



Program Term 3, Weeks 1 - 5

Curious & Intelligent Minds

Information for Families

Dear Families,

This program cycle we will be celebrating both “Keep Australia Beautiful Week” (17th August to 23rd August) and “National Tree Day” (Sunday 2nd August).

This program aims to raise awareness of littering and helps our students to become more aware and take action to reduce waste and litter in their environment, so as to further encourage all Australians to help our community and for all people to act against litter.

Keep Australia Beautiful Week’s vision is for a litter free and sustainable Australia. This connects with Aranda Afters focus on our service striving to be an increasingly sustainable service. It is also one of our service’s focus, with the implementation of a program being created by our Sustainability Squad; a core set of educators from our team here at Aranda Afters have been working closely with each other and within the community to reduce waste and developing our communities’ engagement in sustainable living.

What we are doing at Aranda Afters

Children will be encouraged to pick up a piece of rubbish while at Aranda Afters to participate in Keep Australia Beautiful Week and be encouraged to always put their rubbish in the bin, in line with our attitude to “Leave a place nicer than you find it.”

Our Sustainability Squad have created a range of sustainable activities for children to engage in, including: Making Australian perfumes from natural materials and essential oils; making collages and crafts using natural materials such as leaves and sticks; native crafts; Indigenous dot painting leaf art; making boats out of recycled plastic materials; ocean coloured sand layering; oil spill simulation; bottle holder weaving; coffee filter coral reef and Lego dam building.

QUOTE: The important thing is to not stop questioning. Curiosity has its own reasoning for existing - Albert Einstein



Highlight August 15 - 23

National Science Week

What we are doing at Aranda Afters

National Science Week is an inspiring week for children to engage in a variety of different science, engineering, and technology practices. Children will have the opportunity to engage in a variety of stimulating experiences, getting involved in experiments, seeing how science works, make enquiries & hypotheses, and gain knowledge through play-based learning.

HOW YOU CAN ASSIT

Below are some ideas to help you link in with what we will be doing at Aranda Afters.

- Providing your child(ren) with readings or videos about Science.
- Looking at the Guinness book of records.
- Organise a weekend to visit somewhere on [this list](#).
- Make some art and craft science creations.

Cultural Significances

- National Aboriginal & Torres Strait Islander Children's Day (NATICD) Tuesday 4th August
- Vietnam Veterans Day (Long Tan Day) Tuesday 18th August

Creative Expression

Music & Movement

- ❖ Dance
- ❖ Musical Chairs & Musical Statues

Condolences to Paul

- ❖ Koala arts & crafts
- ❖ Thank you and sorry cards

Investigation & Discovery

Science

- ❖ Make a volcano
- ❖ Tornado in a bottle
- ❖ Climbing rainbow
- ❖ Rain clouds with shaving cream
- ❖ Ice and salt
- ❖ Milk art

Sensory play

- ❖ Rubbery Goop
- ❖ Magic Clay
- ❖ Kinetic Sand
- ❖ Snow fluff experiment
- ❖ Playdough

Nature & Sustainability

Sustainability Squad

- ❖ Australian perfumes
- ❖ Natural material crafts
- ❖ Native crafts
- ❖ Indigenous leaf art (dot painting)
- ❖ Boats out of recycled plastic materials
- ❖ Ocean coloured sand layering
- ❖ Oil spill simulation
- ❖ Bottle holder weaving
- ❖ Coffee filter coral reef
- ❖ Lego dam building.

Garden activities

- ❖ Wind-catcher craft
- ❖ Planting an Australian Native tree
- ❖ Painting ID posts – Indigenous plant walk
- ❖ Honeybee craft

Garden Care

- ❖ Water maintenance
- ❖ Worm farm/scraps
- ❖ Compost to the beds

Physical Wellbeing

Active games

- ❖ Trash War
- ❖ Crab soccer
- ❖ Corners
- ❖ Capture the flag
- ❖ Skipping & Hula hoops
- ❖ Tennis or Badminton
- ❖ Basketball or Netball
- ❖ NRL or AFL

Imaginative Exploration

- ❖ Dungeon & Dragons (MH)
- ❖ Games with (MH)
- ❖ JUMBO board games
- ❖ Puzzles & card + board games
- ❖ Dress ups
- ❖ Imaginative play
- ❖ Kitchen play & baby toys
- ❖ LEGO, MOBILO

Indigenous Practices (Mabo Day focus – cultural significance)

- ❖ Indigenous corner (Aboriginal Dress ups, Board games & Books)
- ❖ Indigenous Story books
- ❖ Indigenous language cards

Highlights

- ❖ Environmental focuses
- ❖ National Science Week

My Time, Our Place Outcomes Achieved

Children feel safe, secure, and supported in their environment where they feel a belonging to the service to express both their feelings and ideas. As well as developing their sense of agency through recognizing their right to belong by taking challenges and recognizing their achievements for themselves and the achievements of others. This is done through our 5 weekly data collections on all children in the service. Children are also developing knowledgeable and confident self-identities through feeling recognized and respected for who they are. They also interact with others with care, empathy, and respect by displaying awareness and respect for others and establish and maintain relationships with peers. Children are also developing their sense of agency through effectively communication and practices.

Relating back to: Outcome 1 – Children have a strong sense of identity

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation by understanding different ways of contributing through play and meaningful projects. Through this program we are linking a variety of different meaningful community events into our program. Children become aware of fairness by becoming aware of which of their peers are included or excluded from physical and social environments and how we support and encourage children to be involved in the program. This is supported from educators in the service. Children become socially responsible and show respect for the environment through sustainable practices.

Relating back to: Outcome 2 – Children are also connected and contribute to their world

Children become strong in their social and emotional wellbeing by demonstrating trust and confidence. This is supported by educators to show care, understanding and respect for all children and provide children with time and space to challenge themselves and practice their skills. Children take increasing responsibility for their own health and physical wellbeing by having a variety of different active play experiences, especially focused on their suggested which include all the sport experiences included. Children also discuss with their educators how they want to further their skills in a variety of different active play experiences and that are supported through our collation from data collection into our ongoing programs.

Relating back to: Outcome 3 – Children have a strong sense of wellbeing

Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity by valuing each other's involvement in a variety of play experiences. Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching, and investigating through planned environments where challenges, encouragement, exploration, and appropriate risk taking are encouraged and actively sought out in the program. Children transfer and adapt what they have learned from one context to another as by supporting one another to share and transfer knowledge and to plan for time and space to reflect existing and new ideas. Children resource their own learning through connecting with people, place, technologies, and natural and processed materials by exploring new ideas through imagination, creativity, and play.

Relating back to: Outcome 4 – Children are confident and involved learners

Children interact verbally and non-verbally with others for a range of purposes through enjoyable interactions by joining in for group games with their peers and listening and responding to each other for a range of purposes. Children engage with a range of texts and gain meaning from these texts through books, music, stories and more. Children express ideas and make meaning using a range of media through enabling children to express using visual arts, dance, drama, and music. Children collaborate with others, express ideas, and make meaning using a range of media and communication technologies by collaborating with children to record the shared activities undertaken.

Relating back to: Outcome 5 – Children are effective communicators