

JACK & JILL

Up Coming

Wednesday 7th November @ 6pm

Nadia Tobias from Mosman public school will be speaking about transitioning to school.

Tuesday 4th December

Christmas Performance for the children 9.30am
Please join us afterwards for a celebration morning tea

Kindy Closes

Friday 21st December 2pm

Kindy re-opens

7th January 7:30 am

Sun protection

A friendly reminder all children need a hat for kindy, and please ensure your children wear a t-shirt that adequately covers your child's shoulders.

Hats

Educators and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

- Legionnaire Hat
- Bucket hat with deep crown and brim size of at least 5cm (adults 6cm)
- Broad Brimmed Hat with a brim size of at least 6cm (adults 7cm)

Please note: Baseball Caps or Visors do not provide enough sun protection.

Clothing

When outdoors, educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style Skirts, shorts and trousers.

Emma

Over the coming weeks our Educator Emma is on practical assessment at the service and we wish her all the best!

October

Dear Families,

A warm welcome to our new friends Harvey and Lucas in the Bilby room, we look forward to sharing the unique journey of early childhood education and nurture with you and your family.

Rachel and the Possum Team have been exploring the concepts of rhyming and developing the children's skills to notice rhyming patterns.

Rhymes can teach children critical verbal skills, such as repetition and rhythm, that facilitate language development. Rhyming teaches children how language works. It helps them notice and work with the sounds within words. Rhymes help children experience the rhythm of language. As they recite nursery rhymes they learn to speak with animated voices. Someday they'll read with expression, too. When children are familiar with a nursery rhyme or rhyming book, they learn to anticipate the rhyming word. This prepares them to make predictions when they read, another important reading skill.

Rachel shares a learning story

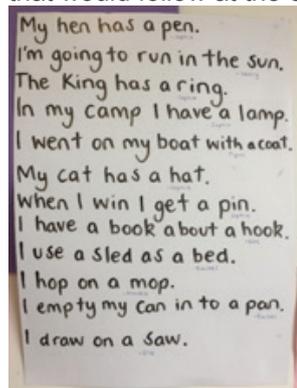
Rhyming words September/ October 2018

During morning drop off time and morning activity time, our children often enjoy listening to stories read by their educators. This is a comforting and calm start to the day for a lot of our children.

Reading and sharing stories can:

- help your child get to know sounds, words and language, and develop early
- spark your child's imagination and stimulate curiosity
- help your child's brain, social skills and communication skills develop
- help your child learn the difference between 'real' and 'make-believe'

This morning (Monday 17th September), Sophia asked Miss Rachel to read "Mr McGee goes to Sea". Tristan, Annika, Henry and Elle also came to listen to the story. Throughout the story, we discussed how the words rhymed. This seemed to be a concept that they all understood and they mostly managed to predict the rhyming word that would follow at the end of the sentence.



My hen has a pen.
I'm going to run in the sun.
The King has a ring.
In my camp I have a lamp.
I went on my boat with a coat.
My cat has a hat.
When I win I get a pin.
I have a book about a hook.
I use a sled as a bed.
I hop on a mop.
I empty my can in to a pan.
I draw on a saw.

During our morning group time on the mat, Miss Rachel discussed with us as a group about rhyming words and what they were. She gave us a few examples before asking if we could think of our own. Miss Rachel gave the group the word "Bat" and asked if we could think of a word that rhymed with bat. Elle confidently responded "Cat". Sophia said "mat" before Henry said "fat". Annika asked "what rhymes with car?" Lina responded "far does."

We then went on to read "The Snail and the Whale" which displays a wonderful array of rhyming words.

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Cont'd

Following on from our rhyming stories we have played some rhyming match games. The Possums were given a picture card and they had to find the corresponding rhyming word. On Thursday 11th October, Bradlee and Ash made sentences using their two rhyming words; Ash- "I once had a cent in my very own tent." "I once had a sheep that was driving a jeep." "I once had a brain that got wet in the rain." Bradlee- "I once had a flame in my very own frame." We followed on with this on Monday 15th October with a group experience. As we created our own sentence we also spoke about starting our sentence with a 'capital letter' and ending our sentence with a 'full stop'. After our group experience we went to the drawing table to draw our two rhyming words.

Theorist Outcome 4- Piaget. He believes the child is an active learner and that the child must be given opportunities to explore, discover and experiment. These principles underpin all cognitive development.

EYLF Outcome 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm and persistence.

EYLF Practice 4: Intentional teaching.

Warm regards,
Jack and Jill team

