

# Chirnside Park Preschool

Email: [chirnside.park.kin@kindergarten.vic.gov.au](mailto:chirnside.park.kin@kindergarten.vic.gov.au)



## 4 Yr Old Group News March/April '19

It's hard to believe that we are already at the end of Term 1! It's been a busy few weeks with lots of learning experiences and lots of special visitors.



**Seaweed Sally & Seaweed Stevie** came to talk to the children about marine life. All the children had the opportunity to hold some live animals in the "touch tank." There was also a static display with preserved shark teeth, shells, crabs, seahorses, seadragons, turtle shells, whale bones, puffer fish ..... We all learnt lots of facts about whales, sharks, puffer fish, rock pool animals and how rubbish can effect marine life. This was a great "hands on" learning experience for the children.

We were also lucky to have two visits from Museum Victoria with their "**Dinosaur & Fossils**" program. The children learnt about the work of paleontologists – looking for fossils and bones and working out what dinosaurs looked like, how they lived, what happened to them etc. There was lots of opportunity for the children to imagine, explore and investigate. The presenters (Wendy & Tegan) encouraged the children to visit the Melbourne Museum to see some of the amazing displays. Check the website for details.



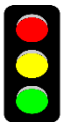
<https://museums victoria.com.au/melbournemuseum/>



Debbie from **Bunnings** supplied a huge variety of plants, seedlings, soil, fertilizer & watering cans for the children to use with the new raised garden beds. The children had helped prepare the beds by filling them with soil in the weeks before. (watching the truck deliver the soil was a highlight too). Gardening is a great learning experience for all children – providing opportunity for discovery & connection with nature, while also promoting sustainability.

*"Unless we are willing to encourage our children to reconnect and appreciate the natural world, we cannot expect them to help protect and care for it" ~ David Suzuki.too*

Ryan from "**Traffic Lights for Kinders**" visited to present the us with a working traffic light. Ryan explained that he restores old traffic lights and likes to donate them, as they often end up in landfill. We've used the lights inside and outside and discussed basic road safety rules.



Jo (Preschool Field Officer) spent two sessions introducing the children to some new technology with **basic coding activities**. We all had a turn of Blue-Bot and Cubetto robots. Some children made their own coding games and some had a turn of Osmo using an iPad. We hope to slowly incorporate more technology based learning experiences into the curriculum during the year. We are in the process of finalising the list of items to be purchased, using the "Pick my Project" grant awarded last year.



The Preschool was recently presented with a "**Smiles 4 Miles**" award. Last year the Preschool participated in the program which aims to improve oral health for Preschool children and focuses on 3 areas: Drink Well, Eat Well & Clean Well.

This year we will continue to follow the Smiles for Miles program. We have been talking to the children about the importance of drinking water and discussions about healthy food and

“sometimes food.” We’ve also planted a variety of vegies in the garden to use as they grow. Families will receive additional information and links to activities as part of Family engagement in the program. In addition, we will arrange for Inspiro’s school Dental program to the Preschool later in the year

Although we’ve had a busy time with visitors, there have also been lots of the popular everyday activities - looking for treasure (gold & diamonds) in the sandpit, excavating in the digging patch, new basket swing, painting using stencils & stamps, pirate ships, puppets, paper mache volcano – to name just a few. Making new friends, learning to be part of a big group and looking after personal belongings are also on going challenges for some.

To continue supporting children with their sense of belonging – Outcome 1 “Children have a strong sense of identity”, Outcome 2 “Children are connected with and contribute to their world” we will be sending home 2 pages to complete with your child, by adding some photos and information. When returned these will make up our “**Friends and Families book**”. Everyone will have the opportunity to contribute to the book, which will be available for children to borrow and take home.

Our take home dolls, **Yerram, Marran & Birrin** have been having lots of adventures and their collection of stories will also be available to borrow soon.

**Snack & lunch** – we have noticed that some children are needing some extra food for their lunch, as they prefer to eat their sandwich at snack time. We’ve also seen a few treats (sometimes food) that are best to have at home. ie. please do not send chips, chezsels or chocolate.

Enjoy the school holidays and Easter break. **Autumn** is a great time to take children to parks and gardens to look at the different colours and shapes of leaves and deciduous trees, collect leaves, acorns etc Encourage your child to bring their collection to Kinder next term



Kathy, Rita, Trudi, Alana & Kylie

### Diary Dates:

**Term 2 begins** - Tuesday 23<sup>rd</sup> April

**No Session** - Anzac Day Holiday

**Working Bee** - Sat 27<sup>th</sup> April

**Open Day** - Sat 4<sup>th</sup> May 10am - 12.00

**Photos** - Mon 13<sup>th</sup> & Tues 14<sup>th</sup> May

**Lizzie's Lizards** - Mon 17<sup>th</sup> & Tues 18<sup>th</sup> June

**Rhythm Fun (Drumming)** with Jo - Mon 22<sup>nd</sup> July & Tues 23<sup>rd</sup> July

**Gum Gully Farm excursion** - Tues 10<sup>th</sup>/Wed 11<sup>th</sup> Sept

**Rabbit Rearing** - 4 weeks beginning Mon 7<sup>th</sup> Oct

## OUTCOME 2:

### CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Experiences of relationships and participation in communities contribute to children's *belonging, being and becoming*. From birth children experience living and learning with others in a range of communities. These might include families, local communities or early childhood settings. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in *being* and *becoming* active contributors to their world. As children move into early childhood settings they broaden their experiences as participants in different relationships and communities.

Over time the variety and complexity of ways in which children connect and participate with others increases. Babies participate through smiling, crying, imitating, and making sounds to show their level of interest in relating to or participating with others. Toddlers participate and connect with other toddlers through such gestures as offering their teddy to a distressed child or welcoming a new child enthusiastically. Older children show interest in how others regard them and understandings about friendships. They develop understandings that their actions or responses affect how others feel or experience *belonging*

When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently.

Children's connectedness and different ways of *belonging* with people, country and communities helps them to learn ways of *being* which reflect the values, traditions and practices of their families and communities. Over time this learning transforms the ways they interact with others.







## Whole Fruit vs Fruit Juice

Whole fruit is great for kids but when made into fruit juice has a high sugar content. Too much sugar can lead to tooth decay. This activity will demonstrate the sugar content of fruit juice, the benefits of eating a piece of fruit instead, and show parents how they can work out how much sugar is in a drink.

### What you will need:

- A container of apple or orange juice (250ml) one lime
- 3-4 apples or oranges

### What to do:







1. Show the group a 250ml bottle of fruit juice and ask people to guess how many pieces of fruit it would take to make that amount of juice. Then take out the fruit and place it next to the juice container. Ask the group: "Would your child eat that much fruit at one time?" Here are some hints to guide the discussion:

- Drinking a glass of juice would be easy for a small child but it is unlikely that same child would be able to eat 3-4 pieces of fruit at one time.
  - Children only need half an orange to get their daily requirement of vitamin C but it takes 3-4 oranges to make one glass of juice.
  - Sweet drinks can fill children up making them less hungry for other foods.
2. Next, explain that even 100% juice (with no added sugar) still has natural sugars in it. Ask the group to guess how much sugar they think is in the drink.

### 3. Ask the group questions to get a discussion going. Here are some ideas:

Question	Hints
Do you think juice is a healthy drink choice?	<ul style="list-style-type: none"> <li>• Juice has natural sugars but these can still cause tooth decay. Sugar and bacteria on our teeth (plaque) make acid which can lead to tooth decay, or holes in our teeth.</li> <li>• Juice is not recommended for babies under one year and should be limited for older children. Offer children water or plain milk. Cow's milk should not be given under 12 months of age.*</li> <li>• Juice is often acidic. Acidic food and drinks can also damage our teeth.</li> <li>• Too many sweet drinks (including juice) can lead to an increase in weight and longer term health impacts such as type II diabetes.</li> </ul>
Why would eating a piece of fruit be a better choice?	<ul style="list-style-type: none"> <li>• Whole fruit contains fibre and other essential nutrients</li> <li>• It is more filling than drinking juice</li> <li>• Children can develop skills like peeling and chewing.</li> </ul>

\*Cow's milk should not be given as the main drink to infants under 12 months, however small amounts may be used in the preparation of solid foods.

250ml Juice	How many pieces of fruit	Teaspoons of sugar
	3-4 depending on size of fruit 	
	3-4 depending on size of fruit 	



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ABN: 55 264 981 997

GPO Box 1273L Melbourne VIC 3001