



# Little Ducks Childcare

May/June

## A note from your Centre Manager

From July 2nd this year the current 2 payment system for receiving Childcare Rebate and Childcare Benefit will be replaced by a new single payment Childcare Subsidy. The new subsidy will be a change for all families and will also require new systems in place for ourselves. Myself and Mallika have attended numerous training sessions to ensure we can support families by answering questions and also make this transition as smooth as possible.

Some information that might assist you moving forward. The new subsidy will be calculated based on your total combined family income. Your combined income will be used to determine the percentage of CCS you are eligible for ranging from 85% to 0%. Each family will then be assessed to determine their activity hours, indicating how many hours of subsidised care they will be eligible for. The activity hours will be based on the parent with the lowest number of hours and can include but is not limited to; paid work, study, parental leave and volunteering (for a full list please visit the Department of Human Services Website). If you currently receive child care fee assistance for approved child care you will need to complete a Child Care Subsidy assessment online to check your eligibility and entitlement to CCS. You will need to sign into your Centrelink online account through myGov. Select Complete your Child Care Subsidy assessment task and work through the steps to give us new information and confirm your current details. We strongly recommend everyone tick the box indicating casual days in addition to your usual bookings to allow us flexibility to adjust your days when you need those additional days or one off changes to be made.

Please be aware that changes under the new system mean the 2017-18 financial year is the last year you can claim child care payments as a lump sum. From 2nd July 2018 all payments will be allocated to Childcare Centre's and used as a fee reduction. Also important to note is that 10% of your entitlement will be withheld week to week by the Department of Human Services to ensure no debt is incurred due to over payment. This will be reconciled at the end of the financial year once you have submitted your income tax return. As we find out more information regarding changes we will continue to keep families informed to ensure the smoothest transition possible to this new system.

**Rebecca Boshier - Centre Manager**

Educational Excellence through the Power of Play Based Learning  
Purposeful, Playful, Positive

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# Upcoming Events!

## May

Monday 7th – **Labour Day**  
PUBLIC HOLIDAY

Wednesday 9th – **Community Dentist Visit**

Dr Brodie Hill and Dr Georgia Sheahan from North Brisbane Dental Clinic visit to impart their wisdoms of Dental hygiene on us.

Monday 14th – **Mother's Day Afternoon Tea**

We will be celebrating our special mums with an afternoon tea starting 3:30pm.

Sunday 13th – **Mother's Day**



Tuesday 15th – **Ramadan begins**

This is a period of prayer, fasting, charity-giving and self-accountability for Muslims in Australia.

Thursday 26th – **National Sorry Day**

We will remember and commemorate the mistreatment of the country's indigenous population.

## June

Wednesday 6th – **State of Origin**

Come dressed in your maroon and blue to support your team for Game 1.

Monday 11th - – **Scholastic Book Fair**

Wednesday 13th – **Grange Library Storytime**

10:30am Story time provided by Grange Library

Sunday 24th – **State of Origin**

Come dressed in your maroon and blue to support your team for Game 2.

Friday 29th - **Red Nose Day Disco**

Let's raise money by bringing along a gold coin for SIDS awareness and have some fun dancing the day away.

# Policy Reviews

We value your input and feedback ..... The policies/procedures in review during May and June are:

|  |   |
|--|---|
| Child Protection Policy                      | Annual Leave Policy—Staff   |
| Emergency Evacuation Policy                  | Open Door and Parent Participation Policy   |
| Emergency Lock Down/Intruder Alert Procedure | Record Keeping Policy   |
| Duty of Care Policy                          | SIDS Policy and Guidelines and Safe Sleeping Students, Volunteers and Visitors Policy |
| Handwashing Policy                           | First Aid Action Plan on Dangerous Products   |
| Infection Control Policy                     | Holiday Discount Policy   |
| Infectious Illness Policy                    | Social Media Engagement Policy  |
| Nappy Changing Policy                        | Environmental and Sustainability Strategy   |
| Natural Disaster Sever Storm Policy          |   |

Ways that you can provide feedback are:

Our policies are available to read in the foyer and you can give feedback in 2 ways, by email

## Educator Spotlight ...

### **Carmen Almelo—Early Childhood Teacher in Kindergarten**

Miss Carmen has just graduated from her Bachelor of Education Early Childhood at QUT. She is eager to take on her first kindergarten class and share her knowledge, skills and passion with the children.

Carmen's hobbies are traveling, painting, and craft-making. She loves to go to other places and learn about their language, culture, and cuisine. During her free time, She loves to paint and create crafts. She would like to share this passion with the children in her class as she believes that art is a medium of language and self-expression.



She speaks English, Filipino and a little bit of Japanese.

She has previously worked as a teacher assistant in a junior high school in Japan for two years.

# Development information

## Speech and Language Development

Information collated by our Educational Leader Vicki Anderson

The first years of life, when the brain is developing and maturing, is the most intensive period for acquiring speech and language skills. These skills develop best in a world that is rich with sounds, sights, and consistent exposure to the speech and language of others.

There appear to be critical periods for speech and language development in infants and young children when the brain is best able to absorb language.

### **What are the milestones for speech and language development?**

The first signs of communication occur when an infant learns that a cry will bring food, comfort, and companionship. Newborns also begin to recognize important sounds in their environment, such as the voice of their mother or primary caretaker. As they grow, babies begin to sort out the speech sounds that compose the words of their language. By 6 months of age, most babies recognise the basic sounds of their native language.

Children vary in their development of speech and language skills. However, they follow a natural progression or timetable for mastering the skills of language

### **Hearing & Communication Developmental Milestones**

#### **Birth to 3 Months**

Reacts to loud sounds  
Calms down or smiles when spoken to  
Recognizes your voice and calms down if crying  
When feeding, starts or stops sucking in response to sound  
Coos and makes pleasure sounds  
Has a special way of crying for different needs  
Smiles when he or she sees you

#### **4 to 6 Months**

Follows sounds with his or her eyes  
Responds to changes in the tone of your voice  
Notices toys that make sounds  
Pays attention to music  
Babbles in a speech-like way and uses many different sounds, including sounds that begin with p, b, and m  
Laughs  
Babbles when excited or unhappy  
Makes gurgling sounds when alone or playing with you

#### **7 Months to 1 Year**

Enjoys playing peek-a-boo and pat-a-cake  
Turns and looks in the direction of sounds  
Listens when spoken to  
Understands words for common items such as “cup,” “shoe,” or “juice”  
Responds to requests (“Come here”)  
Babbles using long and short groups of sounds (“tata, upup, bibibi”)  
Babbles to get and keep attention  
Communicates using gestures such as waving or holding up arms  
Imitates different speech sounds  
Has one or two words (“Hi,” “dog,” “Dada,” or “Mama”) by first birthday

# Development information

## **1 to 2 Years**

Knows a few parts of the body and can point to them when asked  
Follows simple commands (“Roll the ball”) and understands simple questions (“Where’s your shoe?”)  
Enjoys simple stories, songs, and rhymes  
Points to pictures, when named, in books  
Acquires new words on a regular basis  
Uses some one- or two-word questions (“Where kitty?” or “Go bye-bye?”)  
Puts two words together (“More cookie”)  
Uses many different consonant sounds at the beginning of words

## **2 to 3 Years**

Has a word for almost everything  
Uses two- or three-word phrases to talk about and ask for things  
Uses k, g, f, t, d, and n sounds  
Speaks in a way that is understood by family members and friends  
Names objects to ask for them or to direct attention to them

## **3 to 4 Years**

Hears you when you call from another room  
Hears the television or radio at the same sound level as other family members  
Answers simple “Who?” “What?” “Where?” and “Why?” questions  
Talks about activities at daycare, preschool, or friends’ homes  
Uses sentences with four or more words  
Speaks easily without having to repeat syllables or words

## **4 to 5 Years**

Pays attention to a short story and answers simple questions about it  
Hears and understands most of what is said at home and in school  
Uses sentences that give many details  
Tells stories that stay on topic  
Communicates easily with other children and adults  
Says most sounds correctly  
Uses rhyming words  
Names some letters and numbers

## **What should I do if my child’s speech or language appears to be delayed?**

Children grow and develop at different rates, and there’s a big range of ‘normal’ in development. But you know your child best. If you have any concerns about your child’s language development, ask your child and family health nurse, GP or paediatrician or see a speech pathologist. Your doctor may refer you to a speech-language pathologist, who is a health professional trained to evaluate and treat people with speech or language disorders. The speech-language pathologist will talk to you about your child’s communication and general development. He or she will also use special spoken tests to evaluate your child. A hearing test is often included in the evaluation because a hearing problem can affect speech and language development. Depending on the result of the evaluation, the speech-language pathologist may suggest activities you can do at home to stimulate your child’s development. They might also recommend group or individual therapy or suggest further evaluation by an audiologist (a health care professional trained to identify and measure hearing loss), or a developmental psychologist (a health care professional with special expertise in the psychological development of infants and children).

# Development information

## How to encourage your child's early language development

The best way to encourage your child's speech and language development is to **do lots of talking together** about things that interest your child. It's all about following your child's lead as they show you what they're interested in by waving, pointing, babbling or using words.

### Talking with your child

Talk to your baby and treat them as a talker. When you finish talking, give your baby a turn and wait for them to respond – they will! And when your child starts babbling, copy your baby and babble back. You'll probably find that they babble back to you again. This keeps the talking going and is great fun.

### Responding to your child

As your child grows up and starts to use gestures, you can respond to their attempts to communicate. For example, if your child shakes their head, respond as if they're saying 'No'. If your child points to a toy, respond as if your child is saying, 'Can I have that?' or 'I like that'. When your child starts using words, you can **repeat and build on what your child says**. For example, if they say, 'Apple,' you can say, 'You want a red apple?'

When you tune in and respond to your child, it encourages them to communicate. You'll be amazed at how much your child has to say, even before words develop.

### Everyday talking

Talking about what's happening in your daily life together is a great way to increase the number of words your child hears. You can talk about things that make sense to them, like what they're seeing or doing – the key is to use lots of different words and in different contexts. For example, you can talk to your child about an orange tree and about cutting up an orange for lunch. This helps your child learn the meaning and function of words in their world. It doesn't matter if your child doesn't understand, because their understanding will grow as your child develops. From the time your child starts telling stories, encourage them to **talk about things in the past and in the future**. For example, at the end of the day, you could talk about plans for the next day, by making a shopping list together or deciding what to take on a visit to grandma. Or when you come home from an outing together, you could talk about it.

### Reading with your child

Read and share lots of books with your child, and read more complex books as your child grows. Reading lets your child hear words in different contexts, which helps them learn the meaning and function of words.

Linking what's in the book to what's happening in your child's life is a good way to get your child talking. You can also encourage talking by chatting about interesting pictures in the books you read with your child. When you read aloud with your child, you can point to words as you say them. This shows your child the link between written and spoken words, and helps her learn that words are distinct parts of language. These are important concepts for developing literacy. Your local library is a great source of new books and a lovely place to spend quality time with your child.

# Nursery Natter!

Wow ! It's hard to believe it's Autumn already. We have had a very busy start to the year and by now all of the children have settled in well. We have gotten to know everyone's individual routines and personalities and formed strong bonds with each other. Some children are even beginning to display signs of friendship and recognition with each other which is awesome. When the children feel happy, safe and secure they are then able to move on and learn new things.

The children in the room are of different ages and are at different levels of development. Our younger friends are enjoying lots of tummy time and their favourite place to do that is on the large mirror on the floor. Tummy time is really important for young babies as it helps to develop head, neck and upper body strength ready for when they start crawling. Others have mastered various styles of crawling, pulling themselves up to standing and even walking along the furniture. We will continue to work on these important gross motor skills and eagerly await the day (not too far away) when one of our charges meets the tremendous milestone of taking their first steps.

We have a holistic approach to learning and cover all developmental areas. These include physical, personal, social and emotional wellbeing as well as cognitive aspects of learning. We are teaching the children in our care how to sit, crawl, stand, feed themselves, social interactions, language skills and problem solving skills just to name a few. We do this through 'play' which makes learning fun for everyone. The children learn basic maths concepts during block building, sand pit and water play. They happily scoop, pour, count and build as well as feeling lots of different textures. We have introduced them to icy cold ice blocks, bottles of lovely warm water, sticky cold spaghetti and messy goey finger painting. A highlight this term was a visit from Henny Penny Hatchings where we all had the opportunity to pat a cute, soft, fluffy, newly hatched chicken. We are constantly talking to them about everything we do and sing lots of different songs to them which helps them absorb all the words they need for language later on.

We learned about sustainability by celebrating Earth Hour. We turned the lights off and experienced the joys of playing with torches. Harmony Day saw us create a large group painting with all of our handprints promoting unity and inclusion and of course, Easter was lots of fun too.

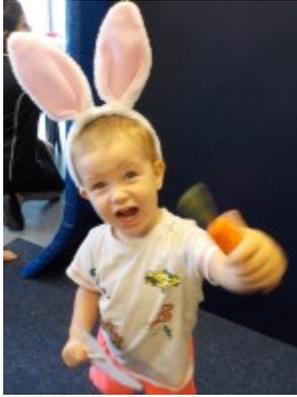
We value family input and recognise you are the child's primary caregivers. We love to know what your child gets up to outside of the day care centre and welcome any photos, books, stories or suggestions. We have an open door policy and families are welcome to pop in any time.

Thank you for entrusting your child into our care and we love getting to know, care for and spend quality time each and everyone of them.

Miss Debbie and Miss Jasmine



# Senior Nursery News!



Yaama (Hello and Welcome in Gameroi language) to the next edition of the Senior Nursery Newsletter!

We began the month of March with plenty of sensory experiences for the children to enjoy. They had a blast exploring the grainy sand and testing specific schemas during their play. This exploration was continued by creating a wet sand mixture that the children can manipulate into different moulds and cups. With these open ended materials available, the children were able to lead their own learning which

they then created their very own pretend cakes.

With this display of learning, we introduced the soft texture of the moon sand and the playdough that the children can mould and extend their pretend play ideas.

To encourage children to explore and make sense of the world around them. We introduced the coloured rice and oobleck sensory activity. These activities evokes the children's natural curiosity as they conducted their own investigation through touch, taste and sight.

We also explored the shaving foam, ice and wobbly jelly! Ofcourse, developing the children's language skills along the way as they try to define what they see, taste or feel through words. Sensory exploration also help children develop strong sense of identity as they learn to try new things and interact with others with care, empathy and respect.

We also observe Clean up Australia Day and Earth hour in the month of March. These particular activities were platforms for children to develop care and respect for their environment as well as becoming socially responsible being. We engaged the children in a series of activities that focused on how we can reuse, reduce and recycle our waste in our room. We made a cardboard couch for our reading area, involved the children in turning our lights off and repurposing other materials for arts and craft.

To help children further develop their understanding of sense of community, we encouraged them to participate in tidying our environment during transitions. We did through our clean up song and discuss with the children the importance of a clean and tidy environment for our health and physical wellbeing. We also emphasised that all of their actions, even the smallest, contributes to greater outcomes.

Harmony Day was also celebrated in the month of March and we did this through creating a hand print painting activity demonstrating that whatever is the colour of



# Senior Nursery News!



our skin, Everybody Belongs. This was then followed by a healthy morning tea that we all shared with our friends! We discussed the diverse backgrounds of the people who call Australia home before listening to the upbeat music of harmony day song.

We endeavour for them to learn to take increasing responsibility of their own health and physical wellbeing. This allowed us to teach the children proper hand washing during our transition to the bathroom, teach them to swish and swallow water after every meal, teach them how to catch their sneeze and cough through a song as well as demonstrating how it is done. Most importantly, we are teaching the children to learn to drink from their own bottle through helping them identify it and explaining its importance in reducing the transmission of viruses.

As the children's sense of belonging emerged, the interactions in their social environment were more prominent. The children were more confident in expressing themselves and began engaging in group activities. We have seen children happily engage in small group dancing activities, sharing humour in our game "who is under the blanket?" or when it simply came to chasing our friends around the yard. We have seen children's involvement and interest in caring for the babies, which we've supported through incorporating blankets, wipes, potty, nappies and other accessories to extend their play. During this



imaginative play, we purposely discussed with the children the importance of being gentle, not only with the babies, but also with our friends and teachers. We've been unpacking the emotions that other people might feel if we are not gentle with them and teach children how to empathise through giving someone a hug, patting their shoulder or offering something to drink. To encourage this development we have also introduced to the children different books that will guide them in their interactions with others.

Towards the end of the month we celebrated the Easter Week and engaged the children in learning how Australia and other cultures celebrate this Christian tradition. We taught the children the significance of the Easter Bilby (which tied in with sustainability) and the Easter Bunny. Made a Swedish Easter Tree and decorated our recycled Easter Basket before heading out for the egg hunting activity.

The Easter also brought the Henny Penny egg hatching experience into the centre. This experience caused so much excitement on behalf of the children as they were given a chance to hold and pat the chicks. This wonderful opportunity gave children the chance to practice their gentle hands, show care and respect for the little creatures by being quiet when we are visiting them in the Kindy room. This activity also lead us to discuss about the chicken life cycle and create out playdough chickens. What a busy and wonderful month full of learning and adventure!

# Toddler Tales!



Hello and welcome from the Toddler Tribe! Wow the year is progressing so fast! The first half of the year was exciting and anxious as we had lots of mums within the room expecting babies. We are please t say that we have been eager to help support those families and their children by vising the nursery, spending the time with the babies. We have continue to have discussions and read books about babies at our mat time. If there is anything else, we can do to help support your family with the arrival of a new baby or anything else please let us know.

We have all be so busy and engaged with learning new skills in the room. A large group of children have been working very closely with Miss Susie as they explore everything fine motor. Together they have been discussing on how to hold scissors and cut appropriately- they continue to practise their cutting on all kinds of mixed material through out the coming weeks. Just today leaves from outside Miss Susie took a small group and they cut the leaves from the plants as they collecting them for a project, we will extend on this by exploring the idea of sharpening pencils and using rulers.. this will be something that we will continue to investigate and pull apart more through the coming months. Please keep an eye out for our fine motor wall display.



As Easter passed us we love the thought of cooking and how everyone got involved as we made the Easter biscuits the children continue to look into the mathematical value as we used words like 1 cup, tip it in, onto, top of. As we mixed p the biscuits and ate them. Fast forward into the coming weeks are home corner as been buzzing with cooking. The children involved with imaginary play, role play and sensory as we give them the option to cook with raw pasta, sand and water to add to the mix. Just recently we have added empty food boxes for the children to once again continue with that imaginary play.



As our goals change all the time throughout the room one that has been stuck with the children and they continue to strive and work hard for is independence and self-up skills. They have been nailing the independence of packing up their sheets and wiping down the beds, they have been seen to have so much pride in this and if they forget they are quite disappointed until they have been able to their bed. We are continuing to work on the children getting dressed from toileting this will be easier or them with clothing that is loose enough for them to pull up and down by themselves. Shoes that are easy to put on and take off. You can help at home by guiding them to achieve this taking a little extra in your time to allow them to try. This will be a goal set in place for the rest of the year along with the children gaining the confidence to use the toilet and recognise those toileting cues.



# Junior Kindy Catch Up!

It's been a busy past couple of months here in the Junior-Kindy Room, with children already building a sense of belonging to their environment and making connections with their fellow peers and educators. In the first few months we have welcomed some of our new friends Liam and Jasper, Camillo and Jasleen to our environment.



Over the past few months Miss Mel, Miss Selim and Miss Sarah have been working hard with the children to support them in their transition into Junior Kindy. We have established a flexible routine that is guided by the Early years framework and National quality standards and in line with the children's current interest within our environment. The children's development and learning is well on its way and already we have captured all the wonderful and exciting things your child has been exploring and learning, families are welcomed to sit down and enjoy your child's documentation anytime. (Your child's portfolio is in our parent communication area) It would be greatly appreciated if you have any feedback or suggestions to share with your fellow educators to continue the learning emerging with your child.



The children have been incredible to watch as of when they first started at the beginning. It's only been four months but already we have seen massive and positive attitude from the children. It's not just the children who have experienced change it's also the room, we watched what the children's interests were and how we can fit their current interest into environments in the classroom to suit each other. As a team we have changed the room almost five times to fit the children's needs. This recent change has been a winner with the children, with the new addition of the cubby house along with an open art station where children can freely choose their own resources, plus our new hair dressing station with lots of role play and adult roles emerging during these experiences. Along with the changes in the room, we have noticed that the children love to be outside and explore their natural environment, especially the boys they enjoy being able to climb, run, jump and dig in the sand pit improving their gross motor and fine motor skills that are continually developing. We have started to see them exploring ways to challenge their bodies and use their new-found strength and skills to the test. They spend hours using their imaginations and re-creating their favourite TV shows and playing pirates, princess, mums, dads and babies. The children are wonderful at extending their own learning through play and finding ways to be creative and inquisitive learners in their environment.

So far this year we have explored our Planet and Space. The children used their own knowledge and



# Junior Kindy Jumble!

built on this with experiences that opened their eyes and minds to names of planets, videos of rockets blasting off to space, unfamiliar words and language and plenty of visuals to let our imaginations run wild. We used creative arts to explore planets and make meaning and creative galaxy paintings using different mediums. This led to our investigation into our planet Earth. We looked at our own country and took a trip down in history to learn about Aboriginals and Torres Strait Islander people. We learnt "Acknowledgement of People" exploring Aboriginal art and history through books and information from fellow Educators, the children were amazing and shared their part of cultural diversity as we then looked at our own backgrounds, making flags and learning languages from our friends cultural background.

As our interest in Diversity and the world around us grows, so does our need to fill our minds with letters, colours and numbers all around us. We are beginning to see children show interest in letter recognition with educators supporting children with letters to trace, draw and copy in our art station. Some of the children went further and collage their first letter in our name which sparked the letter of the week. We are beginning to learn sounds and using songs to extend and gain meaning. Children love to take turns and sing their favourite song as they gain more confidence in themselves and their environment.

Our self-help skills are continually emerging with children now capable and independent asserting their belongings and taking responsibility for their health and wellbeing by feeding themselves, putting their own shoes and sunscreen on and keep our environment clean. Just recently we created a fun game of who can clean the toys up the fastest with some very competitive children giving it all they had to complete the task. Including and challenging the children has played a very important role in maintaining a respectful and trusting relationship with in our environment.



As we move forward this year you will begin to see your child's interest continually shift as their interest grows and they begin to demonstrate and understand more effectively. We know how important it is to feel a sense of belonging and need to be part of a group, so we will be teaching children the importance of friendship values, treating people equally and being accepting of people regardless of cultural backgrounds and beliefs. As well as friendships values, we would like to dig deeper into animals and Dinosaurs. We have noticed how much the children love the toy Dinosaurs and demonstrate some knowledge. We want to see the children get excited about digging for Dinosaur bones and exploring fossils. If you have any books, information and would like to share what you know with our friends, we encourage all families so be actively involved in their children's learning. Already our attention is focused on camping, something that we have all take part in. Our room is slowly transforming into a camping ground with tent, camp fire and much more. Please send along any photos you have of your family camping trip to share with our friends and extend our adventure further.

Reminders: As it gets cooler, please ensure that your child has some spare clothes to suit cooler months, it's starting to get dark earlier in the afternoon while the children are outside.

# Kindy Catch Up!

This month as we welcomed the Henny Penny Hatching program in our class, we have understood and practiced how to be responsible caretakers of the newly hatched chicks by gently patting them, feeding them with clean water and food, allowing them to have rest time for them to grow. Future Planning:

Block play – We will incorporate literacy to Block play as children have shown their developing skills in designing and building towers, castles, ships during children selected play.



Learning about Emotions – As the children are in the developmental process of understanding their emotions, we will be learning about different types of emotions and develop their self-regulation skills.

Show and Tell - As a part of building your children’s strong self-identities and helping them to develop their social communication skills, we will be having “Show and Tell” activity starting this term featuring the things that they like. You may encourage your children to talk about their favourite things and experiences.



## Literacy and Numeracy

The class has been continuing to engage in Letters and Numbers recognition and developing their early writing skills using a variety of classroom resources such as puzzles, letter rocks, pens, and whiteboards. This created opportunities for children to practice their pencil grasp, write their names, identify match and order letters of the alphabet and numbers 0-10.

Storytime had been a preferred learning experience this month as children had brought in their favourite books to listen to and share with everyone. They explored both print and digital books and learned how to sequence story and decode and make sense of the meaning of the story by listening and looking into the visuals on the literature.

## Sensory Play and Learning

This month we had explored our Sense of Taste. Using a variety of flavors, the kindergarten investigated and explored the flavors of lemon, honey, marmite, and cinnamon using their sense of taste during the first week of this month. Through sampling on the ingredients on offer, they demonstrated their confidence to take on new challenges, problem solving skills, and active participation in their learning.



# Kindy Catch Up!

## Gross Motor Skills

The children have been demonstrating their ability to engage in large movement skills, coordination and strength across different types of play in the centre. In the beginning of the month, they enjoyed testing their flexibility by moving from left to right sides of their bodies as they played Twister game.

Throughout the month, the children had been experimenting on different tricks at the monkey bar and showing their agility to engage in this outdoor play: from learning how to land on both feet, to racing from one end of the bar to the other, and counting how long they could last holding onto the bars. This had been one of the popular outdoor activities the children loved to take part into.



## STEAM: Adding Arts to STEM

We have integrated the Henny Penny Hatching program and learning the life cycle of a chicken into our Arts activities. Using their creativity and imagination, they had explored and brought into life each life cycle's stage through art: drawing, cutting, painting, and describing their creations, which helped them develop their fine motor skills and articulate their ideas verbally. Working in small groups encouraged the children to work with others, take turns, and contribute to learning conversations with or without teacher's prompting.



# Sustainability Corner!

An update from Miss Emily our Sustainability Officer

Do you throw out your plastic bags after one use? How much rubbish do you throw away?

By 2050 there will be more plastic in our oceans than sea life, with over 70% of that plastic being thrown out after one use. Its getting in to the tummy of all our sea animals, so how can we stop this? We are working very hard within our centre to make it more sustainable and you can help us too! By limiting the amount of plastic and packaged food within our lunches.

- replacing plastic wraps with reusable wraps, or containers
- try planning ahead, so you are less likely to grab packaged options
- home bake in batches, or bulk buy and freeze ready portions.

Also by bringing in old items you have no use for, that can be repurposed at the centre as play items or for craft.



## Our Community ...

### St Mary of the Cross School Twilight Open Afternoon

Wednesday 9th May 4:00—6:00pm  
Thinking about Prep enrolment or enrolment at St Mary of the Cross? Head along to their Twilight Open Afternoon and see their brand new Early Years Precinct. RSVP by phone 38574803 or email: [pwind-sor@bne.catholic.edu.au](mailto:pwind-sor@bne.catholic.edu.au)

### Brothers Ladies Day "Garden Party" is on again this year!

Saturday 26th May 2:00—5:30pm

A poster for the Brothers Ladies Day Garden Party. It features a central crest with a shield and the text 'ST MARY OF THE CROSS RUGBY CLUB'. Below the crest, it says 'SAVE THE DATE' and 'Ladies Day Garden Party' in a large, elegant script font. Underneath that, it says 'Saturday 26th May'. At the bottom, there is text about an exclusive ladies day sideline marquee, canapes, and quality wines included in the ticket price. It also mentions 'FASHION, RAFILES, A BEAUTY BAR AND LOTS OF FUN!' and 'PROCEEDS FROM LADIES DAY EVENT WILL GO TO' followed by the 'youngcare' logo. At the very bottom, it says 'SPONSORSHIP OPPORTUNITIES AVAILABLE CONTACT BROTHERS RUGBY ON 3262 5484 WITH QUERIES.' The poster is decorated with pink and red roses on the sides.

ST MARY OF THE CROSS RUGBY CLUB

SAVE THE DATE

Ladies Day Garden Party

Saturday 26th May

EXCLUSIVE LADIES DAY SIDELINE MARQUEE FROM 2:00PM - 5:30PM WITH DELICIOUS CANAPES AND QUALITY WINES INCLUDED IN YOUR TICKET PRICE

FASHION, RAFILES, A BEAUTY BAR AND LOTS OF FUN!  
PROCEEDS FROM LADIES DAY EVENT WILL GO TO

youngcare

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# Healthy Habits!

## Cheesy Broccoli & Tuna Fritters

Courtesy of the Woolworths Recipe for Kids website



### **Ingredients**

40g tasty cheese, grated  
200g broccoli, cut into florets  
2 free range eggs  
75g (½ cup) wholemeal self-raising flour  
185g tin chunks in springwater, drained, flaked  
1/6 red capsicum, for snack  
1/3 Lebanese cucumber, for snack  
1 apple, for snack

### **Method**

lunch:

1. Place broccoli in a steamer over a pan of simmering water, cover and steam for 2-3 minutes or until tender. Refresh under cold running water, then drain. Coarsely chop.
2. Whisk eggs and flour in a medium bowl. Add tuna, broccoli and cheese. Stir to combine.
3. Heat a large non-stick frying pan over medium heat. Spray lightly with oil. Cooking 4 fritters at a time, place heaped tablespoons of mixture in the pan. Cook for 2 minutes each side or until golden and cooked through. Repeat to make 12 fritters. Set aside to cool. Cover and refrigerate until required.

**Note:** This is a great lunch time treat for the days you are at home as this recipe has egg in it so cannot be eaten at the centre.