Simone’s Message

“Escape to Everywhere!”
Book Week 2017

What an exciting week we have had! Our Book Week celebrations inviting us to “Escape to Everywhere” resulted in some very creative costumes and I don’t know who enjoyed dressing up more, our children or our Teachers? It was very entertaining to watch little monkeys, bears and tigers on the climbing frames, dinosaurs and fairies busily working side by side at their tables, and so many beautiful sleeping pirates and princesses!! Thank you to all our parents for all the effort you put into helping to bring books alive for our children.

Books are such a treasure trove of wisdom and life lessons. So, what exactly did we learn this week on our Escape to Everywhere?

From Maurice Sendak and “Where the Wild Things Are” we learnt that going on an adventure might be fun but nothing is better than coming home to your very own bedroom!

From Marcus Pfister’s “Rainbow fish” we are reminded that sharing with others makes everyone’s lives richer.

From Judith Viorst’s “Alexander and the Terrible, Horrible, No Good, Very Bad Day”, we are reassured that everybody has “bad hair’ days!

Whilst Dr Seuss taught us that “The more that you read, the more things you’ll know, the more that you learn, the more places you’ll go!”

We hope that picture books continue to be an important part of your child’s life and we continue to learn from their simple messages and advice.

FATHER’S DAY
Please join us next Friday 1st September for a special Father’s Day sausage sizzle breakfast. Our breakfast will get underway at 8.00am and conclude at 9.00am so our Dad’s can head off to work. If you are unable to join us please make sure that you collect your special Father’s Day gift, made with much love and care.
“Every precious drop of change has a ripple effect in the ocean”

LO 1.4 Children learn to interact in relation to others with care, empathy and respect.

To begin each day, the children have been listening to meditation music for relaxation while they sat down to a Zen garden, where they used a brush to create shapes and patterns around. It was so fantastic to watch everyone quietly sitting and focusing as they moved the brush consciously through the blue rice.

As part of our daily routine we incorporate meditation, just by turning the lights off the children lay down without being asked to get ready! When we first began mediation it only lasted a few minutes of rolling around and making lots of noises, The Hatchings now enjoy meditation so much and can now lay up to ten minutes quietly with ease! You should try at home!

The Hatchlings have still been fascinated by the sensory bottles they made in week one and love to watch the water ripple as it moves around the bottles creating amazing effects from the water. To extend further on this all of the children created their very own ripple art work, the first part was a little confusing for some as they used white crayon to draw all over their page but they couldn’t see where it had gone! It wasn’t until they painted watercolour over the top to discover what they drew hiding underneath to reveal the rippling ocean. It was so amazing to watch their fascination to discover something unknown while creating something meaningful and they all look so beautiful!

We have had some very special guests coming in throughout the week, we’ve seen bears, lions, princesses and many other characters all to celebrate book week! Thank you so much to all of The Hatchlings that brought a book to share and read with the whole class, it’s been so wonderful reading new and exciting things. We really have been having so much fun dressing up too!
Stage 1 - The Nest & Hatchlings
Sensory Play

[Images of children engaged in sensory play with paint and other materials]
Stage 1 - The Nest & Hatchlings
Under the Sea
Stage 1 - The Nest & Hatchlings

Book Week
Young children are inherently curious about the world around them and stories play a vital role in their growth and development. The books they read and the characters they get to know can become like friends. It’s also good for children to understand that books are a useful source of information and that good reading skills are important for success in their future lives. Reading also helps children with their confidence levels, coping with feelings and language and learning.

Book Week was great fun for the children! They enjoyed dressing up as their favourite book characters and bringing books to share with their friends! To celebrate book week we selected five of the children’s favourite books and each day of the week we explored one of those books in group time through activities such as painting, collage, music and dancing.

Escaping to Everywhere was our Book Week theme. Firstly, on Monday, the children let their imaginations run wild by escaping to “Where the Wild Things Are”, a much-loved book by Maurice Sendak! The children went on an adventure with Max, jumping on a private boat and getting to the land of the wild things! In addition the children made monsters using round paper and collage objects. On Tuesday we explored the book “The Very Hungry Caterpillar” by Eric Carle. The children absolutely love this story and every time we read the book it fascinated them! The book is about a small but yet very hungry caterpillar that becomes a beautiful, colourful butterfly.

On Wednesday we went on a bus ride with the pigeon from the book “Don’t let the pigeon drive the bus!” by Moo Willems. The children took their imagination to a place where a pigeon dreams of driving a bus! In the following day we read the book “Goldilocks and the Three Bears”. The children love this traditional story and to better visualise the scenes we created a corner with Goldilocks and the bears. And on our final day we went on a bear hunt! The book “We are Going on a Bear Hunt” by Michael Rosen took the children on an adventure through long wavy grass, a deep cold river, thick oozy mud, a big dark forest, a swirling whirling snowstorm and a narrow gloomy cave where they found a big bear!

“You can find magic wherever you look. Sit back and relax, all you need is a book.” Dr. Seuss
Stage 1: Fledglings
Book Week: Escaping to Everywhere!
Stage 2 - Chicks

Book Week

We had lots of fun for Book week! The children came into school dressed up as their favourite book characters and also brought their books to share with the class each day. We had children dressed up as the book character "Red Riding Hood" who came with a basket and cake, a hunter, beautiful princesses, fairies, a witch with a broom, Animals and even Thomas the Tank Engine. What a brilliant dress up idea!!

Throughout the week the Chicks have participated in many fun activities related to the daily book sharing. We chose the book “A squash and a squeeze” to begin our fun week. Children were provided with play dough to try to make the characters from the book in their morning activity. For the book sharing, children were invited to pick one character that they want to be and were given with sticks to enact the story during dramatic play. The children were highly engaged in participating in this play. Amber was the "Old lady" and Mabel the "wise old man" they tried so hard to be the character and read out loud their script to each other. Children love drama so much and everyone requested that we repeat the story everyday in a group time.

The books we have shared during the week were "Room on the Broom" where the children made their own magic wands. Another book was one of the Chicks’ favourites ‘We are Going on a Croc Hunt”, where we set up an obstacle course at the playground for the Croc hunt. Children had their hat ready and a big net to try to catch a crocodile in the mountain. When we found the crocodile, we all ran away and hid somewhere safe!!
Stage 2 - Chicks

Book Week
Stage 2 - Chicks

Book Week
Stage 2 - Sparrows

Book Week

This week the Sparrows have celebrated book week. Each day the children have dressed up and brought in their favourite books to share with their peers.

Over this week we have enjoyed various activities like book mark decorating, we have read books and then acted out the story. We even enjoyed eating a book shaped cake!

Throughout the week we have read:

**Where is the Starfish**
This story didn’t have any words but pictures showing gradual pollution in the water. At the end of the story a big whale comes and pushes all the rubbish up onto the beach. Throughout the story I ask the children to describe what they could see and the emotions on the fish’s faces. We discussed the reasons why they might be feeling that way and how important it is to keep our oceans clean.

**The Egg**
Is about a boy named George who finds a large egg under his mother’s favourite chicken. When it hatches he finds himself looking after a baby dragon. George takes his parenting role seriously and decides to teach it everything it needs to know about being a dragon. As a class we discussed the importance of showing care, empathy and respect to others, no matter how different.

**The Foggy Foggy Forest**
This story had see through pages with shadows for the children to try and guess what was hiding in the forest. This allowed for the children to initiate open discussions between themselves to try and guess each page.

This week has been a total success in celebrating the wonders of book and the different worlds and emotions we can be taken to. Congratulations and a big thank you to all that participated.
Stage 2 - Sparrows

Book Week
Stage 2 - Sparrows

Book Week
Stage 3 - Robins

We have had a wonderful week celebrating Book Week. We absolutely adored all the creative costumes which brought all our much-loved characters to life. This week our focus was all centred on reading, acting out, analysing the meanings of text and getting to know the characters of our favourite books. Additionally, we engaged the children in art making activities as well as the book ‘writing’ and illustrating. For every story we used a number of props to make the story more appealing and interesting.

“Jack and a Flumm Flumm Tree”
It is a really fun and enjoyable book to read to a group of giggling three year olds. It is very engaging as it is told in rhyme and contains one distinctive rhyming verse: “Don’t get your knickers in a twist said Jack, let’s have a look in the patchwork sack.” When we were reading this book to the class the children were laughing out loud. The colourful and engaging illustrations used in the book throughout created further fun and excitement. Furthermore, we used all the objects found in the book as props. We had hidden them in and out of a patchwork sack, just to pull them out as Jack had another and another of his adventures, by doing this the storytelling become more exciting and animated for the children.

“The Smartest Giant in Town”
The Smartest Giant in Town is a fantastic picture book, it contains a heart-warming story, excellent visual aids and rhymes that are repetitive and added to as the narrative continues. It tells the story of a Giant named George who, fed up of wearing his scruffy old gown, decides to splash out on a whole new set of clothes. George sets off from the clothes shop on his way home, but is interrupted by a series of animals in distress, for example a giraffe with a cold neck, a family of mice whose house has burnt down or the goat who needs a sail for the boat. Due to George’s huge generosity, he dispenses each of his new items of clothing to solve each of the animal’s dilemmas. This continues until George has given away all of his clothes bar his old underpants. The story finishes when George finds his old gown, as well as a letter from all of the animals he has helped stating: ‘he’s the smartest giant in the town’. This book appealed to the children firstly because of the excellent illustrations. On each page there is the picture of George with one item less of clothing, as well as several animals. The rhyme that is added to and repeated throughout the book provides rhythm for the children, and memory challenge. Finally, there is a moral to the story that is valuable to children; it reinforces the idea of kindness to each other, and kind acts being appreciated.

“Room on the Broom”
Room on the Broom is an exciting, enchanting story of a good natured witch and her cat that meets new friends along the way, a dog, a bird, a frog and invites them onto her broom. It has a nice rhyming flow to the story which will keep children engaged plus the use of repetition. The pictures are fascinating and really do bring the story to life. There is very descriptive use of words for the characters in the book, particularly when describing the horrible and frightful beast. There is a moral to the story, if you treat others well, the rewards will show. It is a story of friendship and help in times of need. This story is also available in a movie version and we didn’t hesitate to share that piece of animation with the children, from this the children discussed what props we might need to act out the story ourselves. They recalled the story and came up with some great suggestions. We went to the atelier to begin to create masks and props. Once all the props were gathered the children then had the opportunity to begin acting out the story.

**Book Making**
We made books from a double-sided pre-printed page that was folded in half, the children were given all necessary materials including letters stickers, pencils, crayons and character stickers. Everything that children desired to put into their books gave them a practice in literacy skills. Crayon scribbles are a step toward writing. Choosing ABC stickers offers practice in letter recognition. Cutting out pictures and using a glue stick are exercises in fine-motor coordination. But best of all are the little teachable moments that occur naturally when the children work on their books. For example, Liam figured out how many pictures he needed for his book and chose four animals. He placed them on the page and then together we numbered all the pages. Then we sounded out the animal names, and we searched his sheet of stickers for the right letters. Another example of valuable learning was when Aubrey as she was adding stickers to the book was narrating out loud what the objects were doing. She said “This crocodile is looking for a river to swim to his family!” I asked her if she wanted to write that in her book. She thought that was a great idea and picked up a marker and wrote some letters. Children’s active participation in reading and storytelling enhances early literacy learning. Reading and writing experiences result in positive benefits for the children in two areas: linguistic processes, which include listening comprehension, phonological awareness, and oral language; and print-related processes including alphabet knowledge, print awareness, written language, and text comprehension.
Stage 3 - Robins

Book Week
Stage 3 - Robins
Book Week
This week is book week and the Kookaburras have participated in a variety of experiences that relate to the book ‘Inside Mary Elizabeth’s House’ by Pamela Allen. These experiences included:

**Drawing our favourite page from the book**

Camilla: “Boy’s monster.”
Sam: “Scary monster.”
Aaron: “The monster chasing the boys.”
Theo: “Mary.”
Aadhya: “Monster.”
Bella: “Monster chasing the boys”
Isabella: “It’s a monster.”

**Hypothesizing what Mary Elizabeth would feed the boys for dinner**

Lucia: “Spaghetti.”
Aadhya: “Cheese.”
Aaron: “Oats.”
Theo: “Chocolates.”
Rhys: “Pasta.”
Camilla: “Sultana Bran.”
Samuel: “Bananas.”

**Making a monster, drawing a map of the way Mary Elizabeth and the boys walked to school and; Predicting what we would see if there was a sequel**

Aadhya: “The boys would go to school.”
Aaron: “They would all go to school.”
Theo: “Cars would pass the monster.”
Bella: “The boys would believe Mary Elizabeth.”
Sam: “Go to school.”
Finn: “The monster would pass the trees.”
Rhys: “The kids would run back home.”
Camilla: “Boys would run past the birdies.”
Samuel: “Boys run past the trees.”

The children were also encouraged to dress like their favourite book character and bring in a book to share. Camilla chose to dress like a unicorn and share with us her favourite book about unicorns, Rhys dressed up as a fire fighter with a book for us to read, Lucia dressed as a cute bunny and we read her book to match, Bella was a ballerina with a lovely themed story, Theo shared his favourite book about cars and Helen and Isabel were beautiful princesses.

It was such a fun week of ‘Escaping to Everywhere’ where we enjoyed a large variety of books and stories that we treasure the most.
Stage 3 - Kookaburras
Book Week
This week we celebrated Book Week’s ‘Escape To Everywhere’!

We had SO much fun reading new books that the teachers and children brought into school. We had books about pirates, princesses, dinosaurs, cars, dancing and so many other things!

To start book week off, we made Mary Elizabeth’s house from one of the children’s favourite books. We used a large roll of brown paper, photocopied pictures from the story and paint. We constructed a large house together and painted a door and the roof before sticking pictures of the monster in the windows onto the house. The finishing touch was a flap on the door that, when opened, shows the monster inside!

Later in the week, we read one of the CBCA’s selected books for book week, ‘My Brother’. This is a beautiful but sad story that encourages healthy and safe discussion about sadness and loss. We spoke about these feelings in a small group and then each child made a bookmark. They all look lovely. The children spent time thinking about what they wanted to draw. Some children drew happy pictures whilst others drew some pictures about the book that focused on the sadness.

We also read a story called ‘Gary the Pigeon’, which is a book about a pigeon who can’t fly but wants to have adventures. He gets lost and uses his scrapbook of travelling memories to find his way home. We then all made our own maps based on the story. The children were given a variety of pictures and needed to make a map to help Gary find his way home. I really enjoyed watching the children problem solve and think about the different places Gary needed to go to find his way home.

We also had so much fun dressing up this week! We had lots of princesses, Sesame Street characters, Dr Seuss characters, pirates, ballerinas, different animals and mythical creatures and even the teachers got dressed up! Thank you everyone for a wonderful week!
Stage 3 - Flamingos
Book Week
Stage 4 - Cockatoos

Book Week

How lovely that this year’s Book Week Theme – “Escape to everywhere” allows us to continue our investigation into space and dramatic play.

The children started the week looking at the story ‘Aliens love underpants’ the story is very silly and allowed the children to escape the factual information they have been learning about space to focus on the more imaginary aspects of escaping to space.

To practice their fine motor skills, the children loved the little clothes line set up with pegs and un-dies to compliment the story. The children also enjoyed “Jemima to the rescue” where their familiar Play School characters had to solve some problems in space when their honey ran out. Some children then used the soft toys and the construction items to recreate the story in their own way.

So that all of the children can participate in the book week, we have loved sharing some of our favourite and most precious books – from Batman to Ella Bella Ballerina, Fearless to Scaredy Cat, Aliens to Dinosaurs the children have been so attentive during group time.

Outside of group time there has been a HUGE increase in dramatic play – with many children wearing and sharing their outfits, it has been a delight to see them behave as their favourite characters – during the week we saw a blue dragon become friends with a storm trooper. A chef and an Astronaut found lots in common as one taught the other how to cook. A monster and a princess made friends as they scaled a tall building... there are just too many gorgeous moments to relate and I am excited to see that sharing books and stories has led the children to seek out and play with different friends.
Stage 4 - Cockatoos
Book Week
Stage 4 - Rosellas

“Children are made readers on the laps of their parents”
Emilie Buchwald

I love this quote as there is something quite special when bonding with a child over a book. Reading with your children on a daily basis benefits their learning in so many ways. The act of reading and sharing a book......
strengthens the relationship between the child and parent
promotes academic excellence
Increases basic speech skills
Provides a greater understanding of the basics of how to read a book
Increases communication skills
Provides a mastery of language
Increases more logical thinking skills and also gives the reader an opportunity to escape into another world.

The theme for this week’s Book Week has been “Escape to Everywhere”. The theme could not be more apt, for when you open a book it allows us to escape to the authors world wherever that may be.

We have loved escaping to so many different places this past week. Thank you all for allowing your children to share their special books with us. We have gone on a journey with a little bird called Phoebe who desperately wanted to be seen, she adds more bling to her feathers but in the end she realises she was special just the way she was. Some children brought in sticker books so we made our own books and decorated them with stickers. We have learned about rescue dogs with Fireman Sam and enjoyed hearing about a little girl called Ada Twist the Scientist. We learned that some books are thick like the classic “The Magic Faraway Tree” by Enid Blyton with 632 pages and some are thin. There are also audio books and virtual books, or you can make your own.

Regardless of the book there is always enjoyment to be had. Happy Reading!!
Stage 4 - Rosellas

Book Week
Dramatic Play
Fine Motor Skills
Gross Motor
Book Week

I decided to do something that could be interesting this week.

This year’s Book Week theme is Escape to Everywhere; my mind immediately thought about Carnival. Carnival is a traditional Italian Party, it comes from Venezia (Venice) in North of Italy.

What better time to masquerade as in Venice and teach to them different customs and traditions?

Today every child created their own mask and pretended to be someone different.

Today the children welcomed me as usual with the song: “Ciao, buongiorno come stai?” Then I explained the mission of the day!

I showed them all the different masks and I gave the children coloured paper, glue and scissors. All the instruments needed to do our job.

The children were very excited about my idea, they showed a lot of interest and asked me questions concerning the Carnival.

All the masks were different and it was a really enjoyable lesson, where they learned the name of the colours in Italian.

I showed them, for inspiration, some different pictures of the masks worn in Venice. From the images, the children incorporated some ideas about how they wanted to paint their masks, which colours they can use and see the final product!
Italian
Sport

The Stage 1s had an awesome week of sport, we started with a few short Sprints to get warmed up followed by our problem solving exercises that children have been progressing through.

Different colour hoops were laid out with the children placing the corresponding colour bean bag inside. We used different types of mediums from a selection of areas placed in the correct basket.

The Stage 2s enjoyed a great week of sport, we started off with some short sprints to get warmed up and continued with new games from last week. These games focus on spatial awareness, team work, muscle development and fun.

Our first game called Hoop island is a modified version of tip that involved the children hopping around the exercise into the different hoops trying to avoid being tipped. We also added a few rules of either using a two foot jump or a one foot hop, these challenges refined the use of different muscles groups. Our next game is called monster ball another modified version of the classic tip however each tipper (monster) carries at footie ball and needs to tap the free children on the shoulder in order to tip them. Once tipped the students make their way to the safe area and perform a variety of exercises eg: star jumps to enter the game again.

The Stage 3s and Stage 4s started with a few short sprints to get warmed up followed by two new games namely hoop island and rob the nest.

Our first game is called Hoop island, which is very similar to the previous week however we added different challenges to the tipper or the children that got tipped. These challenges involved a variety of strengthening exercises eg: frog hops, star jumps or squats.

Our next game called rob the nest involved team work, counting and spatial awareness. The children are split into 4 teams with a number of tennis balls placed in the middle. Each team will make their way to the middle and grab a tennis ball and drop it into their teams nest, at the end the students will count how many tennis balls (eggs). We added a few rules and different colour balls which had different values as well as being able to rob your neighbours nest. These new rules encouraged the children to think about the different possible outcomes of their actions and strengthened team work.
Drama

Stage 1 & 2 Objectives:

To be able to do specific moves which require physical coordination
To act appropriately to linguistic instructions
To be able to notice own emotions
To express his emotions
To be able to notice others emotions
Shares others emotions

Activities include:

TIR as the Gardner who shrinks the children to seeds
Q & A about seeds (Stage 2)
The children used their body to create insects and objects individually, in pairs and in groups
Teacher led adventure
Noah’s ark game
The children created a soundscape of the rain. What does that mean if we are a seed? They sat on the ground and grew a little and freeze. Students stood up a little but not allowed to stand up completely. Teacher asks, “what do you need to be a tree?” Waits until students find the answer, the sun. When students answer the question teacher says, “now I’m your sun, I’m heating you, you are growing and becoming big trees”. Students become big trees by standing on finger tips. Meanwhile, children are wanted to find a shape peculiar to their tree. And then the question, ‘you lack something, what can it be?’ is asked. Teacher waits until students find the answer, fruits. After finding the answer, the teacher wants them to gather each other fruits. (pictures of fruits are also hidden around the room)
Find the spider game (react to each spider they find)

Stage 3 & 4 Objectives:

To understand what the term Tableau means
To be able to work in individually, in pairs and in groups
To be part of a whole class improvisation
To be able to add onto a story

Activities Include:

The children discussed what items they might take on a camping trip, looking at what the teacher had packed in her backpack
Created a number of tableau’s relating to camping
The children created a number of shapes (on their own and in pairs) using their bodies and different levels including a mushroom, a torch (on and off) a curled up snake. sleeping bag, kangaroo with a baby in the pouch etc. etc.
Worked as a team to do a whole class improvisation, setting up camp and going on an adventure (walking through the forest, crossing a bridge, fishing, canoeing etc. etc.)
The ribbons acted as a great tool for a fishing rod. Whilst fishing they had to use facial expressions and gestures to show what they had caught (big fish, heavy fish or an old boot)
As the sun went down the children gathered sticks for the camp fire, toasting their mash mellows whilst singing a couple of songs including some rhyming words
Each child had a turn at picking a prop out of the circle and adding to the story. They then acted the story out
Finished the camping improvisation by the children going to sleep in their tents (parachute) telling an interactive story using the torch and animal puppets.
Drama
Dance