



What's Happening

CAFHS 4 year old health checks-----	5 th
Pupil free day – no kindy-----	8 th
Public holiday -----	11 th
CAFHS 4 year old health checks -----	14 th
St Barbs transition week -----	18 th – 21 st
Blue group photographs -----	19 th
Red group photographs -----	23 rd

AROUND THE COUNTRY

Mabo Day-----	3 rd
World Environment Day -----	5 th
World Oceans Day -----	8 th
Global Wind Day -----	15 th
National Refugee Week-----	17 – 23 rd

Lots has happened already during Term 2. Our mapping project across the groups has provoked a lot of thinking and conversations. We have had our first catch up days for each group and went on a walk in the community locating key landmarks on a scavenger hunt. We have also been sending postcards to other preschools in Australia and around the world. We would really like families to be involved as well and will soon be sending home a postcard that we would like your child to send to a relative or friend somewhere in Australia or overseas, inviting them to send a postcard back so we can locate the town/country on a map. Details about this will be sent out shortly.

It was wonderful to see such a great turn out on the Mother's Day afternoon teas – we hope you enjoyed this event.

Kindy photos will be happening on the 19th June for Blue group and 23rd June for Red group. Please ensure you fill in the order form and return it with the money prior to the photography sessions. Parents in past years have been very happy with the quality of photos of their child in a variety of kindy settings. Only children that have their photo forms and payment returned will be photographed on the day.

The Children's Centre build is still on track. Stage 1 – the school STEM works, library and canteen are due for completion by the end of Term 2 and then work will begin on the current school library (which will become the kindy, community space and consulting rooms for health professionals). You can view the plans on the mobile whiteboard outside the child care centre.





WORLD OCEANS DAY – 8TH

World Oceans Day is a global day of ocean celebration and collaboration for a better future. Despite the huge challenges facing the world’s ocean, by working together we can support a healthy ocean that is able to sustainably provide for the billions

of humans, plants, and animals that depend on it every day. The focus for 2018 is to prevent plastic pollution and encourage solutions for a healthy ocean. Learn more at worldoceansday.org

NATIONAL REFUGEE WEEK – 17TH – 23RD

Refugee Week is Australia’s peak annual activity to raise awareness about the issues affecting refugees and celebrates the positive contributions made by refugees to Australian society. The Refugee Council of Australia has chosen #WithRefugees as the theme for Refugee Week 2018 in Australia. Today there are more refugees than ever. The experience can be prolonged or it can be fleeting, only by standing together can we begin to change this.

www.refugeeweek.org.au



OODLES OF NOODLES

PREP 15 min | COOK 10 min | MAKES 4

INGREDIENTS

- 2 carrots
- 2 zucchini
- 300 grams brussels sprout
- Half a purple cabbage
- 440 grams Hokkien noodles, (prepared according to packet instructions)
- ½ cup (125ml) store bought stir fry sauce (we used teriyaki but char siu is beautiful too)
- To serve:
- 2 spring onions, finely sliced
- 1-tablespoon sesame seeds
- Small handful of fresh coriander, leaves picked (optional)

METHOD:

Grate the carrots, zucchini, brussels sprouts and cabbage. Divide the mixture into three. Place two portions into freezer safe bags/containers and stash in the deep freeze for a later date. Heat a little vegetable oil in a large fry pan over high heat, add remaining grated vegetables and continually stir for 3-4 minutes or until the vegetables have softened. Add the noodles and stir fry sauce and stir to combine. Cook for 2-3 minutes or until heated through. Pour the stir-fried noodles and vegetables into a large family style serving dish, top with spring onions, sesame seeds and fresh coriander.

SAFETY – Remember to always supervise kids in the kitchen.



Source: Recipe and images belong to mylovelylittlelunchbox

App reviews



FUZZY NUMBERS
COGNITIVE TOY BOX | 3+ YEARS

Fuzzy Numbers provides a fairy-tale setting for children to practice foundational early math skills.

Children love exploring Princess Poodle’s castle, Prince Frog’s beanstalk, Witch Cat’s potion school, and Pirate Whale’s treasure cove. Each scene is designed to help your child exercise his or her intuitive sense of quantity, or “number sense”.

FISH SCHOOL HD
DUCK DUCK MOOSE | 2+ YEARS



A playful underwater experience with 8 educational activities, this award-winning app teaches letters, numbers, shapes, colours and more.

Watch colourful fish create letters; recognize numbers and learn to count from 1 to 20; follow the fish as they form shapes; touch, tap and drag to make fish and other colourful sea life do funny things; listen to classical variations of the ABC Song.



ABC ANIMAL TODDLER ADVENTURES
PAPER BOAT APPS | 2+ YEARS

ABC Animal Adventures attempts to strengthen your child’s cognitive skills, concentration and memory. It’s interactive and animated graphics will keep the kids engaged and bring them back for more!

ABC Animal Adventures includes educational activities which have been thoughtfully designed for an intuitive game play experience for little children.



FOCUS ARTICLE: How to end screen time without a struggle



Do you ever struggle with getting your kids off the screen? Does it often end in tears (both theirs and yours)? Like so many other parents, I used to give my children warning. “Five more minutes, then it’s dinner!” I’d yell from the kitchen. This statement would either be ignored or grunted at. Five minutes later, I’d march into the living room and turn the TV/tablet/gadget off, expecting them to silently accept and for us all to have a lovely, quiet dinner together. Cue screams. Cue tantrums. Cue cold dinner. Cue grey hairs.

I realized something was wrong. Something was wrong in the way I was approaching the issue. My children aren’t naturally prone to tantrums, so I was thrown by this. I couldn’t work out what I could do to stop the sudden screaming at the end of every screen-time. I wanted to find a way of gently disconnecting my children from the screen, of bringing them back into the real world without continual bumps and bruises along the way (because this happened almost every night), but I didn’t know how. Then a friend introduced me to a little trick by Isabelle Filliozat.

Isabelle Filliozat is a clinical psychologist specializing in positive parenting. From one day to the next, my world changed. I suddenly knew how to handle the end of screen-time without the screams, the tantrums, the cold dinner, or the grey hairs. Here is Isabelle Filliozat’s very simple method to end screen-time without the screams.

The science behind screen-time

Have you ever had the electricity cut off just as the football game reached its most nerve-wracking stage?

Or your toddler pressed the “off” switch just as the protagonists in the deeply engrossing romantic comedy were finally going to kiss? Or you ran out of power just as you were going to kill that alien and move up a level?

It’s hard to come out of the state of pleasure, which is what screen-time creates in our brains. It’s hard for adults. For a child, it can be terrible. Literally. Here, according to Isabelle Filliozat, is why.

When we human beings (not only children!) are absorbed in a film or playing a computer game, we are, mentally, in another world. Screens are hypnotic to our brains. The light, the sounds, the rhythm of the images puts the brain into a state of flow. We feel good, and don’t want to do anything else. We certainly don’t want the situation to change. During these moments, our brains produce dopamine, a neurotransmitter which relieves stress-and pain. All is well – that is, until the screen is turned off. The dopamine levels in the body drop fast and without warning, which can, literally, create a sensation of pain in the body. This drop in hormones, this physical shock, is where

children’s scream-time begins.

It doesn’t matter that we parents are quite clear that now is the end of screen-time. After all, we’d discussed and arranged it beforehand (“20 minutes!”), and/or given them warning (“Five more minutes!”). To us, it’s clear and fair enough, but to the child, it isn’t. When in front of a screen, she isn’t in a state to think that way or to take that information in. Her brain is awash with dopamine, remember? To turn the “off” switch on the television can, for the child, feel like a shock of physical pain. You’re not exactly slapping her in the face, but this is, neurologically speaking, how it might feel to her. Cutting her off forcefully is hurtful. So instead of simply switching the “off” button, the trick is not to cut her off, but to instead enter her zone.

The trick? Build a bridge

Whenever you decide that screen-time should come to an end, take a moment to sit down next to your child and enter his world. Watch TV with him, or sit with him while he plays his game massacring aliens on the screen. This doesn’t have to be long, half a minute is enough. Just share his experience. Then, ask him a question about it. “What are you watching?” might work for some kids. Others might need more specific questions. “So what level are you on now?” or “That’s a funny figure there in the background. Who’s he?”

Generally, children love it when their parents take an interest in their world. If they are too absorbed still and don’t engage, don’t give up. Just sit with them a moment longer, then ask another question.

Once the child starts answering your questions or tells you something she has seen or done on screen, it means that she is coming out of the “cut-off” zone and back into the real world. She’s coming out of the state of flow and back into a zone where she is aware of your existence—but slowly. The dopamine doesn’t drop abruptly, because you’ve built a bridge—a bridge between where she is and where you are. You can start to communicate, and this is where the magic happens.

You can choose to start discussing with your child that it’s time to eat, to go have his bath or simply that screen-time is over now. Because of the minute of easing-in, your child will be in a space where he can listen and react to your request. He might even have been smoothed back into the real world gently enough, and is so happy about the parental attention that he wants turn off the TV/tablet/computer himself. (I’ve experienced my children do this, hand to heart.)

Next time your child is sitting in front of a screen, and you want to end it, try this:

- Sit with her for 30 seconds, a minute, or longer, and simply watch whatever she is watching or doing.
- Ask an innocent question about what’s happening on screen. Most children love their parent’s attention, and will provide answers.
- Once you’ve created a dialogue, you’ve created a bridge—a bridge that will allow your child to, in his mind and body, step from screen back into the real world, without hormones in free-fall, and therefore without crisis.
- Enjoy the rest of your day together.

Written by Anita Lehmann. Go to the web address below for informative link available in the article.

Source: Motherly. (2018, April 21). How to end screen time without a struggle. Retrieved from <https://www.mother.ly/parenting/how-to-end-screen-time-without-a-struggle>



HEALTH & SAFETY: Move and play everyday



Children love to play and be active! Being physically active every day is important for the healthy growth and development of infants, toddlers and pre-schoolers. Physical activity for children includes both structured activities and unstructured free play, and can be done indoors or out.

Being physically active every day is fun and can:

- Help achieve and maintain a healthy weight.
- Build strong bones and muscles.
- Improve balance, movement and co-ordination skills.
- Promote social skills through interactions with people.
- Support brain development.
- Encourage self-confidence and independence.

Whatever their level of ability, children need to be active.

What physical activity does my child need?

Infants (Birth to 1 year) - physical activity particularly through supervised interactive floor-based play in safe environments should be encouraged from birth. For those not yet mobile, 30 minutes of tummy time including reaching and grasping, pushing and pulling, and crawling spread throughout the day during awake periods is encouraged.

Toddlers (1 to 2 years) - should spend at least 180 minutes a day doing a variety of physical activities including energetic play such as running, jumping and twirling spread throughout the day- noting more is better.

Pre-schoolers (3 to 5 years) - should spend at least 180 minutes a day in a variety of physical activities, of which 60 minutes is energetic play such as running, jumping and kicking and throwing, spread throughout the day - noting more is better.

What about time spent sitting or being inactive?

Infants, toddlers and pre-schoolers should not be sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.

Tips for active play:

Choose 'active' toys. For infants, choose boxes, pots, pans, streamers, hoops and toys that encourage reaching, stretching, crawling and moving. Play materials don't need to be expensive and can be found around the house.

For toddlers and pre-schoolers, choose toys and play materials that encourage movement and help develop skills like running, kicking, throwing and catching, such as balls, bats, tricycles and kites.

When you can, involve all of the family – try walking to the park, a visit to the zoo for a special treat, or playing soccer in the backyard.

Being outdoors is best – just make sure kids have sun protection, such as sunscreen, hats and shade. If the weather is no good, head indoors and build cubby houses or play hide and seek.

Encourage children to be independent and to explore the world around them. Allow them the freedom to create, imagine and direct their own play, while maintaining a safe environment. This will help your child's confidence grow!

Source: Australian Government Department of Health and Ageing. (2018, April 22). New Physical Activity Recommendations for Children 0-5 Years. Retrieved from [https://www.health.gov.au/internet/main/publishing.nsf/Content/9D831D9E6713F92ACA257BF0001F5218/\\$File/0-5yrACTIVE_Brochure_FA%20SCREEN.pdf](https://www.health.gov.au/internet/main/publishing.nsf/Content/9D831D9E6713F92ACA257BF0001F5218/$File/0-5yrACTIVE_Brochure_FA%20SCREEN.pdf)

Australian Government Department of Health. (2018, April 22). Australia's Physical Activity and Sedentary Behaviour Guidelines. Retrieved from <http://www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines>

Sustainability CORNER

5 Ways you can live a more environmentally friendly life

Sustainable living is important for one very simple reason: to maintain our quality of life as human beings. Every little bit counts and the root of change lies in the understanding and striving towards sustainability.

1. Harvest you own - How about growing your very own veggie patch? Or if you're after something a bit more basic, why not a herb garden?

2. Do away with disposable cups and cutlery

– Bring your own coffee cup to the café!

3. Get rid of bottles of water – Save yourself money and the planet by finding a water bottle that you like enough to use more than once. There are many options to suit every taste.

4. Recycle – Don't just throw everything in the garbage, remember to separate and recycle.

5. Drive Less – Try walking, riding or car-pooling when possible.



What's been happening at kindy



During the past few weeks mapping has been an area of investigation and inquiry among the children. The children have shared what they already knew about maps and we recorded their prior knowledge into our floor books. Since then we have extended upon this knowledge and read many books about maps. The children have explored how the symbols on maps help us to locate specific landmarks, they have drawn their own maps to show their journey to and from Kindy and mapped the sequence of stories such as Going on a Bear Hunt and Handa's Surprise. The children have also transferred and used their knowledge surrounding maps to go on a scavenger hunt through the town centre, using their knowledge to help locate familiar landmarks and places of interest. Many children have also incorporated the use of maps within their play, we have followed many treasure maps around kindy to locate hidden treasure, almost always 'X' has marked the spot!





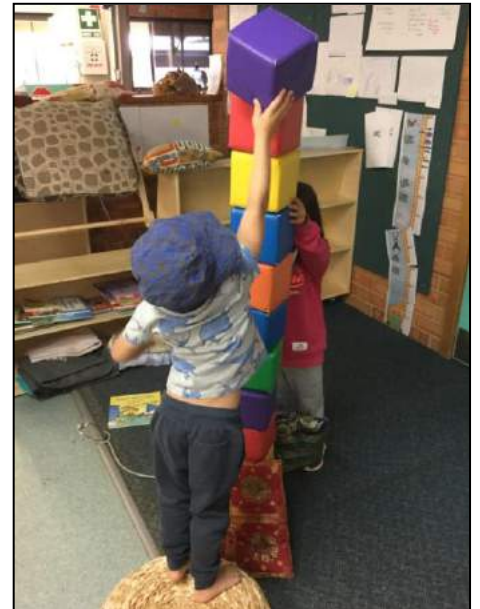
This month we have continued investigating how we can measure height.

One way we explored this concept was by reading the story, 'Jack and the Beanstalk.'

While reading, we began predicting how tall a beanstalk grows, and how we can measure a beanstalk. We discussed using a ruler, informal measuring e.g. using our hand and even comparing using different objects.

Another way we explored measuring height was using a height chart.

We began by looking at a ruler and discussing 'cm', then we predicted how tall we thought we were. The children became very curious, predicting and sharing their ideas with each other. The children have continued to explore how tall they are by comparing their height with their friends and by using measuring tools and correct language during play.



5 Minute MOVES

Short simple activities to get some active minutes in the day.

This activity only requires a balloon and a little bit of room.

There are endless ways to play with balloons indoors. Try to keep it off the ground, just play catch or mix it up with balloon tennis. These easy games get little bodies moving and develop hand and eye co-ordination.

Feedback 
is always welcome

How can we make our newsletter even better?

What information would you like us to include?

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