



Term 2 At Kindy and Occasional
Care

What will we
find in the
Bush?



Mark Oliphant College B-12
Children's Centre
for Early Childhood
Development and Parenting



RATED
EXCEEDING
NATIONAL QUALITY STANDARD



We are very excited to embark on our journey in the bush this term!

A nature program, such as Bush Kindy is proven to extend upon the children's development holistically. In line with this exciting adventure, we will engage in an inquiry with the children, 'What will we find in the bush?'

We anticipate this topic relating to our natural world will promote learning about [sustainability](#). We plan to focus heavily on recycling, reusing, gardening, composting and caring for animals. We hope to introduce chickens to the Centre this year, so will begin researching how to care for this animal with our children. Children have a natural affinity with, and curiosity for living creatures. Providing meaningful ways for children to develop an ongoing relationship with animals can be a powerful experience. Chickens also provide the perfect opportunity to explore interconnectedness between plants, people, animals and the land.

Aunty Cherylynne will share with us her knowledge of native flora and fauna, along with our [Kaurua culture and language](#) through the bush setting.

As children wonder about the bush, educators will respond, scaffolding and extending the inquiry as led by the children. This is an important aspect of our [STEM \(Science, Technology, Engineering and Mathematics\)](#) curriculum, where we focus on building children's intellectual thinking while at the same time promoting important dispositions for learning such as curiosity, creativity, reflexivity, resilience, confidence, commitment and persistence.

[Child Protection Curriculum](#)

Over the coming term we plan to introduce the Kimochi Dolls to the children. The Kimochi Doll program is designed to give children the knowledge, skills and attitudes they need to recognise and manage their emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, and the development of emotional intelligence. This program will support us in the topic of feelings within the Child Protection Curriculum. We will continue to explore the topic of Safe Touching.

Strong Sense of Wellbeing- Our children learn about nutrition throughout their day. We begin with our breakfast ritual on arrival, where children have the opportunity to sample healthy breakfast ideas and enjoy tea parties with their friends. During small group our fruit time will continue, with a focus on naming and tasting varied fruits, as well as learning the importance of hand hygiene.

Our popular 'Kids in the Kitchen' program will include a range of healthy recipes, which children learn to prepare with independence, exploring literacy and numeracy concepts along the way. While children eat lunch educators intentionally discuss what healthy, nude food looks like, and why it is important. We will also continue our afternoon tea ritual to round off our day, encouraging children to try different fruits and vegetables, while enjoying a glass of water or milk.

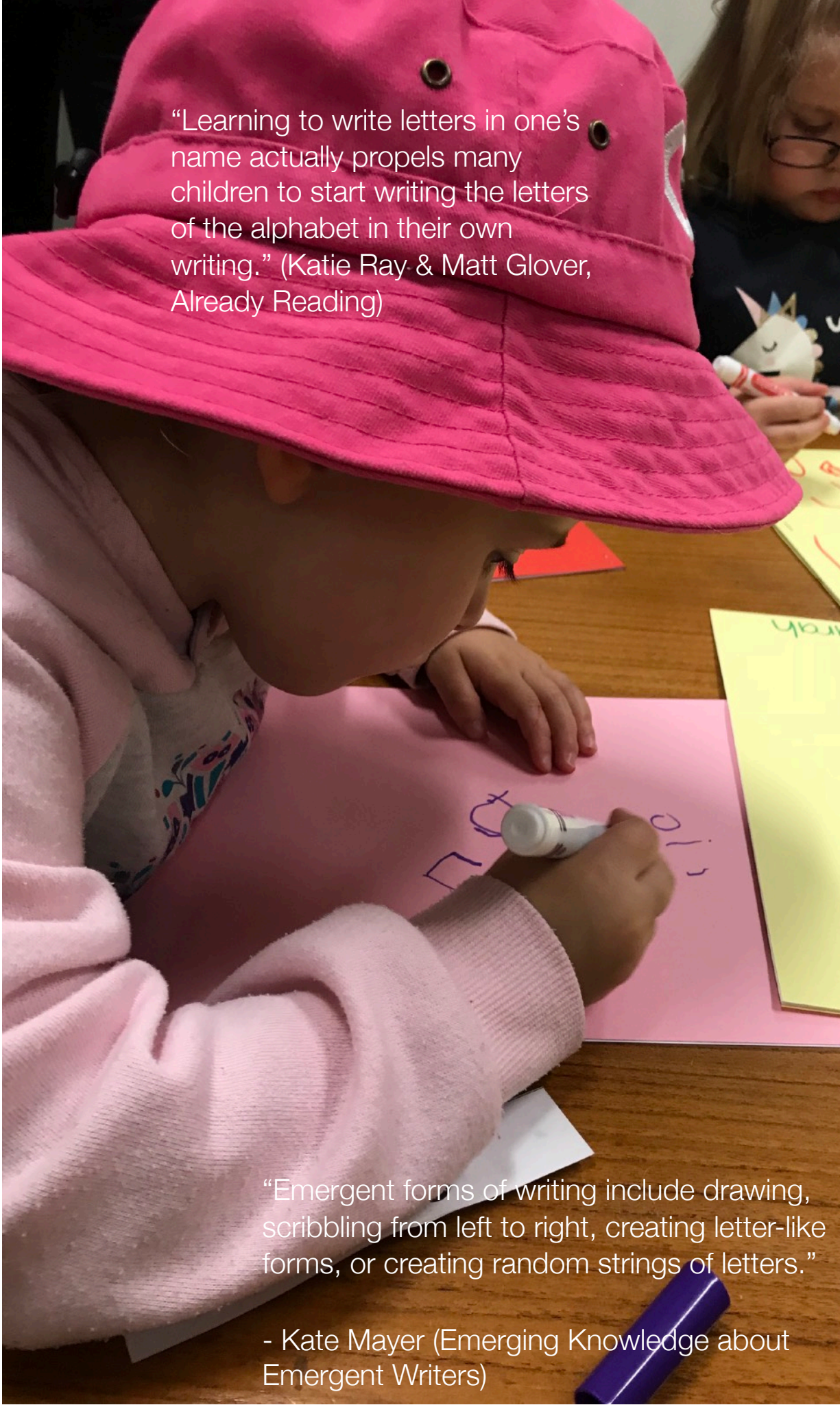
Book-Based Program - We will use the book 'Wombat Stew' to explicitly explore literacy and language concepts including syllables, rhyme, concepts about print (front/back cover, concept of word/letter/picture, title, directionality of print etc.), questioning, vocabulary and more. This book will complement our Bush Kindy program. Children will continue regular visits to library. See your child's teacher for more information. Please note that session 1's day has changed from Monday to Tuesday due to Bush Kindy visits. We encourage families to participate in a Book Hug each morning as well as encourage children to write their name,

Wait! There's More....

Block Play - As we begin to explore the Australian bush through our Bush Kindy program, our block area is going to adopt some familiar materials found in the natural environment. These materials will enable and provoke children's creativity and imagination whilst maintaining continuity and flow between our environments. We also want to challenge our children's ability to use and care for the natural features of the environment when exploring and testing their thoughts, ideas and understandings.

Writing Table - Continue to support children in their bookmaking endeavours, with a focus on the Concepts about Print. We will encourage children to include a title and author for the publications. There will also be a focus on building vocabulary which will support children's Bush Kindy experiences, while encouraging children retell previous experiences, which an important precursor to reading and writing.

Outdoors - As we venture out into the bush on our Bush Kindy journey, we are stripping back our outdoor play area to allow our children with the opportunity to emulate an environment with many loose parts, like branches, bricks, and small loose parts. This will encourage our children's imagination, investigation, and wondering in our kindy environment. We are also focusing on sensory



“Learning to write letters in one’s name actually propels many children to start writing the letters of the alphabet in their own writing.” (Katie Ray & Matt Glover, *Already Reading*)

“Emergent forms of writing include drawing, scribbling from left to right, creating letter-like forms, or creating random strings of letters.”

- Kate Mayer (*Emerging Knowledge about Emergent Writers*)

experiences, and supporting children to build core strength through climbing and wrestling. Children will have the opportunity to start whittling and experimenting and with other real tools.

Art Studio - Painting, mixing paints, creating new colours, painting on various textures are all experiences which are children have sought over the past term. We will extend upon this interests through a 360 degree painting lab, which will promote muscle development and creative thinking. During the second part of the term we will introduce clay to support story telling.

Dramatic Play - Home play and cooking has been very popular among the children. To extend this we will be adding real foods, herbs and crockery to further promote investigation. The mud kitchen will now be part of the sandpit as children have begun developing a bakery.

Staffing News - We farewell April as she awaits the birth of her new baby boy. We wish her well for her maternity leave. April is such a talented teacher who we will miss, but look forward her return. We are very lucky to have Renee ready to take on April's group. Renee is also a very talented and responsive teacher.

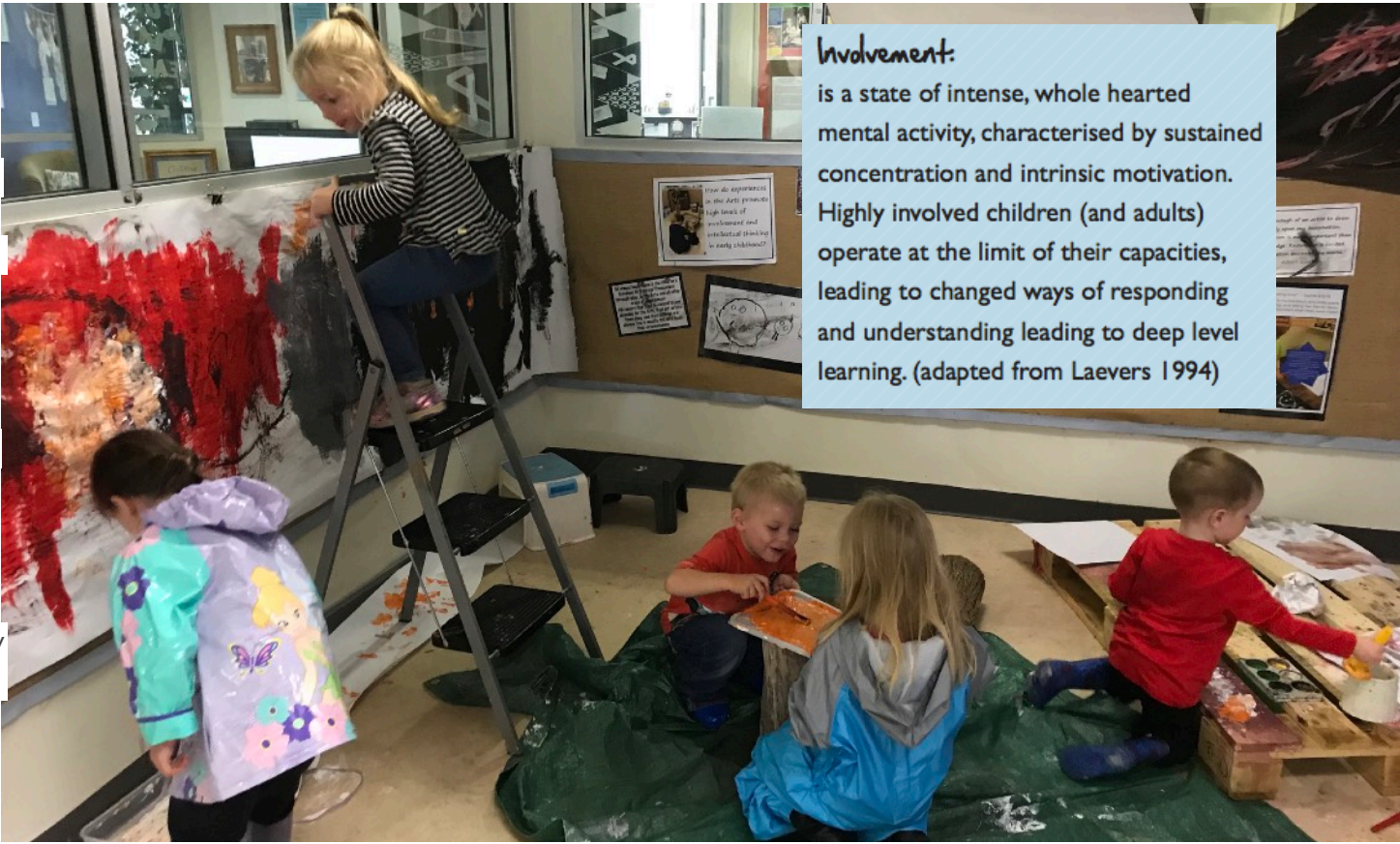
Congratulations, April!!!

See Linda or Tasha to book in for your child's 4 yo health check - 15th May

Calendar for Families - Term 2

See our Term Timetable for more information and programs

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1		Owlet's Playgroup 9:30-11am		Baby Bop 10-11am	4th May Family Day HALF Day @ Para Wirra
2	7th May Session 1 Bush Kindy	Owlet's Playgroup 9:30-11am	Circle of Security 10-11:30am	10th May Session 2 Bush Kindy Baby Bop 10-11am	11th May Session 1 FULL Day
3		Preschool Health Checks Owlet's Playgroup 9:30-11am	Circle of Security 10-11:30am	Baby Bop 10-11am	18th May Session 2 FULL Day
4	21st May Session 1 Bush Kindy (MOC)	Owlet's Playgroup 9:30-11am	Circle of Security 10-11:30am	'Stronger Family, Stronger Community' – Family Morning 8:30am – more information to follow Baby Bop 10-11am	
5		Owlet's Playgroup 9:30-11am	Circle of Security 10-11:30am	31st May Session 2 Bush Kindy Baby Bop 10-11am	
6	4th June Session 1 Bush Kindy	Owlet's Playgroup 9:30-11am	Circle of Security 10-11:30am	7th June Biggest Morning Tea 10am-1pm NO Baby Bop today	8th June Pupil Free Day



Involvement:
is a state of intense, whole hearted mental activity, characterised by sustained concentration and intrinsic motivation. Highly involved children (and adults) operate at the limit of their capacities, leading to changed ways of responding and understanding leading to deep level learning. (adapted from Laevers 1994)



There's no such thing as bad weather, only unsuitable clothing.
(Alfred Wainwright)