

CHILDHOOD IS A STATE OF MIND WHICH ENDS THE MOMENT A PUDDLE IS FIRST VIEWED AS AN OBSTACLE INSTEAD OF AN OPPORTUNITY. – KATHY WILLIAMS

KIDZ DREAM
FDC



ON *this* MONTH

AT SERVICE NAME

Kidz Dream FDC Playgroup ----- 4 & 11
School Readiness Training ----- 14 & 16

AROUND THE COUNTRY

International Day of the Older Persons -----	1
World Animal Day -----	4
World Smile Day -----	4
World Space Week -----	4 - 10
World Teachers Day -----	5
National Nutrition Week -----	13 - 19
World Food Day -----	16
Loud Shirt Day -----	18
National Children's Week -----	19 - 27
Great Aussie Bird Count -----	21 - 27
Day for Daniel -----	25
Grandparents Day -----	27

PLAYGROUP

Once again, we will be holding our School Holiday Playgroup Friday 4th & 11th @ 10:30. It will be at the park near the office, William Lamb Park. We hope to see most of you there for a fun filled day. There will be a variety of activities to cover all the different age groups. Please make sure you complete the Excursion Forms and the Risk Management Plans accordingly. Ensure your children all have hats, sunscreen and water bottles.

Spring has sprung!

We are heading into the last quarter of the year, where we will need to get our **slip slop slap** happening as the weather starts to burn its UV rays on us and hopefully rid us off the dreaded coughs, colds & flu's and other bugs that have been keen to share themselves around.





DAY FOR DANIEL – OCTOBER 25

Day for Daniel is a National Day of Action hosted by the Daniel Morcombe Foundation (DMF) to raise awareness of child safety, protection and harm prevention.

Held on the last Friday of October each year, it is about educating children and adults about keeping kids safe through child safety and protection initiatives. 'Wear Red and Educate' is the theme for the day. Find out more and get involved at www.danielmorcombefoundation.com.au

WORLD TEACHERS' DAY – OCTOBER 5

World Teachers' Day is an opportunity to acknowledge our teachers and say thanks for the significant contributions they make in our classrooms and communities. Find out more at <https://en.unesco.org/commemorations/worldteachersday>

RASPBERRY & LEMON YOGHURT LOAF



PREP 10 min | COOK 25 -30 min | FEEDS 8

INGREDIENTS

- 2 cups plain flour
- ½ cup brown sugar
- 2 teaspoons baking powder
- ¾ cup (180ml) vegetable oil
- 2 eggs
- 1 cup thick natural yoghurt
- 1 teaspoon vanilla essence
- 1 ½ cups of raspberries (fresh or frozen)
- 1 tablespoon finely grated lemon rind

METHOD:

Preheat oven to 180°C (350°F). In a large mixing bowl sift flour, sugar and baking powder and make a well in the centre.

Place the oil, eggs, yoghurt and vanilla in a jug and whisk to combine. Pour wet ingredients into dry and mix to combine.

Add raspberries and lemon zest and gently fold to combine.

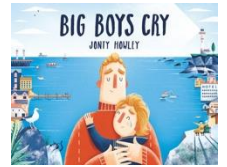
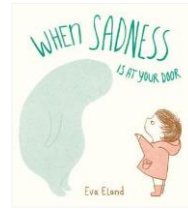
Pour the mixture into a loaf tin lined with baking paper and bake for 25-30 minutes or until cooked when tested with a skewer.

Enjoy! x

Recipe and Image from 'mylovelylittlelunchbox.com'

Book reviews

Books to support the development of emotional literacy.



WHEN SADNESS IS AT YOUR DOOR

EVA ELAND

Sadness can be scary and confusing at any age! When we feel sad, especially for long periods of time, it can seem as if the sadness is a part of who we are—an overwhelming, invisible, and scary sensation. In *When Sadness Is at Your Door*, Eva Eland brilliantly approaches this feeling as if it is a visitor. She gives it a shape and a face, and encourages the reader to give it a name, all of which helps to demystify it and distinguish it from ourselves.

YOU CAN NEVER RUN OUT OF LOVE

HELEN DOCHERTY

A heart-warming and funny tale about the different kinds of love, and how no matter how much love you give you can never run out. You can't measure love in a bucket or cup. You don't have to worry you'll use it all up.

Because love's not a game where you have to keep score.

Whenever you give some, you'll always have more.

When you've run out of everything else you'll still find . . .

You can never run out of love.

BIG BOYS CRY

JONTY HOWLEY

Let boys cry! This picture book imagines a world in which boys are encouraged to express their full range of emotions.

Jonty Howley's gorgeous debut paints the world we wish existed for our boys, and offers a path there! This story is the truest interpretation of the notion that we should "let boys be boys": let them express the full range of their emotions, vulnerable parts and all!



FOCUS: Play-based Learning can set your child up for success...



Preschools and schools offer various approaches to early education, all promoting the benefits of their particular programs. One approach gaining momentum in the early years of primary school curriculum is play-based learning. Research shows play-based learning enhances children's academic and developmental learning outcomes. It can also set your child up for success in the 21st century by teaching them relevant skills.

What is play-based learning? Children are naturally motivated to play. A play-based program builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems in imaginative and playful ways. A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and inquiry through interactions that aim to stretch their thinking to higher levels. For example, while children are playing with blocks, a teacher can pose questions that encourage problem solving, prediction and hypothesising. The teacher can also bring the child's awareness towards mathematics, science and literacy concepts, allowing them to engage with such concepts through hands-on learning. While further evidence is needed on cause and effect relationships between play and learning, research findings generally support the value of good quality play-based early years programs.

How does it compare to direct instruction?

Play-based learning has traditionally been the educational approach implemented by teachers in Australian preschool programs. It underpins state and national government early learning frameworks.

Research has shown the long-term benefits of high-quality play-based kindergarten programs, where children are exposed to learning and problem solving through self-initiated activities and teacher guidance.

In contrast to play-based learning are teacher-centred approaches focused on instructing young children in basic academic skills. Although this more structured teaching and learning style is the traditional approach to primary school programs, research is emerging that play-based learning is more effective in primary school programs. In these recent studies, children's learning outcomes are shown to be higher in a play-based program compared to children's learning outcomes in direct-instruction approaches.

Research has also identified young children in direct-instruction programs can experience negative effects. These include stress, decreased motivation for learning, and behaviour problems. This is particularly so for children who are not yet ready for more formal academic instruction.

What can be gained through play-based programs?

Teacher-led learning and direct instruction methods have their place in educational contexts. But the evidence also points to the benefits of quality play-based programs for our youngest learners. In play-based programs, time spent in play is seen as important for learning, not as a reward for good behaviour. In such classrooms, children have greater, more active input into what and how they learn.

Research shows play-based programs for young children can provide a strong basis for later success at school. They support the development of socially competent learners, able to face challenges and create solutions.

Read the article as a whole at the link below. Source: Martinko, Katherine (2019, April 8). Play-based learning can set your child up for success at *Retrieved from* <https://theconversation.com/play-based-learning-can-set-your-child-up-for-success-at-school-and-beyond-91399>

LETS MAKE A SHOPPING LIST

We all have to shop for food and making a shopping list is a fantastic literacy activity for pre-schoolers.

Give your child their own notepad and pen and have them make a shopping list. The spelling doesn't have to be correct- the words don't even have to make sense. That's ok.

This is the beginning of writing and understanding the purpose of writing. Have your child bring their list with them, get their own little trolley or basket and shop with you.



Source: Bilingual Kidspot (2019, October 10). 20 Literacy Activities for Preschoolers *Retrieved from* <https://bilingualkidspot.com/2019/05/20/literacy-activities-for-preschoolers-kindergarten-toddler/>



HEALTH & SAFETY: Eat a rainbow

Fruit and vegetables fall into five different colour categories: red, purple/blue, orange, green and white/brown. Each colour carries its own set of unique disease fighting chemicals called phytochemicals. It is these phytochemicals that give fruits and vegetables their vibrant colour and of course some of their healthy properties.

What's in a colour?

Red - Red fruits and vegetables are coloured by a natural plant pigment called lycopene. Lycopene is a powerful antioxidant that can help reduce the risk of cancer and keep our heart healthy.

PURPLE /BLUE - The plant pigment anthocyanin is what gives blue/purple fruits and vegetables their distinctive colour. Anthocyanin also has antioxidant properties that protect cells from damage and can help reduce the risk of cancer, stroke and heart disease.

ORANGE/YELLOW - Carotenoids give this group their vibrant colour. A well-known carotenoid called Betacarotene is found in sweet potatoes, pumpkins and carrots. It is converted to vitamin A, which helps maintain healthy mucous membranes and healthy eyes. Another carotenoid called lutein is stored in the eye and has been found to prevent cataracts and age-related macular degeneration, which can lead to blindness.

GREEN - Green vegetables contain a range of phytochemicals including carotenoids, indoles and saponins, all of which have anti-cancer properties. Leafy greens such as spinach and broccoli are also excellent sources of folate.

BROWN/WHITE - White fruits and vegetables contain a range of health-promoting phytochemicals such as allicin (found in garlic) which is known for its antiviral and antibacterial properties. Some members of the white group, such as bananas and potatoes, are also a good source of potassium.

Offering a wide range of colours in children's food not only looks great but also ensures that children are receiving a great variety of nutrients. Here are some healthy ways you can interest children into the marvellous, colourful world of fruit and vegetables:



Create your own Fruit and Veg Rainbow

A great way to keep track of the colours children eat each day is to create a fruit and veg rainbow poster. Every time the children eat a colourful fruit and vegetable they can place a corresponding coloured sticker on the rainbow or get them to colour in a small section on the rainbow. This is also a great activity that parents can do with their children at home.

Create a Rainbow on Your Plate

Make a tropical rainbow fruit salad with fruits of each colour: oranges, strawberries, mango, rockmelon, kiwifruit, bananas, and blueberries. Stir fry your own mix of vegetables using each colour: red onions, carrots, baby corn, broccoli and mushrooms.

Read a book – I can eat a rainbow by Annabel Karmel

I can eat a rainbow teaches kids how to eat healthily by enjoying a 'rainbow' of food, from purple plums to red apples to greens like spinach and celery. Each two-page spread focuses on food of a different colour.

Go to the link below for more information and a Fruit & Vegetable colour chart.

Nutrition Australia (2019, October 20). Eat a rainbow. Retrieved from <http://www.nutritionaustralia.org/national/resource/eat-rainbow#attachments>

Sustainability CORNER

THE GREAT AUSSIE BIRD COUNT

Given that it is impractical to monitor all groups of organisms on a wide scale, birds provide valuable indicators of the state of the environment. They are usually high in food chains and so particularly susceptible to environmental changes. You can help monitor bird populations by taking a part in the #AussieBirdCount.

No matter where your backyard happens to be — a suburban backyard, a local park, a patch of forest, down by the beach, or the main street of town you can participate. By taking part in the Aussie Backyard Bird Count, you will be helping BirdLife Australia find out about the common species and populations that live where people live. www.aussiebirdcount.org.au



Get counting from October the 21st to the 27th. You can either use the online form or Download the app to take part.



IS MY CHILD READY FOR SCHOOL?

As we are nearing the last quarter of the year a decision may or may not have been reached about children moving on to school. Here is some helpful information to assist with if your child is ready to transition to school. Children can start Kindergarten at the beginning of the school year if they turn 5 on or before 31 July that year. All children must be enrolled in school by the time they turn 6 years 6 months.

What is school readiness?

Sometimes parents think School readiness means being able to read, write and do basic maths. This is not the case. Readiness is about the whole child and addresses all the child's skills: social and emotional, physical skills, communication and cognitive skills.

Ready for school – how can you tell?

All children learn at their own pace and have their own strengths. Don't worry if your child doesn't demonstrate all the "school readiness" skills and behaviours. Talk to your early childhood educator or your GP – who will be able to assess and advice.

Social Skills:

- Being able to get along with other children
- Basic manners
- Assert themselves
- Being able to play independently as well as with other children

Emotional Maturity:

- Being able to manage big emotions
- Focus on tasks
- Follow directions and instruction
- Understand rules
- Independence
- Able to manage their needs without adult supervision such as: toileting, dressing, unwrapping lunch and managing their belongings and self-care

Language Skills:

- Being able to converse and listen to adults and other children
- Speak clearly
- Communicate needs
- Ask for help
- Understand stories
- Begin to identify some letters and sounds

Physical Health and Co-ordination

- Basic health
- Fine Motor Skills- Being able to grip a pencil, turn pages of a book
- Gross Motor Skills – run, jump, climb, play ball Carry own bag

Transition to School

Starting school is an important milestone in a child's life. Supporting children to successfully transition to school helps foster their enthusiasm for lifelong learning. A child's transition to school experience starts well before, and extends far beyond, their first day. Families and Educators play a significant role in supporting the transition to school, so start well before your child's first day. By working together, early childhood services, schools, families and relevant community organisations can help children enjoy a great start to school.



Simple tips:

- Be ready to support your child.
- Listen to your child's thoughts about starting school make time to talk, read, play and relax with your child.
- Share your positive feelings about school.
- Practice new routines.
- Encourage your child to know how to seek help.
- Meet new children and families before the first day.
- Celebrate starting school.

Top Tips for Starting School

KEEP THE TALK POSITIVE

- When talking to children about their next step in formal schooling, highlight the positives.
- Encourage conversation and questions from your child about school and frame these conversations in a positive light.
- Go to the library and borrow books about starting school. Use these to prompt discussion and answer questions.

FAMILIARISE

- Visit the buildings, playgrounds and other facilities the children will be using in the following school year. If possible, plan these visits in quiet times where the environment can be experienced without being too overwhelming.

BUILD RELATIONSHIPS

- Get to know the new teacher, the principal and other key staff. Attend any formal program set up by the school for transition. If there is not a formal transition process where this occurs, make appointments to facilitate this yourself.
- Organise or participate in playdates with children sharing the same class or year level if possible. Use part of the holiday period prior to the new school year to build friendships and relationships with peers.
- Involving parents too in these social times is good for everyone. Parents rely on each other for support. A strong network of parents will be of great benefit and comfort to the children.

FOR MORE INFORMATION PLEASE VISIT THE FOLLOWING WEBSITE

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/media/documents/getting-ready-for-school.pdf>

SCHOOL READINESS TRAINING

THERE WILL BE TRAINING HELD ON MONDAY 14TH & WEDNESDAY 16TH OF OCTOBER FOR THE EDUCATORS WHO HAVE CHILDREN GOING TO SCHOOL IN 2020. KEEP AN EYE OUT FOR CONFIRMATION OF TIME.





Adventurous Play / Risky play

Risky play is thrilling and exciting play where children test their boundaries and flirt with uncertainty. Risky play provides opportunities for challenge, testing limits, exploring boundaries, and learning about injury risk.

Risky play is important because:

- It provides children with the opportunity to assess risk and manage sticky situations
- It gives kids a sense of accomplishment and fun.
- Swinging, climbing, rolling, hanging and sliding are not only fun for children but are also essential for their motor skills, balance, coordination, and body awareness.
- Developing less fear.

What are the benefits of risky play?

Children need and should take risks in order to explore limits, have new experiences, and develop their capacities. A strong motivation to respond to challenges involving a risk of injury helps them learn how to walk, climb stairs, and ride bicycles. As they grow and develop they will have to make choices about what is safe to attempt and what is not.

Develops self-confidence and well being. It becomes a source of pleasure for the child as they foster new learning experiences. Importantly, it aids them to when interacting with children of different age ranges.

National Quality Framework | Quality Area 3:
Physical Environment Element 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.

KIDZ DREAM CHILDREN IN THEIR ENVIRONMENTS

