

JUNE
2019

ON *this* MONTH

WATERFORD WEST EDUCATION AND CARE CENTRE

World Environment Day -----	5
Show your Seams Day -----	12
National Sunnies Day -----	27

AROUND THE COUNTRY

Mabo Day -----	3
World Environment Day -----	5
World Oceans Day -----	8
Global Wind Day -----	15
National Refugee Week -----	16 - 22

SAVE THE DATES FOR JULY

Vacation Care -----	1-12
Swimming Term 2 enrolments -----	1-5
Parent Teacher Meetings -----	15-19

Letter from the Director

Welcome to the June edition of our centre newsletter for 2019.

This month, we have seen an increase in occupancy and welcomed some new faces to our Centre. We ask our families and friends to please help us transition Miss Tracy, Miss Tanya, Miss Vicky and Mr Mario into assistant roles within our centre and we look forward to them joining our well established, dedicated, energetic and talented team as we move the Centre forward in 2019.

Be sure to make note of this months centre events, With lots of exciting events coming up, be sure to like our facebook page to see photos of your children engaging in all of this months, activities, events, and experiences.



Early Learners Room

Last month saw the Early Learners children settling into their new room. During the first couple of weeks, Miss Teagan spent the time getting to know each child – learning more about their likes, dislikes, strengths and interests.

The Early Learners children have taken a huge interest in body parts recently as we learn the song ‘Heads, shoulders, knees & toes’. Extending on this, Miss Teagan set up a painting activity for the children where a mirror was set out for the children to look at themselves then paint what they could see, a “self-portrait”.

This month the children have shown a big interest in colours, using decoration of clouds with cotton wool and other sensory decorations -such as pasta, glitter and leaves to give more understandings to different colours and textures, helping to extend our fine motor skills. We are excited to see where this month continues to take us with emphasis on children’s interests.

Junior Early Years Room

We’ve had such a busy month in the Junior Early Years room! I’d like to take the opportunity to welcome our new children and families into our room. We are so excited to have you all here and can’t wait to see all the amazing things you will all learn and achieve this year.

Over the past month, our focus has been assisting the children to develop a sense of belonging into our room, incorporating the Abecedarian Approach, developing the children’s physical wellbeing and extending on language and literacy skills throughout story time. The children enjoyed developing their knowledge through various activities such as; Abecedarian Learning Games, science experiments and building social skills during group time.

Over the upcoming month we will continue to extend on the children’s social skills and vocabulary, whilst also incorporating centre events and Under the Sea experiences into our room.

Early Years Room

Greetings Early Years Families, welcome to our June Newsletter

During this month it has been pretty busy and very fun for our Early Years friends. The end of May saw children busy decorating and making their mother’s day gifts and develop their identity with a Mother’s day afternoon tea which we all enjoyed.

Early Learners Room



Junior Early Years Room



This month we have started swimming lessons with some of our Early Years friends, learning about safety while in the water and working on those gross motor skills while having fun.

International Family Day, also stemmed discussions and connections about the importance of families and how much they meant to us.

As we continue on this month, we will be incorporating the Abecedarian Approach by playing the learning games, with particular emphasis on developing the language and literacy skills in our Early Years Children, we are excited to share these games with our families, and encourage parents to continue on with learning games at home.

Pre-Prep Room

As we continue to learn about the letters of the alphabet each week, the children have started showing interest in letters in their learning and play. They find letters we have been learning in books, on posters, and on some of the toys in our classroom. They talk about what letter their name starts with and words that start with a particular letter. They spell the letters out with their body. We are so proud that they are becoming active learners and are applying their learning into everyday life.

This month we have been engaging with activities that help children develop and improve their writing skills, building up their fine motor skills and strengthening their finger muscles. Activities such as puzzles, threading beads, drawing and colouring, cutting, and the fishing game have been set up for the children to develop their fine motor skills through play. Fine motor skills are vital for writing skills and doing everyday activities like buttoning up a shirt, and tying shoelaces can help to extend these and encourage parents to help your child develop and improve their fine motor skills at home. We also suggest activities such as cutting and drawing, as well as building blocks and Lego with your child. You can also get them to use small pair of tongs or a big spoon to help you in the kitchen.

The remainder of this month will see a continuation of working with children inside the classroom and engaging them with appropriate activities to enhance their fine motor skills.

Early Years Room



Pre-Prep Room





WORLD ENVIRONMENT DAY – JUNE 5

World Environment Day encourages worldwide awareness and action for the protection of our environment. Since it began in

1974, it has grown become a global platform for public outreach that is widely celebrated in over 100 countries. The theme for 2019 is “air pollution” — a call to action to combat one of the greatest environmental challenges of our time. Find out more at: www.worldenvironmentday.global

REFUGEE WEEK – JUNE 16-22

Refugee Week is Australia’s peak annual activity to raise awareness about the issues affecting refugees and celebrate the positive contributions made by refugees to Australian society. In 2019 ‘Share a meal, share a story.’ Find out more at: www.refugeeweek.org.au

Chicken Tacos w Grilled Corn & Avo



INGREDIENTS

- | | |
|--------------------------|----------------------------------|
| 2 chicken breasts | 1 tsp cumin, ground |
| zest of a lemon | 1 tsp sweet paprika, ground |
| extra virgin olive oil | 2 corn cobs |
| 1 avocado, diced | 1 punnet cherry toms, halved |
| zest and juice of 1 lime | 1/2 cup parsley, roughly chopped |
| tortillas | |

METHOD:

Preheat oven to 200 degrees. Place chicken breasts on an oven tray lined with baking paper, sprinkle the cumin and paprika over the chicken breasts and turn the chicken to coat evenly in the spices. Zest over half a lemon, drizzle with a little olive oil and pop into the oven to bake for 18 minutes or until the chicken is golden and cooked. Remove and use two forks to roughly shred. Set aside.

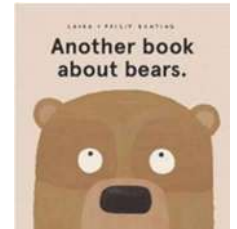
Place the corn on an oven tray lined with foil, zest over the rest of the lemon and drizzle with a little olive oil. Wrap up the corn in the foil to create a packet and pop into the oven along with the chicken to bake for 15-20 minutes or until the corn is tender. Heat grill to high. Remove the corn from the oven, carefully open the foil packet and pop under the grill for 5 minutes or until slightly charred. Allow to cool slightly. Place the corn onto a chopping board and run a knife down each cob to remove the kernels. In a large bowl place, the corn kernels, cherry tomatoes, avocado, parsley, lime zest and juice and olive oil and toss to combine. To assemble; top each tortilla with a little shredded spiced chicken and a good helping of grilled corn & avocado salsa.

Enjoy x Remember to always supervise kids in the

Recipe and Image from ‘mylovelylittlelunchbox.com’

Book reviews

A FEW HEART-WARMING TALES FOR BEDTIME



THE MAN WITH SMALL HAIR

JANE JOLLY

The man with small hair does everything he can to blend in with the crowd. He covers up his small hair, short pants, colourful boots and beads so that he looks like everyone else. Then one day he looks in the mirror and doesn’t recognise the person staring back at him. A lovely story about having the confidence to be whoever you are.

RUBY’S WORRY

TOM PERCIVAL

Ruby is a happy adventurous girl, until she discovers a worry! The worry starts small but grows and grows until Ruby thinks she will never be happy again. But a worry shared is a worry halved and that is what happens when she meets a boy who is also a worrier. Simple text and fun illustrations.

ANOTHER BOOK ABOUT BEARS

LARA BUNTING AND PHILIP BUNTING

The bears are on strike! Every time a book is opened with a bear in it, a bear has to perform the story and they have had enough. An elephant or a kitten cannot take the part of a bear. Find out what happens in this heart-warming story that has a hilarious twist to it.



FOCUS: A “million-word gap” for children who aren’t read to at home



Young children whose parents read them five books a day enter kindergarten having heard about 1.4 million more words than kids who were never read to, a new study found.

This “million-word gap” could be one key in explaining differences in vocabulary and reading development, said Jessica Logan, lead author of the study and assistant professor of educational studies at The Ohio State University. Even kids who are read only one book a day will hear about 290,000 more words by age 5 than those who don’t regularly read books with a parent or caregiver.

“Kids who hear more vocabulary words are going to be better prepared to see those words in print when they enter school,” said Logan, a member of Ohio State’s Crane Centre for Early Childhood Research and Policy. “They are likely to pick up reading skills more quickly and easily.” The study appears online in the *Journal of Developmental and Behavioural Paediatrics* and will be published in a future print edition.

Logan said the idea for this research came from one of her earlier studies, which found that about one-fourth of children in a national sample were never read to and another fourth were seldom read to (once or twice weekly). “The fact that we had so many parents who said they never or seldom read to their kids was pretty shocking to us. We wanted to figure out what that might mean for their kids,” Logan said.

The researchers collaborated with the Columbus Metropolitan Library, which identified the 100 most circulated books for both board books (targeting infants and toddlers) and picture books (targeting pre-schoolers).

Logan and her colleagues randomly selected 30 books from both lists and counted how many words were in each book. They found that board books contained an average of 140 words, while picture books contained an average of 228 words.

With that information, the researchers calculated how many words a child would hear from birth through his or her 5th birthday at different levels of reading. They assumed that kids would be read board books through their 3rd birthday and picture books the next two years, and that every reading session (except for one category) would include one book.

They also assumed that parents who reported never reading to their kids actually read one book to their children every other month. Based on these calculations, here’s how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

“The word gap of more than 1 million words between children raised in a literacy-rich environment and those who were never read to is striking,” Logan said. The word gap examined in this research isn’t the only type kids may face.

A controversial 1992 study suggested that children growing up in poverty hear about 30 million fewer words in conversation by age 3 than those from more privileged backgrounds. Other studies since then suggest this 30-million-word gap may be much smaller or even non-existent, Logan said.

The vocabulary word gap in this study is different from the conversational word gap and may have different implications for children, she said. “This isn’t about everyday communication. The words kids hear in books are going to be much more complex, difficult words than they hear just talking to their parents and others in the home,” she said. For instance, a children’s book may be about penguins in Antarctica – introducing words and concepts that are unlikely to come up in everyday conversation. “The words kids hear from books may have special importance in learning to read,” she said.

Logan said the million-word gap found in this study is likely to be conservative. Parents will often talk about the book they’re reading with their children or add elements if they have read the story many times. This “extra-textual” talk will reinforce new vocabulary words that kids are hearing and may introduce even more words. The results of this study highlight the importance of reading to children. “Exposure to vocabulary is good for all kids. Parents can get access to books that are appropriate for their children at the local library,” Logan said.

Source: news.osu.edu (2019, April 04). A ‘million-word gap’ Retrieved from <https://news.osu.edu/a-million-word-gap-for-children-who-arent-read-to-at-home/>

PLAYDOUGH NAMES



This is a simple letter familiarisation activity that builds hand strength and develops fine motor skills.

Write your child’s name as big as you can on the piece of paper you have. The bigger the easier it is. Show them how to roll playdough into snakes. After they have rolled snakes they then use these to form the letters in their name by tracing what you have written.

Activity and image from <https://handsonaswegrow.com/play-dough-name-tracing/>



HEALTH & SAFETY: Anxiety in Children

Anxiety is something everyone experiences from time to time; it is a normal and natural response that occurs when a person feels threatened or is worried that something bad or unpleasant might happen.

It's usual for children to feel anxious or fearful about a variety of different things during their development. After all, children are confronted with all sorts of new experiences and challenges as they grow up and learn about the world around them. In most cases these fears are transitory and do not significantly interfere with a child's academic, social or family life. Some common anxieties of different childhood developmental stages are outlined below.

7mth to Toddler: fear of strangers, separation, loud noises, large machines such as the vacuum cleaner or lawn mower, animals

Toddler to Middle Childhood: fear of animals/ insects, the dark, separation from parents, supernatural beings such as monsters, thunder and lightning, sleeping alone, 'bad' people

Middle Childhood to Late Childhood: supernatural beings, the dark, bodily injury, heights, getting lost or trapped, burglars, doctors/ dentists, death and dying

Late Childhood to Early Adolescence: fears revolve around social or evaluative situations, e.g. being teased or rejected by peers, being embarrassed, dating, giving oral reports, taking tests, fear of death or physical injury.

For some children, fears and anxieties can have a significant impact on the way they perform at school, on their ability to make or maintain friends, and on their family life. Children who experience problematic anxiety generally meet several of the descriptions below:

- they are extremely well behaved at school and tend not to bother anyone.
- they avoid trying new things even when safe or fun.
- they tend to become distressed by normal changes, breaks from routine, or taking risks.
- they become upset (e.g. cry) very easily.
- they have a tendency to highlight the negative consequences of any situation, e.g. 'all the kids will hate me', 'mum and dad will have an accident and die'.
- they avoid situations or objects they fear, e.g. a child with social anxiety will avoid attending parties or participating in groups.
- physical complaints are common. Because some children don't have the vocabulary or awareness to describe their anxiety, they may express it via physical symptoms such as feeling sick, having a lump in their throat, or sore shoulders from muscle tension.



- they may ask many unnecessary questions and require constant reassurance.
- they may have difficulty separating from parents.
- they may be very clingy with a parent or loved one in situations outside home.
- they may repeatedly have worries about school at the beginning of each term or each Monday.
- they may avoid unfamiliar situations, become sick, not turn up or endure situations with significant distress.
- they often ask questions which begin with 'what if...?'.
- they may be perfectionistic, taking excessive time to complete homework because they try to get it absolutely correct.
- they may have difficulty sleeping, taking a long time to get to sleep or waking during the night and needing comfort from parents.
- they can be argumentative (but rarely aggressive) if trying to avoid a feared situation.

Supporting children with anxiety:

You can support your child by acknowledging your child's fears – don't dismiss or ignore them. Gently encourage your child to do things they're anxious about. Wait until your child actually gets anxious before you step in to help. Praise your child for doing something they're anxious about. Avoid labelling your child as 'shy' or 'anxious'.

Helping your child overcome anxiety issues is easier if you seek help. Talk to your doctor, or go to these online programs for help.

raisingchildren.net.au, understandinganxiety.wayahead.org.au/
brave4you.psy.uq.edu.au

Anxiety In Children (2019, May 10). *Understanding Anxiety Retrieved from* <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>

Anxiety In Children (2019, May 10). *Health Direct Retrieved from* <http://understandinganxiety.wayahead.org.au/anxiety-in-children/>



AIR POLLUTION

Air connects us all. Without air there is no life. But the pollution we release into the air harms our health and the environment.

There are so many things that we can do: from cycling or walking to work or school and back, to recycling non-organic trash, to pressuring local authorities to improve green spaces in our cities.

Experiment: Air pollution is a hard thing to explain to children because typically it cannot be seen unless you live in an area where smog is common.

There is a simple experiment you can complete to show children what is in the air. You only need simple materials that are commonly already in your home.

Go to education.com/science-fair/article/dirty-air/
For the experiment details.





SINGING TOGETHER

“Through singing, children share in rich communication and relationships, a sense of belonging, meaningful learning and many happy experiences.”

Songs are a great way to help anyone learn and remember, and they are an awesome tool used by teachers all over the world. An important part of any preschool classroom, singing contributes to teach behaviour, basic skills, and social skills. Preschool songs also use rhymes to help children to learn vocabulary and communication skills. Why we sing:

- Being sung to is special, creating closeness and relaxation.
- Shared singing with adults supports the development of secure and trusting relationships.
- Participation in action songs and singing games promotes togetherness
- Learning songs of their culture supports children’s sense of belonging: in families, communities and early childhood settings.
- Singing aids joint attention, listening and concentration.
- Singing promotes speech and language: rhythm, rhyme, repetition and slower pace of articulation make songs a valuable developmental tool.
- Singing builds social and pretend play skills: the structure and actions of songs provide a framework, supporting the development of intersubjectivity (shared thinking and understanding).
- Our voice is our built-in musical instrument: awareness of beat, rhythm and pitch, acquired through singing and being sung to, lay foundations for all musical learning.

Source:
<http://thespoke.earlychildhoodaustralia.org.au/sing-belonging-becoming-song-infanttoddler-child-care-settings/>

National Quality Framework | Quality Area 1:
 Element 1.1 – *The educational program enhances each child’s learning and development.*

Waterford West Education and Care Centre July School Holidays Vacation Care Program

School Holidays are fastly approaching, to avoid the last minute craziness secure your spot with us today.

Our vacation care program for the July holidays offers lots of hands on, interactive, indoor and outdoor experiences, designed to keep the kids entertained over the holiday period

In addition, our carefully planned program embraces the concept of stem, with activities designed to extend children’s learning and development through science, technology engineering and mathematics.

Please see our centre director today for more information.



5 Minute MOVES

THIS MONTH LETS... DO YOGA

Short simple activities to get some active minutes in the day.

You might already do yoga yourself, but have you ever included your children in your yoga session? Or maybe you have never done yoga before. Jump on google and search simple yoga positions and learn together.

Try flowandgrowkidsyoga.com/blog/kids-yoga-day-free-yoga-poster

Feedback 
 is always welcome

Waterford West Education and Care Centre

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