



# **PUMPKIN LONG DAY CARE CENTRE**

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## **Newsletter – September 2018**

### **Centre News**

Due to the warm weather, we have started our summer routine which means we go outside in the morning now. Please remember to apply sunscreen to your child's face and body prior coming to Pumpkin in the morning, it will take 15 minutes for the sunscreen to be absorbed. The skin has seven layers, allowing the sunscreen to absorb into the skin before going out in the sun, will ensure its effectiveness, it allows it to set. Please also bring in your child with a hat (bucket or legionnaire, no cap please).

### **School Photos 2018**

**Our school photo this year will be on the TUESDAY 23/10/18, WEDNESDAY 24/10/18 & FRIDAY 26/10/18. You can book your child in on your preference day, so you can dress him or her up on the day.**

# **October Calendar of Events**

**All Month** – Energy Awareness Month.

**01<sup>st</sup> – Monday** – Labour Day – Centre Closed.

**10<sup>th</sup> – Wednesday** – The Walk to School Day.

**10<sup>th</sup> – 19/10/18** – Navaratri – Hindu – Worship of Durga.

**16<sup>th</sup> – Tuesday** – World Food Day.

**31<sup>th</sup> - Wednesday**– Halloween Party – come dressed up as a spooky person, “Trick or Treat?”



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# **Clownfish News**

Welcome to September newsletter and to the spring season! This month, we warmly welcome **Cara** and **Shaun** to Clownfish room 😊

This month has been full of experiments that extended from the children's interest and we were able to use our sensorimotor and investigation skills leading to our discovery. We started this month with colour and animals interest that utilise sensorimotor skills into our play.

**Sensory play** – As the Clownfish children were observed actively using their senses (especially eyes and hands) to explore their environments, the educators decided to prepared hands on experiments with different textures and materials to aid our play. A wide range of sensory activities were prepared to support their investigation and exploration such as coloured sand bag, kinetic sand, spaghetti play, beans, cloud dough and ocean bags. We learned that the dry sand is crumbly, the wet is mouldable, the spaghetti is squishy, beans are hard and the cloud dough is soft and silky. Educators closely supervised their exploration and extended their ideas through meaningful interactions.



**Colour interest** – The interest kicked on from the children's love for the colourful caterpillar. Therefore, we made few experiments to see the secondary colour emerging from the primary colour, for example the squishy bag and painting. The children initiated and contributed to play experiences with great enthusiasm and curiosity.

**Animal interest** – Toward the end of the month, the children were very interested in animals especially the sound. To scaffold more of their learning, the educators planned several experiences that include learning more about their sound and movement using sensory play, painting and puppets. The children were thoroughly engaged in all activities and shared their happiness with their peers and educators.



Until next month,

Clownfish educators 😊



# Jellyfish News



Welcome to September newsletter! We would like to welcome Anthony to Jellyfish room ☺ this month the Jellyfish children are taking an increasing responsibility for looking after our garden as spring is right here! The month of September has been full of many inquiry-based experiments in the Jellyfish room. The children enthusiastically explored different sensory and physical activities. We also had a chance to give a little surprise to Miss Stella towards the end of the month.



**Colour interest** – during colour interest experience, the children have been engaged in lots of art experiences using sensory capabilities and creative arts. They enjoyed sensing the texture of coloured sands during sand art activity. They sorted and recognised colours with confidence. The interest introduced the children to various colourful books that caught children's full attention for few weeks such as 'The caterpillar dance', 'the very hungry caterpillar', and 'How the bird got their colours'. From those stories, the learning was being scaffolded into various animal related experiments. We have attached some photo highlights below! ☺



**Role play interest** – the ever-present interest of cooking, pouring and stirring are consistently evident in children's outdoor or indoor play experience throughout the month. The children were immersed in their role and went through the process of increasing an understanding of real life skills. The children also have been promoting their friendship through social and collaborative communication with peers and educators in small/large group play experience. We had a chance to make an ice cream (in traditional way without an ice cream machine) and also a birthday cake for Miss Stella. After those all sugary sweets experience during their role play, Miss Stella also promoted healthy eating by discussing everyday food and sometimes foods as well as encouraging the children of the importance of brushing our teeth daily (twice a week).



#### **Parent reminder:**

- We have book in a FREE dental visit for our centre on the 17<sup>th</sup> of October 2018, we have also attached the consent forms through email or you can ask Miss Stella for the physical forms. Please fill it out if you want your children to join in the dental service.
- Please complete Jellyfish family tree by contributing your family photos.
- Please bring some spare clothes and thin jacket in case of weather changes.

Until next months,

Jellyfish educators



## **Lionfish News**

During the month of September, the Lionfish children have joined the Starfish children talking about getting ready for school and working on our self-help skills so we're ready the following year. We have continued practising our pencil grip, fluency and name and number writing and extended ourselves by looking at some sight words and practising them. These have included months, seasons and days of the week.



We have also continued our interest in using our imaginations to explore the sandpit using a variety of resources and equipment. The children have worked independently and in small groups, making cakes, moulds, sandcastles, volcanoes, searching for treasure and just exploring the sand. We also added the trucks and road signs to the sandpit for the children to explore and they have been working together to dig holes and construct roads.



We have also continued enjoy role play both indoors and outdoors in a variety of places. We have continued using the dress ups or just using our imaginations and creativity to invent different situations. We have dressed up as Drs, Princesses and Superheroes and used our imaginations to create a variety of characters.



We have also continued to enjoy a variety of physical activities which have included riding the bikes, bouncing on the bouncy balls and constructing challenging obstacle courses. We have also used our imaginations to invent a variety of games, including bowling and a variety of racing games.



As it is Spring, we have been talking about planting and seeds, learning about how seeds grow and preparing our garden so we can plant some seeds and plants that some of our families have kindly brought in.



As the weather is starting to get warmer, just a reminder to send a broad brimmed hat for your child to wear and also apply sunscreen before your child comes in the morning or when you arrive at the centre.

Until next month,

Lionfish Educators ☺



After the

A small, yellowish-green toy shark with a red stripe on its side, lying inside a clear plastic container. The shark is positioned horizontally, facing right, with its mouth open showing small teeth. The container is rectangular and appears to be made of clear plastic.

A group of four children are engaged in a gardening activity. They are all wearing bucket hats: one blue, one grey, one brown, and one white. They are holding watering cans and watering plants in a garden bed. The garden bed has various plants, including tall green stalks and small white flowers. There are also some pots and containers on the ground. The background shows a red wooden structure, possibly a play area.

**More Science Experiments - Freezing and Melting Experiment!** The children have continued to be interested in science experiments this month (following on from last month). A child brought in a book to share with his friends and proudly held it up, saying, "This is my science book!"

We looked through it together and Miss Tracey asked, "Have you got a favourite experiment?" He nodded and continued looking through the book, finding it. It was number 307 and we read together what it was about, learning that it was to test how long a toy frozen in water

took to defrost. Another child said, "Can we do one today?" Miss Tracey said, "Of course we can!" The book was used to inspire an experiment, with the children being encouraged to choose a toy to submerge in water and freeze, with a shark being chosen.

"Can you please fill up the container with water to here" Miss Rebecca asked

the children to measure just above the lid of the container. We decided to pop it in the freezer, furthering our concepts of time and planning, being sure to check the time, "What number is at the front of the time children?" Miss Rebecca asked, showing them her watch with the hours and minutes hand, "It is 10", they stated, "What about the minutes? What number can you see?" "The time is now 10:18, which means it is eighteen minutes past 10 o'clock!" We checked it again at 12:28 and it was nearly frozen, seeing the air-bubbles getting trapped underneath the surface ice. The next afternoon, we had another look and noted down the time to see just how long it took to freeze and then the children were able to observe the experiment to see if it melted quicker, slower or at the same rate. Miss Rebecca suggested, "Would you like to use salt to try to melt it quickly?" We had a look at the patterns on the top and underneath the ice and were able to see lines of air bubbles that had frozen, The children responded verbally and non-verbally to what they touched, saw, felt and heard as they explored their senses to help get the shark out of the ice and exchanged their experiences and discoveries!

**Commencing our Concert Props!** The children were listening intently and singing along to the words to the story that they had chosen as a base for their end of year performance, using the class computer with Miss Rebecca one afternoon and trying to get some inspiration for different types of props that we could create. The children were wonderful in calling out and suggesting what we needed and what was happening next in the story and these were noted down with Miss Rebecca suggesting that we start on

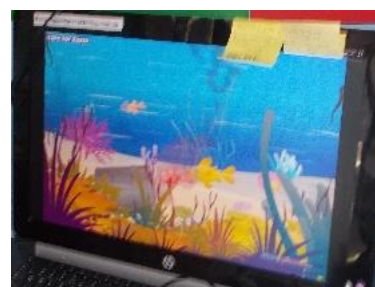




some. Using some recycled cardboard pieces that had been placed in our recycling bin by children and families, the children were then seen delving into the craft group project, showing that they understood how to contribute as they were seen sharing the tasks of covering all of the brown cardboard with the green paint. And since the children started working on their concert props, Ms Alessandra opened a conversation with the children about our concert and invited the children's ideas for the actions. As Lionfish and Starfish children have been spending most of the year together, we will perform together for one act but separately for a Christmas song. Together with the Lionfish group, we did a quick rehearsal to come up with ideas for actions, movements and gestures for our performance together. The children had many great ideas and we already know how we will be moving during the performance and soon will start rehearsing properly!



**World clean-up day!** – A child and parent shared about their world clean-up day activities of picking up rubbish at our local beach of Maroubra. That led us to extending on the learning about looking after our oceans by watching a great video and discussing what it was telling us. It explained what waste is (non-biodegradable and degradable) and how we can dispose of it correctly. The children played a game of guessing where each type of waste would go (compost, rubbish and recycling bins).



We saw images of the ocean polluted with rubbish and talked about how it can be harmful for sea life. It also spoke about recycling, reusing and reducing. The group had great examples for those too in a quick game, such as using recycled materials here at Pumpkin for art and craft and giving things we do not want/need to others who might need them. Finally, the video spoke about other ways to care for the environment such as by saving water, food and energy but the children are already familiar with those through their practices at Pumpkin! The children then got busy cleaning our street, following their friend's great example! The children



enthusiastically took turns in carrying the biodegradable bag as they walked along our street and noticed things around them such as houses, flowers, dogs barking and cats walking around and even found a quartz crystal and had a look at a neighbour's goldfish! The children met some of the neighbours who were out

cleaning their yards and watering their gardens and were very happy to see the children helping out in the community and were thanked by 4 neighbours for their great work at looking after our environment!



**Nature interest** – Towards the end of the month, the children extended on their ever-present interest in nature by bringing in seeds and planting them! We spoke about how to care for our environment during these experiences. One child helped with this learning as he brought in a book that discussed seeds and posed the question ‘How does a plant grow?’ Learning of the three vital things needed to make seeds grow, the children called out together “Water”, “Sun” and “Soil”. We had a closer look at ‘Seed’, ‘Seedling’ and ‘Plant’ images in the book and then used the class computer to research it a little further, to learn more of the stages of development and seed germination as well as to watch them grow before our very eyes on a sped up video. Through engaging in a learning relationship with their educator, the children learned that there is an important coating on the outer layer of the seed that protects the seed, learning the seeds can lay dormant/asleep for a long time, just like animals and volcanos and when the environment is right, they become active again. We also learned that the first stage of a seed in germination is that the roots will form and go downwards into the earth, while the second stage the stem and roots begin to grow upwards towards the sun, the third stage is when the plant develops enough leaves and then begins producing flowers and seeds of its own. Finally, we discovered ore about what we were planting such as sunflowers, beetroot, parsley, petunia and beans.



Until next month, Starfish educators