Dear Preschool families and caregivers,

Welcome to term 2, 2016!

We are very excited to be back at Preschool and hope you have had an enjoyable 2 week break. During the holidays we said goodbye to Orlando and his family who moved house, and this term we welcome Madilynn and her family to our preschool. Later in the term we say goodbye to Rayyan and his family who are moving to Indonesia. We wish you all the best.

The weather is starting to cool down and therefore the wearing of hats is optional during terms 2 and 3. Families can decide if they want their child to wear their hat. On warmer days when the sun’s rays are stronger we will discuss the wearing of hats and encourage the children to get their hat out of their bag.

This term we will be learning through our inquiry ‘What is an artist?’ We are visiting the Art Gallery during the week of Monday 23rd May. This excursion will enable the children to view the works and media of a variety of artists.

Later in the term we are inviting families to join us for another excursion, this time to the South Australian Museum (Friday 17th June). This will be the first time we have invited families to meet us at the venue. Please provide feedback about this excursion which will inform any future decisions we may make.

We are trialling a different way of displaying the program. Please provide feedback about how useful this document is in informing you of your child’s learning.

From the Director
STEM

Science, Technology, Engineering and Mathematics are key areas of knowledge and understanding required for future careers. Many of our children will be employed in occupations that don’t currently exist.

STEM in the Preschool environment focuses on extending naturally curious children’s understanding of their world through collaborative projects with a focus on creativity, innovation, communication, critical thinking, persistence, resilience and problem solving.

Children at Preschool have been engaged in projects focused on STEM principles and will continue to be through out the year.

Fees Box and Cash Payments

Have you noticed the blue box in the main Preschool room? This box is our fees box (if paying by cash) and any money/payments you need to pay can be placed in this box. When paying fees please show an educator first so that they can document your payment.

Write a description of what the payment is for on the front of an envelope (under fees box) and the child’s name. Then pop it in the fees box.

The prompt payment of Preschool fees support the smooth operation of the Preschool. The Preschool relies on fees paid by families to run the Preschool. If you are experiencing difficulty paying the fees please speak to Sharron.

Washing Roster

At the end of each week we have a small bag of washing that requires washing. All families are placed on a roster once during their time at Preschool. We understand that family life can be busy and if this roster does not suit, can you please speak with another parent on the list and swap with them, or speak to Alisa. The roster for term 2 is on the noticeboard and is placed in the communication pockets.

Thank you to:
Chelsea Lech—week 2  Connor Liu—week 3
Edward Chen—week 4  Ella Saracino—week 5
Ellie Kuang—week 6  Ellie Nicholls—week 7

Excursion to the Art Gallery

The children will be attending the excursion to the Art Gallery of South Australia on the week of Monday, 23rd May.

It is important that all signed consents forms are returned as soon as possible with the correct money. We require family support on Monday (5 families) and Thursday

Excursion to the Museum

On Friday 17th June we are inviting all children and families to an excursion to the South Australian Museum. This excursion will involve a workshop in the Aboriginal Cultures gallery with a focus on toys and games. This workshop will involve the children interacting with the Aboriginal artefacts. Families can also view the other galleries in museum. The excursion will start at 10 o’clock (1st group) or 10.45 (2nd group). Please place your name and the number of people attending on the whiteboard if you would like to attend. Parents must stay with their children during the excursion.

Preschool Staff

Our Preschool team consists of both full time and part time staff.

Director: Sharron Octoman
Teachers: Danielle Francis
           Dani Adams
ECW: Christine Chambers
      Alisa Laden
      Livia Williams
      Nazak Tehrani

Preschool Support: Alisa Laden, Rasha Tabet,

Bilingual Support: Kinnari Bhavsar, Frani Liu

Our photos are on the Parent Notice Board (above the sign in/out table)

Community News

Foster Carers can be single, couples, people at home, working full-time, part-time or studying. Free training and ongoing professional support (including 24-hour assistance) is provided. Find out more at one of our upcoming information sessions:

Thursday 9 June 2016
6.30pm - 8.30pm
Mawson Centre, 2-8 Main Street, Mawson Lakes

For more information or bookings call Linda on 8131 3456 or visit www.anglicare-sa.org.au/foster-care
Investigating Nature

The children have been engaged in experiences where they are noticing the attributes of a Huntsman Spider, Snail and Stick Insects. They are discussing the creatures while they draw them. Next week we will be introducing the digital microscope and using it as a tool to extend the children’s learning.

Can you help?

One of the creative experiences we provide for children involves using wood. This experience develops problem solving and creativity, as well as further developing their motor skills and hand strength required for literacy development. Woodworking provides an authentic and meaningful way to develop mathematical concepts such as measurement and spatial concepts. Sunbed Outdoor Products at Windsor Gardens kindly supply us with wood. We require families to support to take and collect two small crates which are filled with wood. If you can help can you speak to Danielle or Sharron.

Seeds, plants and worm juice

We will have a small area near the entrance and Sharron’s office where we will be selling (for a small donation) some of the seeds, plants and worm juice that we have planted, grown, harvested and collected with the children. The funds raised will go directly back into buying seeds, plants and gardening equipment for the Preschool.

Our Garden

As you may have noticed, the garden has changed considerably over the last 12 months. It provides a wide range of learning opportunities for the children at preschool including; observing small creatures and visiting butterflies, watching vegetables and flowers grow, collecting and planting seeds, and learning about indigenous and edible plants. It requires ongoing maintenance to ensure it’s maximum learning potential and we would love your help!

If you could spare some time to help weed, prune, water or plant we would greatly appreciate your assistance.

No previous experience required just enthusiasm and interest.

If you are able to help please speak to either Dani or Danielle.

Child and Family Health

Women’s and Children’s Health Network, through Child and Family Health offers free child health checks at key ages between birth and 5 years. As part of this service, CAFHS nurses visit Preschools throughout SA to offer health checks to all children between 4 & 5 years of age.

The health check includes a discussion with you about your child’s growth and development, immunisation status and they will also assess your child’s distance vision, hearing, height and weight and oral health.

Once a term we have available a number of appointments for our children. These checks take place at the preschool. Appointments will be offered according to the age of the child. (i.e oldest to youngest.)

The second round of appointments will be on Thursday the 16th of June. If your child is identified as being eligible for an appointments we will place a note in your communication pocket in the next couple of weeks to organise your appointment time.

If your child has already had a health check or you do not want an appointment please speak to Alisa.

We believe these health checks are extremely useful and well worth your time to attend with your child.

Literacy

Book based learning—exploring insects and animals, oral language, direction of print, title etc.
Inquiry— What is an artist?

During term 1 we observed children's strong interest in visual art (drawing, painting, making creative works), dancing and dramatic arts (make-believe play). To support children learning through their interests we are further exploring the arts this term through the inquiry question ‘What is an artist?’ We will begin the inquiry by asking what children already know about artists.

Experiences we will provide to enhance children’s thinking and learning through the arts? -

(This list is not exhaustive; Learning experiences will be guided by children's knowledge and interests and will emerge over the term)

Opportunities to explore line and shape through drawing, natural and manufactured environments
Excursion to the South Australian art gallery and The Studio (week 4)
Use of clay/playdough/ wooden construction to create sculptural artworks
Exploring patterning in visual art, movement, story, song and music
Developing an understanding of colour theory (primary colours and complimentary colours) through play and exploration.
Story table providing a variety of books using different ways of using pictures/words to tell a story
Children to be exposed to a wide range of arts using a variety of mediums
Learning environments that are set up for intentional teaching of literacy and numeracy concepts

What you will see children doing?

Discussing their current knowledge of artists
Creating their own art works both 2D and 3D, developing their imagination, persistence, fine motor skills and creativity.
Creating their own stories orally and through pictures
Making patterns with paint, loose materials, construction

What families can do at home to support learning?

Read and tell stories at home - draw attention to rhyming words, and repeating patterns within the story
Draw children's attention to shapes and patterns within their environment, e.g. patterns in fences, and shapes in letter boxes or doors, and patterns within our day and year
Make your own sculptures with recycled or reused materials at home
When discussing children's creative works with them observe and comment on the colours, types of lines, patterns, design and textures they have used.
### What do we want children to learn? - Curriculum links

<table>
<thead>
<tr>
<th>Identity</th>
<th>Learning</th>
<th>Community</th>
<th>Wellbeing</th>
<th>Communication</th>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td>To express their ideas with others and create stories</td>
<td>Follow and extend their own interests with enthusiasm, energy and concentration</td>
<td>Be aware of connections, similarities and differences between people</td>
<td>Manipulate equipment and manage tools with increasing competence and skill</td>
<td>Contribute their ideas and experiences in play, small and large group discussions</td>
<td>I represent my world symbolically - Many ideas are represented through symbols, and symbols are a powerful way to convey meaning through text. Text includes things we read, view and listen to, and that we create to make meaning. This incorporates music, dance, story telling, visual arts, media, talking, reading and writing.</td>
<td>I explore and understand my place in the world - Spatial sense (shape and space) involves children noticing attributes of objects in their world and the position, location and arrangement of objects and themselves in the world around them.</td>
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<tr>
<td>Explore different identities and points of view through dramatic play</td>
<td>Explore ideas and theories using imagination, creativity and play, and persevere to experience the satisfaction of achievement</td>
<td>Listen to others' ideas and respect different ways of</td>
<td>Respond through movement to traditional and contemporary</td>
<td>Convey and construct messages with purpose and confidence, building on literacies of home/family and the broader community</td>
<td>I understand the language of my world - Language helps us understand our world, it allows us to communicate, question, investigate and seek answers. Language is composed of syllables, rhyme and patterns in speech.</td>
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<td>Be open to new challenges and discoveries and approach new safe situations with confidence</td>
<td>Use reflective thinking to consider why things happen</td>
<td>Share the stories and symbols of their own culture and re-enact well-known stories</td>
<td></td>
<td>Share the stories and symbols of their own culture and re-enact well-known stories</td>
<td>I measure and compare my world - The use of measurement to compare objects, events and space, and the use of comparative language (bigger, smaller).</td>
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**Additional Literacy and Numeracy Links**

**Literacy**

I represent my world symbolically - Many ideas are represented through symbols, and symbols are a powerful way to convey meaning through text. Text includes things we read, view and listen to, and that we create to make meaning. This incorporates music, dance, story telling, visual arts, media, talking, reading and writing.

I understand the language of my world - Language helps us understand our world, it allows us to communicate, question, investigate and seek answers. Language is composed of syllables, rhyme and patterns in speech.

**Numeracy**

I explore and understand my place in the world - Spatial sense (shape and space) involves children noticing attributes of objects in their world and the position, location and arrangement of objects and themselves in the world around them.

I measure and compare my world - The use of measurement to compare objects, events and space, and the use of comparative language (bigger, smaller).