



March 2022

Dear Families,

Well can you believe term one is almost over!  
What a fun filled term we have had.

With Easter just around the corner we are doing our usual call out to help us support and raise funds for the Royal Children's hospital Melbourne.

**Royal Children's Hospital Good Friday Appeal:**

As you know every year Cire Services comes together to raise funds for the Royal Children's Hospital Good Friday appeal, and this year is no different. Last year Cire raised over \$700. This year we have set a target of \$1,000 which as a whole team I know we can do it!!!!

I'm sure many families like mine have been touched by RCH in some way.

In 2013 by son received lifesaving open heart surgery at RCH at only 11 days old. At one day old he has transferred from the Angelis Hospital to RCH where we stayed for over a month.



Jackson is one of he lucky children and we owe Jackson being here with us today to the lifesaving surgery he had that day.

The Dr's, Nurses, volunteers, support systems, facilities, etc. at RCH are second to none.

If you can donate something big or small to support this wonderful cause and help at RCH.

<https://fundraise.goodfridayappeal.com.au/fundraise/rs/melissasaaghy-walsh/cire-early-learning-centres>

the week before good Friday we will also be having PJ week at the service, where we will also be collecting donations in person.

Thank you from our family to yours.

Take care Mel



Scan the QR code to visit our registered fundraising page today.



**Coin donation PJ Week:**

**Monday 11<sup>th</sup> April to Thursday 14<sup>th</sup> April will be PJ week.**

Come dressed to Occasional Care or Kinder in your Pj's, Onesies, comfortable cloths and make a coin donation to RCH, educators will have collection tins available on drop off or pick up. We thank you in advance for your donations. A really fun week of activities for all.

# Important Dates

## April:



Monday 11<sup>th</sup> April to Thursday 14 April- PJ Week to raise funds for RCH appeal

Friday 15<sup>th</sup> April- Service Closed Good Friday Public Holiday

Monday 18<sup>th</sup> April- Service closed Easter Monday Public Holiday

Monday 25<sup>th</sup> April Serviced closed ANZAC Day Public Holiday

School Holiday- No Kinder Monday 11<sup>th</sup> April to Friday 22<sup>nd</sup> April, Back to Kinder Tuesday 26<sup>th</sup> April as normal operating hours.

Occasional Care will still be operating during school holidays except for the public holidays.

### Cire Easter Market:

I want to say a big thank you to Diletta, Amanda Q, Amanda B (YJOSHC) and my Mum, Monika for helping us run the Cire Early Learning Stall on the day.

To those families that come and said hello and to the children who come and took part in Easter Crafts with us, what a great day it was.

The sun was shine, the food was delicious, especially those awesome Ice-Creams opposite us on the day. I saw many of our children enjoying those.....YUM!!!

We look forward to our next market, the Winter market, see you all there!

## No nuts/ peanuts/ Nutella/Peanut butter

We have children who are at high risk of Anaphylaxis. We ask that you do not pack nuts or nut products in your children's snacks and lunches including Nutella.

Your actions will help to support these children by providing a safe environment. Thank you for your cooperation and understanding.



### Direct Debits and month in advance payments:

As per our Fee Payment Policy all fees must be paid and kept at 2 weeks in advance at all times. All families must be on either a Direct Debit agreement through Debit Success or on a payment plan agreement through the service.

If you are not on a Direct Debit agreement and require a Direct Debit form please email [natalieperrett@cire.org.au](mailto:natalieperrett@cire.org.au) or [melissasaaghy@cire.org.au](mailto:melissasaaghy@cire.org.au) and we will email you a copy or speak to any one of our educators at the service and we can give you a paper copy to complete.

For families that are paying Month in Advance to always stay within our 2 weeks in advance, additional payments may need to be made throughout the month to keep you at a zero balance at all times. For example, if you require extra booked days or extension of hours to permanently booked days, additional payments may need to be taken for your invoice to remain at a zero balance.

If you have any questions regarding Direct Debits or Month in advance, please feel free to chat with us at any time.

Thank you, Mel

### News from Occasional Care:

Occasional care has been very busy with lots of new activities for us to explore.

Our occasional care room is a mixed age group setting which has some amazing benefits for social learning. It gives the older children the opportunity to take care and watch out for the younger children. The older children will often naturally feel responsible to take care of the others because they have experienced more. This type of learning environment can serve as a strong motivation for positive behaviour, especially for the younger children. The older children will act as role models which supports leadership skills. Given the right circumstances, a younger child can become inspired to be like one of the older children they admire.

### Finding animals in the playdough:

In Occasional care we have been engaging and playing with jungle animals with lots of other open-ended resources in it. We simply hid the jungle animals in the playdough and then children started finding them because they knew what to do from there.

What will they see? Will they find every animal? Can they name each? What animals are Australian animals? Where do other animals live? How do they survive? These were some of the questions raised throughout their play.



Did you know?

Pretending to be an animal by moving or walking like one helps to develop body awareness, gross motor skills and can support self-regulation (the ability to manage feelings, behaviour and energy levels)

We loved this idea and through this activity children talked about how wildlife works and what animals they could find. We also love this new activity that allows contained imaginative adventures, they can find a range of wild animals, like a high-flying eagle, slow-moving turtle, and the armoured crocodile.

Pretending to be animals can help with motor development, balance and awareness of their body in

space e.g. stomping like an elephant, jumping like a frog, slithering like a snake etc.

Using toy animals to make farms or jungle and acting out simple play actions helps children practice their fine motor skills as well as developing their imagination and creativity.

ACECQA believes that learning about empathy, relationships, the environment and nature are just some of the benefits children receive by caring for animals. When children have opportunities to spend time with animals, it's about much more than just stimulating their senses. Yes, they love furry cuddles and experiencing the different ways that animals look, eat, move, sound and feel. When children interact with animals, they build the all-important senses of connection, empathy and caring. They feel a sense of responsibility and are curious to find out more about the animals.

### An Acknowledgement of Country:

An Acknowledgement of Country is a way of showing awareness of and respect for the traditional Aboriginal or Torres Strait Islander owners of the land on which a meeting or event is being held, and of recognising the continuing connection of Aboriginal and Torres Strait Islander peoples to their Country (land). Aboriginal and Torres Strait Islander people are the original Custodians of the Land. It is important that this unique position is recognised and incorporated as part of our program in the classroom at occasional care.

During group discussion (Yarning Circle Time), we start with following:

"Here is the land (arms open wide)

And here is the sky (arms pointing to the sky)

Here are my friends (arms pointing to everyone in the group)

And here am I (arms hugging oneself)

We would like to Acknowledge that the Land we are here on today is the traditional lands for the Wurundjeri people and that we respect their spiritual relationship with their Country."



Children gain many benefits from group time – group time allows for community connection, to talk about the day ahead or certain topics. Group time (Yarning Circle) is part of the routine during the day – when something becomes routine or familiar to young



children, they tend to respond to it better. Furthermore, this helps them to settle into the room and its routine better. The educators make the group time fun and interesting in order to help the children feel more engaged.

### Counting 1 to 10

How can we teach children numeracy through play? We have abundance of simple or even recycled resources to promote numeracy. Our round wooden and abacus are some of the materials we used for counting. Through this play, children learn problem solving by asking questions about; length, quantity, positioning and others. They experiment, make corrections using trial and error and learn new ideas. By repeating this process every day, learning will be reinforced and embedded in their cognitive memory. The educator set up a new numeracy table for the children to promote early numeracy.

The children were provided with different numeracy experiences, such as number puzzles, number plate, cards with different number of dots, mini number blocks etc. We encouraged the children to explore/experience the different elements of numeracy.



Activity one:  
Sorting and counting objects such as abacus/beads, Mini blocks, etc.

Activity two:  
Matching games: to match the dots and number together

Activity three:  
Tracing or writing the numbers.

The educators were sitting with all the

children from the occasional room time to time at the numeracy table and encouraging the children to explore the different learning experiences. So the educators could observe and record each child's learning experiences. The children were so eager to participate in the activities.

A child's first years are a time of rapid learning and development. Babies and toddlers can recognise numbers, patterns, and shapes. They use maths concepts to make sense of their world and connect these concepts with their environment and everyday activities.

### Project Update – Culture:

As you're all aware we have started our project on 'culture'. We have had many discussions during group time, where we have asked the children about their likes and interests away from the service. This helps us really get to know the children and foster a sense of belonging. We have extended on this and moved onto our body and the different features we all have as individuals. Looking around and seeing the difference and the similarities of the groups and have endless discussions about what we look like, the colours of our eyes and much more.

Learning about the children from their voices has really helped develop our knowledge as educators as we learn more about the children in our service. This has created stronger relationships between educators and children. We have many rich conversations about their interests and extend on this to enhance their learning. We as educators also shared our interest outside of Cire, so we are all learning more about each other and hope that this can continue so we can provide the experiences and resource for children to develop and create more interests.

We have also created an identity tree. With the help of the children, we painted their hands which created the leaves for our beautiful masterpiece. It is positioned in the room to support children's identity. They have delighted in taking the opportunity to look around the tree and try to find their hand or guess who's hand it is. It is on



the wall which is close to all the posters which families have created for us to display enhancing a sense of belonging for the children. The tree has special meaning as the leaves of the tree are our hands. We will add to this space and can't wait to learn more about everyone.

### Project Update – Harmony Week

We recently celebrated Harmony Week. This was a weeklong celebration of diversity, inclusiveness,



respect and belonging for all Australians, regardless of cultural or linguistic background. It was lovely to see children coming dressed in orange or traditional costume. Traditionally, orange signifies social communication

and meaningful conversations. It also relates to the freedom of ideas and encouragement of mutual respect. We wear orange to show support for cultural diversity and an inclusive Australia.

The children in occasional care children played a matching game to teach children about racial harmony. We printed out the picture of the children's eyes and asked them to guess which eyes belong to whom. It was such a fun game that provoked the children curiosity to look closely at and describe their peers' facial features.

The game also gave us an opportunity to have conversations with the children that we might be different in our skin, language, home, but looking further, there are so much we are alike- our smiles, our heart, our feelings.



### How do I look like? (Self Portraits)

Babies and children explore your face with their hands and it is likely that you instinctively voice the names for the features s/he was pointing out. In the occasional care room we have spent some time identifying our different body parts. Parents and caregivers of children can take a number of steps to help children recognize their body parts. They can name body parts as they go through the day. When we wipe their nose, we mention the name of the body part that sits in the centre of their face. We also sing "Heads Shoulders

Knees and Toes" eyes, mouth, nose ears to help them identify their body parts.

We have been doing a pasting activity where children are creating a self-portrait. The children used recycled papers, fabrics, loose parts, yarns, google eyes to create their face, eyes, nose to reflect their appearance. There were some great creations. By doing this experience they learn we all are different.



### Project Family Involvement:

Thank you so much to the families who have approached us and contributed to our culture project. It is wonderful to see this grow and develop. We truly appreciate it!

We would like for this to continue, so if there is anything you can add or any photos you can share we would love to receive them. Thank you again.

### Lost & Found

We have many clothes in the lost and found box at the front of the entry door. Please have a look in the box for your child's clothes as some of the clothes aren't labelled and the educators are unsure who they belong to.

### Labelling Clothes

Labelling children's clothes is very important as it allows for their belongings to not get lost when they're changing clothes or rummaging through their bag for something. We do have many children with the same clothing items and even the same sized clothing so labelling will ensure that your child's clothing is returned to you.

### Children's Hats

We are a SunSmart service and follow SunSmart guidelines which are in place from August to May each year. We therefore require children to have an appropriate SunSmart hat on during outdoor play. Please also remember to label your child's hat. We

currently do not have any spare hats available so it is important that you send one with your child each day.

### Family Photos

To help the children develop a sense of belonging in the occasional care room, we kindly ask you to provide us with a family photo for us to display in the room. You can either bring in a copy or email one to the management team for us to print out.

Thank You from the occasional care team  
Ying, Leah, Bella, Taylah & Selin

### News From Kinder:

#### What's happening in kinder?

The children have been attending kinder for nine weeks now and have settled in well. The routine is becoming more predictable for them, and they are transitioning well between activities and indoor and outdoor. They are starting to get to know each other and learn each other's names. We are so proud to see them walk in and put their water bottle on the drinks trolley and go wash their hands before starting their day. Such wonderful independence!!



We have introduced name tags for the lockers with pictures and also table placemats to help children identify their own name and picture and have a sense of belonging. It has also helped separation with parents as the children have to think for themselves to find their badge and then choose an activity. It's really fun to sit among them and listen and get involved in their discussions! The children have been enjoying lots of activities including art and craft (painting and pasting), water play, play dough, reading books, train set, dinosaurs table, coloured shapes on the light table, puzzles, sorting colours, construction building, imaginative play in the 'Chinese kitchen', dolls and dress ups in the dressing table area. They are learning to take turns, to wait and to use their words. Outdoors they are enjoying using large body movements by climbing the A frame using the swings, climbing and following the obstacle course, riding the tricycles, digging and making houses, mud kitchen and playing in

the sandpit. Lots of choice and activities that encourage interactions and challenges.

Group time (Yarning Circle) on the mat is becoming more interactive with the children feeling more comfortable as they can be heard singing and calling out answers to stories and discussions. It is really lovely to see them interested and involved in their learning. I have begun a weekly learning journal for families to see the 'learning through play' that happens each session and to give an insight into what the children are doing. It also reflects the Victorian Early Years Learning and Development Framework (VEYLDF) at work, particularly Learning Outcome 4: Children are connected with and contribute to their world. The program plan is displayed on the information board which shows the goals for the children. It's been a great start to the year!

Every morning for our yarning time, we practice saying our first names and greeting each of our friends' using languages from all over the world, like the words Ciao, Kia Ora, Kumusta, Namaste, Privet, Yasuo, and hello mate. Language can be a barrier to communication and understanding there are so many ways to say the same thing in different languages. Learning a different way to say hello and welcome can help break down the language barrier and assist in developing acceptance. Children have learnt a few words to say welcome in different languages such as, bienvenue-French, dankie-Afrikaans, danke-Dutch, herzlich willkommen-German, kalos irthate-Greek and many more. We went around the world to explore where their first name originated from. We did this by linking our name to the country of its origin showing this on world map.

Our focus for this term was promoting children's sense of belonging, connectedness and wellbeing, ensuring all children are feeling safe, secure and supported. Promoting in all children a strong sense of who they are and ensuring children experience pride and confidence in their achievements. Discussing how wonderful it is to have so many children in the class with similarities and differences and how these make each of us unique and special. Providing opportunities for the children to share their strengths, interests, beliefs and backgrounds.

March have been full of celebrations from around the world, these events are an important part of a child's education and growth, bringing people together, creating a feeling of belonging and developing a sense of community. Having these celebrations in the classroom has provided opportunities for all of us to

understand and develop respect for community, cultures and backgrounds.

The children have enjoyed array of activities including our guest speaker who read books in different language.

We continued our focus on the children's interests in dinosaurs, animals, building and sensory play through encouraging various experiences and creative activities for the children to engage in as well as keeping up with encouraging shape, colour and number identification.

#### Literacy corner:



Following our recent excursion to the Lilydale library for story time we organised a library card and borrowed some books to bring back to the service.

This has increased the children's interest in literature encouraging more reading. The children really love sitting and reading books with their friends and educators.

Reading and sharing stories can help your child get to know sounds, words and language and develop early literacy skills. They are learning to value books and stories which supports development of their intellect ability to focus, concentration, social skills and communication skills. This is also an excellent way to build brain power and language development.



#### Harmony week:

During harmony week the children were engaged in many different activities. We had guest speakers from different cultures who come and read a story for us in their language. The children were fascinated to hear the different languages that are spoken by the families in our service. They noticed how the story sound different from what they normally hear when read in English.

The message for harmony week was 'everybody belongs' and aims to promote respect for cultural and religious diversity throughout Australia.

Children wore their traditional clothes or orange to celebrate this week with a bang. Orange is the representative colour of harmony day and signifies support for cultural diversity on the day.

