, **SAME** and **DIFFERENT** as we transferred the jelly beans to a variety of containers.

**Have a look at this tally that Elle and a group of children worked on to count one of the jars of jelly beans...**

**Posing questions for investigation without giving answers is powerful learning and encourages children to ask more questions and keep on learning!**

## Early Years Learning Outcomes

- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, hypothesising
- 5.4 Children begin to understand how symbols and pattern systems work.



As you return your information sheet to help us plan for your child's learning we are also asking each child a few questions...Here are a few responses...

What do you like best about kindergarten

- Paint unicorns
- Playing on the swinging bar
- I like cameras
- Playing hula hoops
- There are so many people I can play with
- People are so nice to me
- Swinging
- Drawing and playing outside
- Dunnart
- Kindergarten is fun
- There are lots of places to play in our kindy bush



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**In the Learning Centre ...** We have come to the end of our 11 week term and it has been both exciting and challenging! Sometimes this is a major step in your child's learning away from home. However, despite a few anxious moments initially all of the children are settling in to their play and new friendships at Grove. In the Learning Centre we incorporate the kindergarten program into our everyday learning with the children. We encourage collaborative learning to foster team goals.



This term we have spent time feeling, talking about and working on our sense of belonging. We have included family story posters and our belonging tree as a discussion about our family, our home and our community.



## Monarch Butterflies

With the kindy children we have been exploring life cycles and investigating the Monarch Caterpillar and Butterfly transformations. Most children know about Eric Carle's 'Very Hungry Caterpillar' so we are building on their PRIOR KNOWLEDGE and BUILDING NEW KNOWLEDGE by introducing words like chrysalis, pupa, pupate, milkweed, antennae and talking about the food that a Monarch likes to eat ...Not the fruit and party food that The Very Hungry Caterpillar eats! Children have used the most important scientific skill of NOTICING (which we encourage by using magnifying glasses and showing short video clips on our large screen). Charlie F watched the chrysalis change from green to brown to black to clear and made a book about all of his noticing when "Maxilla" the Monarch emerged on the weekend. We have also been noticing the differences between male and female monarchs



## MOVE TO LEARN

### ROLL

One of the first big movements we do as a baby is to roll over! Babies will often roll and roll until they start to learn new and more exciting movements to get themselves around! **At kindergarten the staff have been engaging in professional learning and an inquiry with your children to explore how movement and learning are connected.** An obvious connection is that children develop muscle tone, strength and co-ordination for both small and big muscles through movement. However, they also stimulate and help to 'organise' their vestibular (sense of balance) and proprioceptive (sense of movement) sensory systems and this 'organisation' is part of what we are interested in as being organised in your body and brain helps children's learning. How does this happen? One idea is that the feedback that movement gives our body travels through our central nervous system to help our brain to initially integrate some of our primitive (baby) reflexes and then build on them to become more competent at movement and able in our learning. More eloquent people than I have studied this connection and through our inquiry this year we, as a staff team hope to learn more too. In the mean time ..... Keep on rolling...We are!



We have introduced a daily program called 'Move to Learn' that includes a number of movements that can further help the integration of children's reflexes and build on our co-ordination to support our learning. Stay tuned for more information.....

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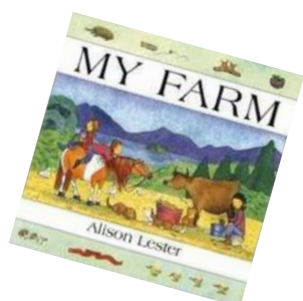
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We have been focussing on **WHO** wrote the words and the letters and the story and **WHO** drew the pictures in our favourite kindergarten books. Our research questions with children are:

WHAT IS AN ILLUSTRATOR?  
WHAT IS AN AUTHOR?  
CAN AN AUTHOR ALSO BE AN ILLUSTRATOR?  
HOW ARE BOOKS MADE?  
HOW DO I MAKE A BOOK?

**WHO IS ALISON LESTER?**



We noticed that many of Alison Lester's books are about farms. Through our internet research we found out that Alison Lester lives on a farm near Fish Creek in Victoria. Alison writes and draws about her favourite animals on her family farm and many of the adventures of her own animals like Dave dog, Bigsy and Noni the Pony turn into story books.

Many of the kindergarten children have shown each other their Belonging Posters and told stories about their lives just like Alison Lester does in her books.

We have become authors and illustrators just like Alison too. We have learned about characters, settings and how ideas can be turned into stories. We will continue this work throughout the year with a focus on more authors and illustrators.

STAY TUNED for the National Simultaneous Storytime on Wednesday 22nd MAY (we will also have one on Tues 21st May!) and find out who our author study subject will be next term...

## EYLF Learning Outcomes

- 1.3 Children develop knowledgeable and confident self-identities.
- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from these texts.
- 5.3 Children express ideas and make meaning using a range of media.
- 5.4 Children begin to understand how symbols and patterns systems work.
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

