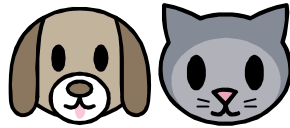


NEWS FROM THE KINDER PROGRAM

June
2010



Over the past month we have had conversations about animals. We discussed where animals live. We learnt that some animals live on farms, like pigs, cows, chickens, and sheep. We then talked about animals which live in our homes. We talked about pets like cats, dogs, fish and birds. We also spent some time talking about forests, jungles and bushes and the different types of animals which we see in these places and where we find these places.

We also discussed the different types of foods which animals eat. We talked about how some animals like to eat meat and others like to eat grass leaves and vegetables. We learnt that some animals even like to eat bugs. Finally we also discussed “camouflage”. This means that the animal looks like the place it lives in. E.g. the turtle looks like a rock, and the bird looks like a leaf.

Related to this we also had discussions about our pets. The children were eager to share with their friends, the pets they have at home. We collated a chart as we talked about our pets, which gave the children a visual aid to understanding the types of animals, which the children in the group own.



The children also participated in a mixing colours experiment. This was very popular among the children. We provided the children with three cups of coloured liquid, one blue, one red and one yellow. The children then used eye droppers to mix the different colours in their pallets. The children realised that blue and yellow made green, yellow and red made orange, etc. This experience was not only important for building on the children’s cognitive thinking skills but it also further developed the children’s fine motor skills as they used the eye droppers to collect the coloured water.



We have also been further developing the children’s cutting skills. We talked about the correct way to hold the scissors so it is easy to cut through the paper. We reminded the children that their thumbs go in the little top hole and that their pointer and middle fingers go in the big bottom hole. With some of the children, in order to build on this skill, we needed to actually hold the scissors with them so they could see how it felt. Children learn the cutting skill best by physically being involved in the action rather than simply being given

directions. Once the children have learnt how to hold the scissors they have to build on their fine motor skills in order to strengthen them, as it is quite difficult to open and close the scissors confidently. Lots of the children were able to comfortably hold the scissors so we worked on developing the skill to carefully cut along the lines with these children.



The children also learnt a new game called Duck Duck Goose. The children loved this game. During this game the children sat in a circle and one child was chosen to move around the circle and tap each child on the head while calling out “duck, duck.” The child moving around the circle then chose to tap one of the children on the head calling out goose. The “goose” then has to chase the person around the circle and try to catch them before that person takes their place in the circle. There are actually several steps that the children need to remember in order to participate in this game but the children picked up the rules very quickly.

We have also discussed road safety. We have talked about the things we must do when we get to a road. When we get to a road we must first **stop, hold mum/ dad or a grownups hand, look right/left and right again, listen for cars, then we have to think and ask ourselves “Is it safe to cross?” and if we can’t see any cars or hear any cars we know it is safe to walk across the road.** We would like to encourage parents to reinforce these steps with your children when road crossing in order for the children to become more familiar with them.

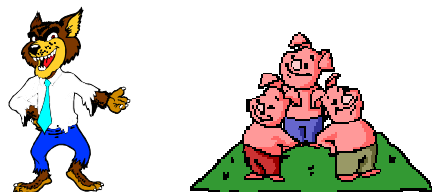


We have also talked to the children about traffic lights and what the different colours on the traffic lights mean. This led to discussion about the green and red “traffic light man.” The red man means we can’t cross the road and the green man means we can walk across the road and when we see the green man he also makes a very fast “beep, beep, beep” noise. Inspired by our discussion posters from our road safety program kit we also discussed how we cross the road at a school crossing. The crossing supervisor or the lollypop person helps us to cross the road at school crossings. The children know that these types of crossings are found near schools and that the lollypop person doesn’t really have lollypops, they just have a stop sign which looks like a lollypop. We talked about waiting for the lollypop person to blow their whistle or wave for us to cross the road before we cross the road. We also talked about remembering to put our seat belts on when we are in the car.

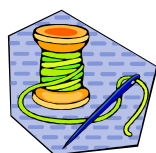
We also talked about the different types of traffic that we might see on the road. It’s not just cars that we need to look for or listen for. Some other things we might see on the road include trucks, buses, motorbikes, police cars, bicycles, etc. These different vehicles make different noises. We have to listen for different sounds when we are listening. We have to listen for engines but we also have to listen for things like sirens from police cars or fire

trucks and we also have to listen really carefully for bicycles because they don't make much noise.

The children enjoyed "acting" in our "mini plays." The children are having a turn of being either, a little pig or the big bad wolf in the Three Little Pigs story, which they perform in front of the group. During the Three Little Pigs I tell the children the story and when it is the wolf or one of the pigs turn to talk each child who is acting that part says their line. This sometimes requires some encouragement and a reminder of the words to say but the children love it.



We have been building on the children's fine motor or small muscle dexterity through threading experiences. Threading requires the children to pick up small beads or objects using a pincer grip (which is using your index finger and thumb to pick up the small object) and then requires the co-ordination of both hands and eye hand co-ordination to get the needle through the hole in the objects. Often we have equipment such as plastic threading sets to encourage this skill but over the past month we have been encouraging the children to participate in this experience by providing materials to enable the children to take home their work once they have finished. This often encourages children who wouldn't usually be drawn to a threading experience to participate as they can make something to take home and show their families.



We have enjoyed singing a traffic light song called Only 3 Colours, and a song called Hey Mum and Dad and The Peanut song. We have also played lots of freeze dancing games. Freeze dancing games are good for developing the children's stopping and starting skills.

We have also been dancing to the Bush Walk song. During this song the children participate in different actions while they are walking through the bush. Some of these actions include putting sunscreen on their noses, walking through the squelchy mud and running up the hill. At the end of the song we find a "bunyip!!!" in the cave. We have explained to the children that bunyips are a pretend Australian animal.

Song Words - A Peanut

A peanut sat on a railway track
His heart was all a flutter
Around the bend came the number ten
Toot! Toot! Peanut butter!

Things to remember:

- **Term Dates** - Kindergarten program operates to school terms

Term 2 : 12th April – 25th June 2010

Term 3 : 12th July – 17th September 2010

Term 4 : 4th October – 17th December 2010

Note : There is no kindergarten on the first day of each term as the first day is allocated to teacher professional development. Therefore there will be **no kinder on the 12th July 2010**. The term 3 kinder sessions will commence from Tuesday 13th July 2010.

- **Email** - The email address specifically for the kindergarten program is:
kinder@geelongchildrenscentre.com.au
Please feel free to email me if you have any information you want to share with me about your child or if you would like to speak to me, arrange a meeting time or provide feedback.
- **Please remember to bring in a photo of your child as a baby.**
- I have just completed scheduled parent teacher interviews. Although the parent teacher interviews provide a formal scheduled opportunity to discuss your child's progress **please remember that I am happy to organise a meeting time at any stage of the year if you would like to speak with me regarding your child's progress.** Just send me an email, phone or leave a message for me to call you back and we can make a convenient time to discuss your child's progress privately in one of our offices.

- **Health tip: from Kids Go For Your Life:
Staying physically active in the colder months**



- Being active on sunny days is easy, but most of us tend to stay indoors over winter. Suggestions for staying active in colder months include:
 - • Rug up and explore the outdoors on cold, wet days. Give your child the opportunity to see what places look like when not bathed in sunshine. For example, the beach in winter is definitely worth seeing.
 - • Splashing through puddles is fun. Put on gumboots and raincoats, and go puddle-jumping with your child.
 - Many activities can be performed indoors such as swimming, trampolining, table tennis and cricket. Explore different options in your neighbourhood.
 - • Some sports, such as Hockey, and Australian Rules football, are traditionally played during the winter months.
 - Dancing is great exercise too. Put on your favourite music and dance

Until next time.

Olivera (Ollie), Carrie, Deb and Cheryl