



I STEAM AHEAD

EARLY LEARNING CENTRE IN BROOKVALE

OUR ACTIVITIES

This month we had Happy Feet, Ready Steady Go Kids and Young Yogis as part of our activities with the visitors having fun being with our children. This week in our garden we explored a tunnel. Great fun seeing another child at other end! We sang some of our songs and read some Easter books. In the afternoon, the older children came for a play which Shakers loved building and digging in wet sand.

We also made sure to have our little Easter bunnies ready to receive love from their families on the long Easter break. The children loved to design their own Easter bunny ears to receive the big fellow for some chocolate eggs hunt! Hope they had some chocolates and much fun during the Easter break.

WE CELEBRATED WITH THE CHILDREN HARMONY DAY!

We turned morning tea into a fun Harmony Day picnic with special dishes to mark the occasion. During group time, we encouraged the children of 'harmony' and 'belonging' and what these mean to them.

WE CELEBRATE EARTH DAY

Both Rattlers and Shakers room are celebrating Earth Day this week (22nd). It is going to be part of our intentional teaching for the children. We believe that it is never too early to start teaching children the importance of looking after our planet, keeping our nature clean, learning how to reuse, reduce and recycle.



WE CELEBRATE MOTHER'S DAY

5th MAY AT I STEAM AHEAD



RATTLERS AND SHAKERS ROOM NEWSLETTER

It has been a great start to the month. The children are settling into their learning environments, and they are already forming attachments to their educators. We acknowledge that each family and child is unique and will understandably need specific strategies and close collaboration to facilitate these transitions. If there is anything we can do to support your family and child to feel connected, please do not hesitate to talk to your educators during pick up or drop off. We can set up a time to meet for a conversation that you feel you may take a little longer regarding the transition.

This month we have been learning self-help skills, and educators have been focusing on teaching children how to pull up pants and feeding with spoons; we encourage children to practice providing themselves by offering older infants finger foods.

We are teaching children to use the spoon and fork and give children plenty of time to practice. Last week the children had been very active and engaged in our learning topic of the month, which focused on farm animals. The children explored and learned their topic through various activities such as craft experiences, puzzles, books, and nursery rhymes and sounds that different farm animals make. This week our farm animals have been transformed into a garden theme. We have been observing, children have been playing with animals and feeding them with grass. In this area, the children are engaged in social and language play and children are exploring the different animals and nature, and the environment.

Both Shakers and Rattlers have been focusing on self-help skills which is crucial for children's development, sense of belonging and independence, skills that are so important in each child's lives. The Shakers have been encouraged to put sunscreen on, feed themselves using a spoon, make and unmake their own beds, etc. The Rattlers have been working on their physical skills while trying to pull their pants up after nappy change.

Family input:

When your family becomes involved with the Centre, your child will be experiencing a stronger connection between home and our Centre no matter how small or big your involvement. Please list what skills, talents, interest, and culture you and your family (not forgetting grandparents) would be happy to share with the program and Centre.

Friendly Reminder:

Update of family details/contact numbers/new address/change in emergency contact persons. Should any of these changes occurred, please advise our Assistant Director Gloria Couriel.

A LETTER FROM OUR ASSISTANT DIRECTOR MISS GLORIA COURIEL



DEAR FAMILIES,

Welcome to our monthly Newsletter. It has been lovely to see the children continue to settle into Preschool. Through time spent with their teachers and peers, the children seem to be feeling a sense of belonging, and they are starting to build friendships with one another.

This month the children have been very interested in numbers and counting. Through singing songs that require one-to-one correspondence (such as five little ducks) and various activities during free play, the children are learning to identify numerals, practice counting, and start to develop an understanding of quantity. We are also planning to celebrate "Anzac Day", which is the day we pay tribute to those who have served and are currently serving in our military forces. This special event is on Sunday 25 April. Movers and Steamers will be creating a series of art and craft to commemorate ANZAC Day this week and next week.

Gross motor activities We have a lot of gross motor equipment at the Centre for children to play in, and we also program for specific gross motor games, such as parachute games etc. We have been running fortnightly Sports Days for the children where they can try sports that they may be less familiar with them and these activities always remain competition-free, and all children are encouraged to participate. This activity is an excellent opportunity for children to learn about games with rules which can be quite complex for them to understand. We know that sports are a perfect way for children to make friends at the Centre and so sport provides many opportunities for them to play with different equipment in the outdoor area. To complement gross motor activities, our educators plan and oversees daily wellbeing activities for all children alongside our sports days.

Our focus for this term has been to support the children to develop friendships and fine motor skills. We have been modelling how to interact with others and encouraging collaborative play. The children have also been engaging in various activities that promote fine motor skills, including climbing which is excellent to develop stronger fingers and hands when they hold on bars to climb the equipment. Another skill that we have been promoting is identifying the children's names by including name tags at the drawing table to look for their names and attempt to write them, a long-term goal for the class.

The children will learn from the STEM experiments involving science, technology, engineering, and numeracy opening a range of different projects that investigate the various lifecycles. As a group, they will discuss their volcanos and houses around the wall (which is engineering and construction) and how we can protect and preserve our planet. Numeracy is featured throughout this program and will focus on building individual height charts to measure growth patterns of each Child. Other activities will include seasons and Autumn, where children will observe the biological environment when the tree loses the leaves and why that happens?

Friendly Reminder

As the weather is getting cooler, please do not forget to pack a jacket or jumper for your Child as the children still enjoy spending time outdoors in the cooler months. Please also check that the spare clothes in your Child's bag are suitable for colder weather.

Please be mindful that if your Child is sick, you need to take them to the doctors and ensure it is not contagious. If your Child is ill and is absent from the Steam Ahead Learning Centre, please remember to bring a clearance certificate from your GP to confirm your Child is fit to return to the service.

Please feel free to approach us with any concerns, questions, or comments you may have about your child, our program, or the year ahead.

Regards

Gloria Couriel

Early Childhood Teacher & 2IC

SOCIAL INCLUSION BY MISS JESSICA MATOS



EDUCATIONAL PLANNING FOR CHILDREN WITH AUTISM

Social inclusion in the school environment goes far beyond just inserting the child with special needs into the new regular school group. Inclusion includes respect for differences and the opportunity for children to develop their mental, cognitive, physical, and social capacities through teaching appropriate to their limitations, interests, and motivations. In this way I Steam Ahead team has been carrying out new educational plans to satisfactorily serve children with autism. Playful, sensory activities and many other ideas make up our programmatic curriculum.

Understanding what Autism Spectrum Disorder is, it is essential for the teaching tools used to be assertive and can bring improvements in the lives of people who have the diagnosis. Even though the spectrum will accompany the child throughout his life, the development of activities that encourage greater autonomy and improve his abilities is essential for his quality of life.

The planning used for our children with Autism Spectrum Disorder aims to attract the attention of our little ones. Activities should stimulate the child's interaction, being a way to make their social development grow naturally, being motivated and driven by the types of activities applied. Therefore, applying differentiated games that are interesting to autistic children makes their results satisfactory.

Activities, games and games that encourage motor coordination, reasoning, literacy are essential and, therefore, must be chosen carefully. However, it is important to note that the presence of an educator is a valuable part of the process. Precisely to work aspects of the interaction, avoiding that the autistic child is immersed without stimulating their socialization.

And this is how our team works hard for the full inclusion of our children with Autism Spectrum Disorder.

"If you understand that the autistic students in your class are as complex and nuanced and intensely emotional and hopeful as you are, you will do everything in your power to help them lead happier and more engaged lives" Steve Silberman

With love,
Miss Jessica

TAKE A DEEP BREATH: TEACHING KIDS TO CONTROL EMOTIONS

Meltdowns happen. But when your child has ADHD, it can be more difficult for him to learn how to control emotions and impulsive reactions. Teach him how to keep his cool with a plan for action and coping strategies.



Controlling emotions, or emotional control, is the ability to manage emotions to achieve goals, complete tasks, or direct behavior. A young child who has this skill can recover from a disappointment — a low grade on a math test — in short time. A teenager can manage anxiety over taking a test and perform well. Some kids with attention deficit disorder (ADHD or ADD) handle their emotions just fine, others don't. Empathy works well with all these children. Parents and teachers can say, "This is frustrating for you, isn't it?" or "It gets to you when teachers (or parents) don't understand how hard you're working to control your feelings, doesn't it?"

CONTROL EMOTIONS IN THE CLASSROOM

Avoid problem situations. Don't place a child with ADHD next to someone who knows how to push his buttons. If a child gets upset with open-ended assignments, quickly help her get started so she doesn't have time to feel frustrated. Give the child a plan for handling problem situations. "When you don't understand an assignment, I want you to raise your hand and say, 'I think I need a little help to get me started on this.'"

CONTROL EMOTIONS AT SCHOOL

Encourage the child to forgive himself for mistakes. Emotional upset is caused less by specific situations or events and more by what we tell ourselves about that situation. Say to the child, "It looks like you're telling yourself that leaving your homework at home is a disaster. Maybe you could tell yourself, 'Oops — forgot that homework assignment. What can I do to remember to bring it tomorrow?'"

WRITE A STORY

Create a one-paragraph "social story" that addresses a child's problem situation — getting in trouble on the playground, the disappointment that comes with earning a bad grade, nervousness when the student has to perform in front of a group — and ends happily with a coping strategy. Give praise. Notice when a child shows good emotional control. You could say, "I saw how angry you were, but you kept your cool. Nice job."

PRACTICE EMOTIONAL CONTROL AT HOME

Make sure your child gets enough sleep. Fatigue increases problems with emotional control. Schedules and daily routines help children better regulate their emotions, because they know what they have to do and handle.

<https://www.additudemag.com/emotional-control-for-kids/>