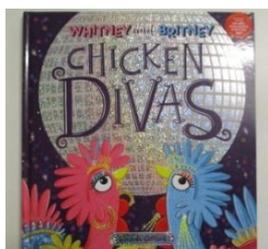


Our (PTRR) **Paint The Ridge REaD Dhinawan** celebrated its birthday in May and came for a visit with the children, reminding them of his song **“Have a look, have a look, here’s a book”** etc.

And his **Motto** to... **“Talk, Read, Sing and Rhyme, with your child all the time”**.

Thank you to Carol from the Wallangulla **for the book “Are we there yet Grandma?”** which was **illustrated by granddaughter Jailyn Webb** (who used to attend Little Diggers in her early years)



On Wednesday 27th May was **National Simultaneous Reading Day** and this year’s story was **Chicken Divas**.

We love books, reading and spending time together... building relationships literacy and learning while doing this.



Our Hug and a Kiss for someone we miss, was well received as was our **rainbow cups** that we shared around our community.

Left <- Inka with Franks hug & kiss.

Right -> We received a thank you letter from Karnie at Outback Division for the cup we gave them.



A cosy idea from children and families...

PJ and pancake Day.

☺ Thanks to everyone for getting involved in our event.



LO3.1 For children to become strong in their social emotional wellbeing we have been **playing games to support Self-Regulation...** such as... **Train coming...** going slow, then faster and faster and then slowing down, until the train comes to a stop. As well as... **You can jump, jump, jump and Stop...** and ... an old favourite **Lazy Lions**.

***From the Children...**



Children share special events for their family... Harlen painting his new sister Summer and adding himself to the picture.

Thanks Mary Stewart for your ongoing contributions to our program and these lovely handmade quilts for our dolls. Someone asked "Where come from?" Miss Brooke replies "Quinn and Phoenix Nan" Sophie comments "They are very beautiful." Adding "That's what Nan's are for!"



Introducing ... Mr Squiggle, imagination and creativity.





LO5 Children are effective communicators - engaging with **language and literacy**... Stories can be read and also be told using props. e.g. The Three Little Pigs and The Hungry Caterpillar.



LO5.2e beginning to understand **key literacy concepts** such as sound of language, letter sound relationships concepts of print and the ways texts are structured. Looking at and learning about **letters, sounds and words**.



LO2.1 Children develop a **sense of belonging** to groups and communities....**making connections** through play.



Reflecting a statement of our Philosophy **“We have here children and adults who are looking for the pleasure of playing, working, talking, thinking and inventing things together.”** Children doing this in smaller groups and larger groups, engaged in play outside... making connections, working together experimenting with trial and error and problem solving.

One of our favourite fish...

The Rainbow fish.

Connecting with our experiences and **learning about kindness and sharing for children LO2.1** to develop a sense of belonging and social skills - understanding of reciprocal rights and responsibilities for active community participation. Phoenix helping Milah add a scale to our fish.



Scaffolding in action... Children sharing their knowledge and skill through interactive games such as noughts and crosses, Tom teaching Ryder how to block.



O X O X O X O X O X

O X O X O X O X O X



Children have been **getting to know each other and discovering their shared interests...**

... such as **Mario,**

... **Train play,**

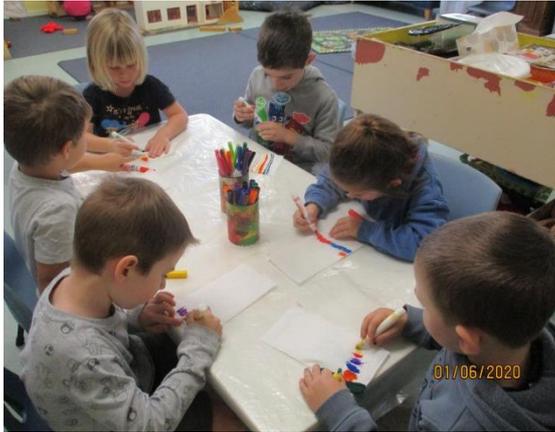
... **Nature and photography.**



... an **Apprentice Beautician** working with **hair and nails.**

*** STEAM... Science, Technology, Engineering ,Art and Mathematics.**

Over one week the Educators demonstrated different experiments and then the following week the children did the experiments themselves... using paper towel, colour, water, oil, shave cream, and Alka-Seltzer tablets.







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LO4.2 Children are confident and involved learners... developing a range of skills and processes... such as experimentation and hypothesising.



Planning and engineering... We watched our neighbour move a container into place with a crane. Seeing how people had to talk to each other and make a plan how to do the job. **Lego work** - creating constructions with ideas from the mind. And another favourite... working out how to get the ping pong ball into the cup or bowl.



 **Frogs eat flies and we can use gum leaves to swish them away ...**
Shoo fly don't bother me!
 For children to LO2 connect with their natural world and LO2.2b sharing our bush culture. Thanks Victoria.
 As well as LO5.3 express idea using a range of media.



Now that it is cooler we sparked up the fire pit. Natalie going over our fire safety guidelines...



teaching children about being safe QA2.2

Adding to this experience we had roasted marshmallows Thank you to Karen for bringing these in for us.

*** Childrens Health and Wellbeing QA2 and LO3.2 *******

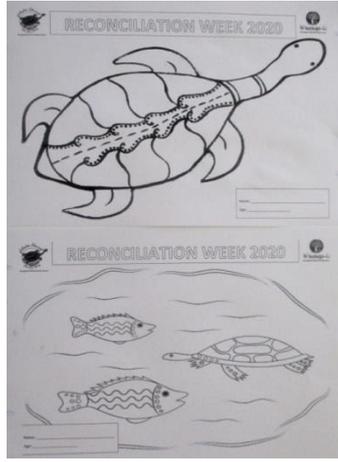


Meditation day was on 21st of May. We have been doing **Meditation, Breathing Exercises and Yoga** with the children... for physical and mental wellbeing, to gain a sense of calm and re-centre ourselves.

“Exercise” says Milah. Above is the Boat pose and (above right) the Egg roll, also building our core strength and flexibility.

Children have sharing what they have been learning a home... Willow showing Mum and Dad her yoga moves.





***Reconciliation...** This year's theme "In this Together". Thank you to Winanga-Li for organising a colouring in completion for this event... Some of our winners of the colouring competition were ...Frank McBride and Willow El-Sheikh, Congratulations well done.

We are on Yuwaalaraay Land.

"Yamma" Early Childhood Australia Voice - says Our learning included that saying hello in an Indigenous language is a small but very significant act of reconciliation. And just so you know good bye is "Yaluu".



Connecting Literacy and Numeracy - We have been singing a Rhyme "1 2 Buckle my shoe". Extending on Maths concepts we made a couple of number 3 cakes. (Thanks to Brooke for the awesome mould) Conversations about numbers and ages... **Tom** - $3 + 3 = 6$, So does **5 + 1 Phoenix** lets us know. **Frank** I'm 3 then 4. **Levi** I'm 5. **Claire** went on to tell us $5 + 5 = 10$ and **Tom** adds $6 + 6 = 12$.



QA6.2.3 Community engagement and building relationships. **Yuwaalaraay Language and Culture.**

Welcome back to **Walgan Brenda** and **Aunty Liz**. We also said Yamma and welcome to **Lee Lee & Simon**.



Together we have also been working on **counting in the local language Yuwaalaraay...**

Practicing 1 to 5 ... 1 Milan, 2 Bulaar, 3 Gulibaa, 4 Buligaa, 5 Maa .

We revisited the animal names and the song **Brooke** had introduced us to a song connecting Yuwaalaraay and English. We also have been doing the dance "Dhaygal, walarr, dhinbirr, dhina" Head, shoulders knees and toes. We even had another look at **Ben Flicks** story about "The emu in the sky". **Ellie** let us know that "Poppy Cod showed her the emu in the sky." The next topic we are focusing on is a Family project.

- 1 Join a local community group and participate in local events.
- 2 Encourage each other and offer support.
- 3 Value everyone's contribution to family life.
- 4 Do something with your family to help others.
- 5 Take time to talk with, and listen to, family members.
- 6 Respect the differences in your family.
- 7 Ask for help when you need it.
- 8 Celebrate your family's achievements.
- 9 Build relationships with older relatives and community elders.
- 10 Keep active and eat well together as a family.

National Families Week

16 Everyday Activities That Count as Learning

1. Cooking & Baking
2. Meal Planning
3. Budgeting
4. Checking the Weather Forecast
5. Building with LEGO
6. Playing Card Games
7. Playing Board Games
8. Doing Puzzles
9. Imaginative Play
10. Listening to Music
11. Reading
12. Coloring, Drawing, Painting
13. Listening to Podcasts or Audiobooks
14. Writing Emails
15. Taking a Walk
16. Cleaning & Doing Chores

Learning happens all day every day!
Source: We Are Teachers See more

*** National Families Week**

was held between 15 and 21 May.

This is a time that **we acknowledge** and celebrate the **vital role** that our **Families** play as **children's first teachers**.

Stronger Families, Stronger Communities.
QA6.1 Supportive relationships with families.

Above are **Top 10 Tips** on how we can achieve this.

Also **16 Everyday Activities** that count as **Learning**, there are opportunities all around us.

Some families are thinking about the **transition to school** and we have provided **Understanding Readiness for School** which covers all areas of development... Giving the best start so that children can **Strive** rather than just **Survive**.

This highlights the importance of social emotional readiness, not just academic readiness.

Understanding Readiness for School

Try to look at each child's readiness in all areas of development.

Independence	Social Skills
<p>Is the child:</p> <ul style="list-style-type: none"> attempting to dress themselves? verbalising their needs? toileting themselves? following a routine? being responsible for their own belongings? following 2-3 instructions to complete a task? 	<p>Is the child:</p> <ul style="list-style-type: none"> socialising with other children? sharing and taking turns? playing group games? using basic problem solving strategies?
Resilience	Language Development
<p>Is the child:</p> <ul style="list-style-type: none"> expressing their thoughts and needs? working through conflicts with friends? using strategies to deal with emotional situations? solving problems themselves? 	<p>Is the child:</p> <ul style="list-style-type: none"> having conversations with children and adults? understood by other children and adults when talking? asking questions? comprehending sentences and instructions? playing with words, singing songs and rhymes? recognising signs and logos in the community?
Reading	Writing
<p>Is the child:</p> <ul style="list-style-type: none"> showing an interest in reading? attempting to recognise their own name? asking to be read to? listening, comprehending and retelling what is happening in stories and pictures? 	<p>Is the child:</p> <ul style="list-style-type: none"> showing an interest in making marks on paper? attempting to hold a pencil correctly? showing an interest in letters and how to write them?
Co-ordination	Mathematical Awareness
<p>Is the child:</p> <ul style="list-style-type: none"> showing an interest in threading, building with blocks, cutting, doing puzzles, drawing and using play dough? able to walk and use stairs without tripping? engaging in physical activities such as climbing, skipping, jumping, running, throwing and catching a ball? 	<p>Is the child:</p> <ul style="list-style-type: none"> showing an interest in playing with numbers, counting, sorting, labelling and naming shapes? identifying colours? using concepts such as above, below, inside, outside, in, out, on, up and down?

Big Fat Smiler | familiesnsw | For more information, visit: www.transitiontoschool.com.au