Welcome to our second newsletter for this year. Newsletters will come out in week 4 and 8 each term. They will be in Sharing Books and also emailed out to ensure that you have the information on hand when needed.

We have had a settled, calm start to the year. Yes I did say calm! The 2016 group of children are developing independence, asking questions, offering ideas for learning activities and developing friendships. A major focus at kindergarten is getting to know each other and the rules/routines of our day (Belonging). Developing a shared understanding of respect for ourselves, kindergarten and personal property and each other ensures many fun and learning opportunities ahead.

It was wonderful to see so many parents at our Information Night and our Family Pizza Night. Making these connections and communicating with each other will ensure that we all work together ensuring the best for your child.

We held our first Learning Committee meeting last week. Lily, Nathan, Kate, Jackson and Glenda met to decide learning ideas for the next few weeks. Kate—Fairies and Princesses; Lily—Fairy stories; Jackson—Pterodactyls and Nathan—Giraffes. These will be the base for our learning in the next few weeks. Of course as other ideas come up they will also be threaded through our learning and activities. Learning Committee minutes are displayed on the board near our office. Be sure to check here regularly.

Places to watch for communication—Sharing Books which go home fortnightly; Website—www.brigewaterkgn.sa.edu.au; Facebook page—Bridgewater Kindergarten; Pockets hanging near the front door; Posters on the front door; SMS, Learning Committee board and of course conversations with staff. If you would like a longer chat with us please book a time after session.
Governing Council

The kindergarten is managed by a Governing Council – comprised of a group of parents plus the Director and Teacher. This group:
• manages the centre’s finances
• makes sure the grounds, buildings and equipment are maintained
• sets priorities for improvements
• sets policy for change and future directions
• represents the interests of all users of the centre’s services – playgroup, pre-entry and kindergarten.

At last Thursday’s AGM these parents were elected to the 2016 Governing Council.

Welcome to Sarah Moulds (Chairperson); Alisa Fleming (Vice Chair;) Craig Gillespie (Secretary); Mel Campbell; Mel Hansen; Janine Aujard, George Inglis, Kelly Loughry, Fiona Byfieldt, Kylie Gill, Jaclyn Pedler and Jo Millard.

All parents are welcome to attend Governing Council meetings.

Next meeting Tuesday 1st March 7pm at kindy.

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Birthday celebrations

We love to celebrate birthdays with our children. Any opportunity to make them feel extra special!

“We ask that you abide by the healthy food policy when celebrating children’s birthdays at kindy. We celebrate the children’s birthdays with a card and a playdough birthday cake. Some families choose to celebrate by giving each child a balloon, bubbles, a sticker or sharing a fruit platter. This is not expected, it is each family’s personal choice.”

Making stories with picture cards.

Diary Dates

Wed 24/2 Julie teaching while Glenda is at a Partnership meeting.

Tues 1/3 Governing Council 7 pm

Tues 8/3 Julie teaching while Glenda is at a Nature Play conference.

Wed 16/3 Julie teaching while Glenda is at a Numeracy Partnership meeting.

Wed 16/3 Child and Youth Health Checks older children.

Wed 13/4 Julie teaching while Glenda is at a Regional Preschool Directors meeting.
CURRICULUM

In Early Childhood settings, curriculum means "all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development"

EYLF (adapted from Te Whariki)

Our Learning Focus

These first few weeks have been filled with special moments as we all (staff and children and families) have begun a journey of

**WONDERING**: Creating a fascination and wonder about something.

**NOTICING**: demonstrating that you have noticed something and can make sense of it.

**GENERALISING**: the capacities to notice then copy…if you know one thing, you always know something else!

**REASONING**: having a theory and being able to prove it.

**VISUALISING**: creating a mental image that allows you to manipulate your ideas.

OUR ROUTINES:

What routines have the children learned in their first three weeks?

**Lunch boxes** get dropped in to the big brown box by the front door.

**Snacks** stay in their **Kindy bags** and these hang near their names, along with their kindy hat and hand drying towel.

Mums, Dads, grandmas can stay and read a story or do a puzzle in the morning.

The **Waving Window** is a great place to say good bye if you’re feeling sad.

Someone different **rings the bell** for group time and lunch time each day.

We have a **story group** each day as well as **singing** and **music**.

We get our own **snacks** from our bags at snack time. There are three bins – one for **Compost**, one for **Recycling**, one for **Rubbish**.

We can only go outside if there is a teacher outside.

We must always wear our kindy hats when we go outside to keep us **Sun safe**.

At lunchtime we wash our hands and find our lunchboxes on a table in the **Kindy Café**. We **wait** for all our friends to be sitting at our table before we begin eating. Again we use the three special bins.

After lunch we have a drink then go into the **Rainbow room** for some quiet **Relaxation time**. This is not for a sleep but to let our bodies have a rest and get ready for more play!

At the end of the day we help **pack up**, go to the Rainbow room for songs, stories and **say Goodbye** to Glenda and Deb and see our parent or carer once our name has been called out.

Such a lot to learn and remember. No wonder kindy times can be tiring!
NUMERACY FOCUS:

How is numeracy defined today?

Numeracy is the capacity, confidence and disposition to use mathematics in daily life.

Children bring new mathematical understandings through engaging in problem solving. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives.

Spatial sense, structure and pattern, number, measurement, data argumentation, connections and exploring the world mathematically are the powerful mathematical ideas children need to become numerate. (EYLF p. 38)

There are four indicators to describe how a child sees, interacts with and explores numeracy in their world:

- Exploring and understanding my place and space in the world
- Measuring and comparing my world
- Analysing, reading and organising the data in my world
- Quantifying my world.

In the first few weeks the children have begun to explore numbers in their environment as they begin to Quantify their world as well as Measuring and comparing their world.

So far the children have been writing, copying, creating, matching, sorting, measuring, grouping, comparing and of course counting at and around the number tables.

As they have been sharing their skills and information with each other they have begun to talk about themselves as Mathematicians!

Of course this learning not only happens inside the kindy, Outside there has been lots of discussions about how high they can safely climb the monkey tree, how deep the hole is in the sandpit, how long it takes to change the babies clothes,

They have been playing Hopscotch, ordering the digits (numerals) on the round logs, counting the Dinosaur eggs which appeared in their Dinosaur Land after lunch on Tuesday,

Matching and sorting plates and cutlery in the Home corner Café.

These experiences also create rich conversations and language as well as social interactions with us and other children!

Deb