Sunflower Project Term 1 2014

Returning to preschool after a summer break we saw an insurgence of sunflowers in the vegetable garden. The educators were delighted to see these incredible flowers flourishing in the garden. The stalks were filled with bright cheery petals dancing in the beauty of the sun’s rays. The children and educators became immersed in a project exploring the beauty of sunflowers, its properties and colour. The children drew and painted these magnificent golden flowers that shone so brightly in the sunlight and with sadness watched them wither. A measuring activity was also conducted where children stood next to the flowers to compare their height.

Outcome 2: Children are connected with and contribute to their world.
Evidence: Children become socially responsible and show respect for the environment.
BELONGING, BEING & BECOMING

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Children become socially responsible and show respect for the environment

Hatching Baby Chicks

The countdown was finally over and the children were ready to greet the baby chicks. The children welcomed the arrival of 10 eggs with great joy and excitement. The children couldn’t wait to show their family at the end of their preschool day. The children waited with anticipation and finally witnessed the arrival of baby chicks hatching from their eggs. The children rejoiced with great happiness.

A daily record was kept and the children became immersed in many planned activities that helped them find out more about egg laying creatures and the caring of baby chicks. The children also recorded their prediction of the number chicks hatching and their colour. Paintings and drawings emerged from children as well as numerous conversations associated with the hatching of baby chicks.
Exploring Feelings

Outcome 1: Children have a strong sense of identity

Evidence: Children feel safe, secure and supported

Part of the preschool’s ‘Keeping Safe’ Program we spent this term exploring our feelings. The children identified feelings of sadness, happiness, scared, surprised and anger. The children responded to their feelings in a variety of experiences. Here are some of the experiences that children were involved in.

- Feeling collages
- Finishing the sentence I feel....when……
- Language such as ‘I feel’ rather than ‘You make me feel’ ‘Stop I don’t like it when’ was encouraged
- Songs were used to express a range of feelings and emotions -‘If you’re Happy and You Know It’, ‘Wash your face in orange juice’
- Emotions in pictures and children’s photographs of themselves were displayed for discussion and to look at
- Relaxation music was used daily after lunch so that children can feel the relaxing effect of the music through their bodies.
- Books were introduced to children that explored feelings i.e. ‘Giraffes can’t Dance’, ‘Possum Magic’, ‘The Gruffalo’
- Puppets were also used to explore scenarios about feelings and getting along
- We explored and demonstrated facial expressions that identified feelings.
- Mirrors were used for children to look at their own facial expressions.
- Self Portraits
Building Connections between the Preschool and the Local Community and Services

This term we discussed with children the importance of keeping safe from danger at preschool. The children participated in a number of emergency evacuation procedures. Following from this experience we discussed which members in our community protect us. Many interesting conversations emerged about emergency personnel in our community. From these discussions sparked an invitation for one of the emergency services to visit the preschool. The children were visited by Fire Fighters on two occasions.

The children were taught by the Fire Fighters what were good fires and bad fires, and in the event of a fire where there is a lot of smoke the importance to get down low and go, go, go was also discussed. The children also practiced ‘Stop, Cover, Drop and Roll’. The children watched a Fire Fighter dress in fire protection gear. Before stepping outside to view the fire truck and using the hose the Fire Fighters finished their discussion by emphasizing the importance of having a family plan for fire and smoke detectors. The event finished with a look inside the fire truck and using the fire hose. The firefighters left the preschool with the siren on.
Cooking at Preschool to Promote Development and Learning

Cooking is not only a fun, engaging activity for children, but one that has been used for years as an important teaching and development tool for all ages.

Social-Emotional Development – Hands-on cooking activities help children develop pride and confidence in their skills and abilities. The act of following a recipe can encourage self-direction and independence, while also teaching children to follow directions and use thinking skills to problem solve.

Physical Development – Chopping, squeezing, spreading, and mixing are all cooking skills that help develop a child’s small muscle control and eye-hand coordination. It’s impossible to separate hands-on cooking activities from physical development for young children.

Cognitive Development – Cooking inspires children’s curiosity, thinking, and problem solving, offering new opportunities to make predictions and observations. Additionally, cooking offers authentic opportunities for students to understand and apply their knowledge of measuring, one-to-one correspondence, numbers, and counting. As they follow a recipe, children organize ingredients, follow a sequence, and carry out multiple directions.

Language Development – With its own vocabulary, cooking is a great opportunity for language development. Take advantage of opportunities for children to match pictures to words and articulate questions inspired by their new experiences.

Preparing Sushi

Making vegetable fritters using vegetables picked from the preschool vegetable garden

Preparing Dumplings for Chinese New Year festivities
Celebrating Chinese New Year

Feb 2014

The Chinese New Year festivities commenced at the start of the new term. In this celebration the kindergarten was filled with artefacts and information about this cultural celebration.

The children helped create a Chinese lion for the lion dance and attempted some Chinese writing with black crayon. The children also learned Chinese greetings and counting 1 to 10 in Mandarin.

Children were delighted to hear that they were going to be a part of cooking experience—preparing dumplings. The children were very eager to make the dumplings. They were very tasty.

Many children created lanterns of different shapes and sizes while others were making lion masks and large lion heads and bodies.

Gung Hei Fat Choy
Celebrating Chinese New Year 2014