Wow! This term has flown quickly and it’s hard to imagine that soon we will be celebrating Christmas. Attached to this newsletter is an invitation to our family celebrations. Governing Council also ask for your support via the Christmas raffle with proceeds to help repair the fence. We ask that each family please offer their support and bring in donations early to support the efforts of our dedicated committee made up of busy mums.

We set up a display of the children’s work in the education hall at the local show. It featured the mural of the story of the tiny seed along with their art work. It also featured a 3D model of what they discovered on their excursion to the railway track along the drain. They have also been very creative constructing fairy gardens and frog houses out of bamboo and natural materials. We originally went to the drain to find out what was making the pobble bonk sound we could hear…banjo frogs. It has been fascinating to raise our own frogs and for the children to have the opportunity to observe the metamorphosis from tadpole to frog before their own eyes!

School Dental care is free for all toddlers and pre-schoolers. Give your child’s teeth a healthy start. Call for an appointment: 8733

Dental Visit
Jane came to visit from The School Dental Clinic on Thursday 25 October for a dental check. She had many willing helpers as she talked to the children about how to brush their teeth.

Learning Outcomes

School Dental care is free for all toddlers and pre-schoolers. Give your child’s teeth a healthy start. Call for an appointment: 8733 Clinic open: Mon. Tues. and Thurs.

Lift the lip
Lift your child's top lip once a month to check for early signs of tooth decay. White lines along the gum line can be the beginning of tooth decay. Please seek dental advice if you notice any changes in your child's teeth.

Cleaning teeth
Brush the teeth twice a day - after breakfast and last thing before going to sleep at night. Parents need to supervise the use of toothpaste and tooth brushing by their young children. Children do not have the skills needed to fully clean their own teeth until they are 8 to 9 years. You need to put the toothpaste on yourself until the children can do it properly.

We have had a high number of days where children and staff have been absent due to ill health. Please remember to keep children home if they are unwell to prevent the spread of infection. Please assist children in learning safe hygiene practices for wiping their nose and hand washing.

Good websites for more information on dental health:

SA Dental Health Service

Child Youth Health
http://www.cyh.com/HealthTopics/
**Children have a strong sense of identity** when they are respected and recognized for who they are.

Focus book: *Whoever you are, wherever you are* by Mem Fox

- Talking to the children about similarities and differences - we are all individuals and may have differences in appearance (skin, hair, eye colour etc) and have different ideas and interests etc. We also have similarities in that we all have feelings and are connected to others; we are all connected as a kindy and to the broader community with a shared identity as Australians and as part of a global world. As educators we aim to promote respect for each others differences and a sense of belonging and working together.

- Individual portraits of the children with photo art and water colours - acknowledging each child, celebrating their uniqueness and what makes them feel happy at kindy

**Children are connected with and contribute to their world** when they develop a sense of belonging to groups and communities and an understanding of the rights and responsibilities necessary for social participation.

- Incorporating the character ‘Gabby Get-a-long’ to promote social skills of sharing and including others

- Setting up a Shoe shop for socio-dramatic play with multiple entry points for children to enter the play and take on a variety of different roles - shop keeper, customer, sales persons

Do have any old shoes, shoe boxes, wallets or handbags that you can donate for the shop?

Extending upon the children’s interest in exploring the world around them and observing changes associated with spring

- observational paintings of spring flowers - thank you to Poppy for bringing in a Ballerina Poppy, it’s size and formation captivated and inspired the children’s inner artist

Can you please bring in spring flowers for painting, creating fairy rings and daisies for daisy chains?

- metamorphosis of tadpole to frog and hands on exploration with their own frog pond

- metamorphosis of silkworms - they are currently in the initial stage of being a larva - Did you know they go through 4 molts as they grow bigger munching their way through mulberry leaves?

**Children have a strong sense of well-being** when they engage in increasingly complex sensory-motor skills and movement patterns.

**Fine motor skills:**

- Sensory play - frog pond with water and pebbles and working with mud
- Chalk drawing
- Writing shop signs and prices for the shoe shop
- Fine brush painting
- Eye - hand coordination - threading to make a bamboo mobile
- Making energy suits

**Gross motor skills:**

- Developing complex movement patterns with hopscotch - combining a pattern of jump, hop, jump
- Developing running, jumping, landing skills with a motor cross course including ramps
- Action songs: Froggie jumps high, The Bullfrog

**Children are confident and involved learners** when they develop dispositions for learning such as curiosity, enthusiasm, confidence and developing a range of skills such as researching, hypothesizing and investigation.

We will promote this by learning about the lifecycle, habits and characteristics of silkworms.

http://www.suekayton.com/Silkworms/lifecycle.htm

**Children are effective communicators** when they begin to use images and approximations of letters and words to convey meaning.

- Writing shop signs and prices

Developing phonological awareness skills

- Listening skills: Froggie, froggie song incorporating rhyme
- Initial sound awareness: developing children’s ability to become aware of initial sounds and to distinguish sounds ‘f’ ... for frog, fan, fork, four, five, foot, fun and distinguishing when a word does not start with a ‘f’ sound.

*Regards, Pauline, Tracey, Sue, Susan*