



Our preschool is truly getting into the Christmas spirit. We are singing songs, saying Christmas rhymes, are baking and the children are heavily involved in Christmas art and craft activities.



Yesterday Frieda painted a snowman picture for our reading nook. She worked calmly and concentrated, paying attention where to locate each snowflake carefully. Frieda contributed her experiences about snow to the group discussion at the art table. She said: 'I have seen snow on the TV, on Peppa Pig. I have seen real snow when I was a baby.'



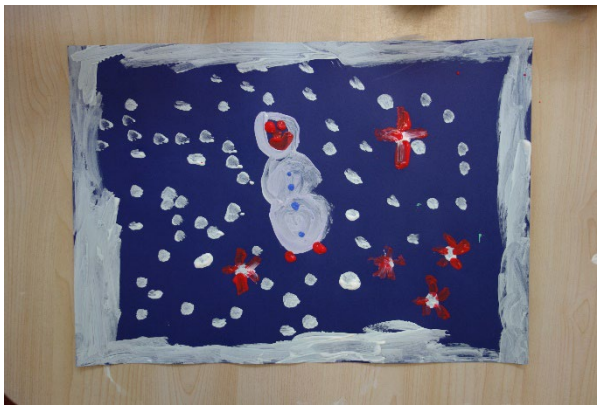
E. said: 'I know snow. I saw it on my dad's phone.'



Mina said:
'Look at my snow land.
E. do you like my picture?'
Elise; 'yes!'



2.12.2022



Emily said: 'Ich kenne Schnee aus Deutschland. Ich bin mit dem Schlitten gefahren und auch Skilaufen. Ich war in einer Ski-Schule.'



Reggie contributed to the discussion as well and said: 'Ich war mal Skifahren.'

EYLF OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

This is evident, for example, when children:

- engage in enjoyable interactions using verbal and non-verbal language
- contribute their ideas and experiences in play, small and large group discussions

The art table is a place where a lot of communication between the children take place. They love sharing their experiences with their friends and often talk about their life away from preschool. This allows us to connect with others and helps with building/strengthening relationships.



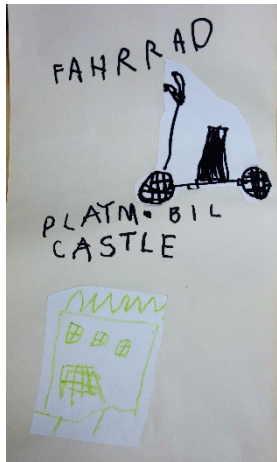
As part of the rehearsals for the Christmas concert, we spoke about wishes and had started creating a very long wish list which we intend to use as a prop for our performance. (See reflections from 25.11.22).

This project fosters literacy development and has been on offer for several days with the children are still adding to the ever increasing list. They can either make a drawing or write their wish down. Some children chose to do both, such as Lara who added a 'Fahrrad' (Bicycle) and Reindeer to the list. Most of the children observed Silke write the individual letters of each word and make the sounds they represent before they independently copied these onto the paper roll.

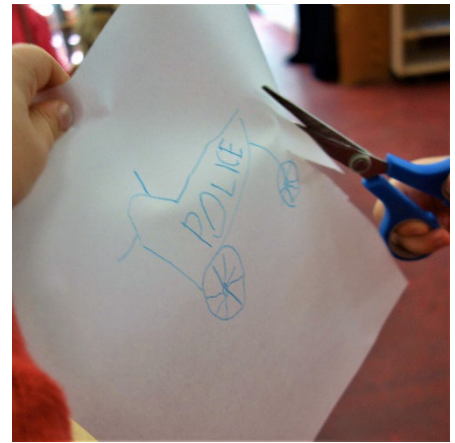
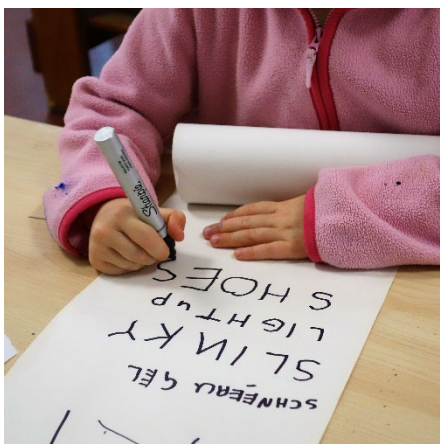
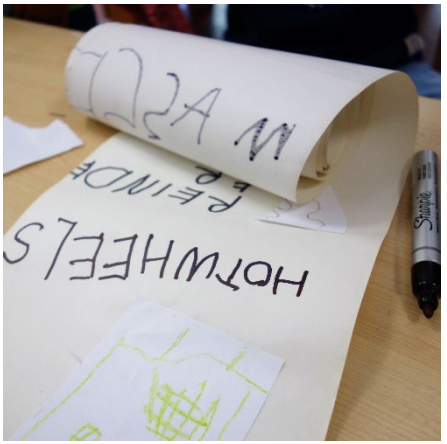


EYLF OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work



Jack told us that he wished for a "Playmobil castle" and he also added both, an illustration as well as the written words. Theo wished for 'Hotwheels' and Reggie added 'Schneekugel' (snow globe). E. wrote 'Slinky' and "Light up shoes", whereas Luca declared that he wanted "Cookies!". He carefully copied the letters onto the rolled up, ever growing list of wishes. F. didn't have to think long. "Wasserslide" she said and wrote "Wasserrutsche" in very large letters (Water slide). Jona also knew what he wanted for Christmas. "Polizeimotorrad" he told us and added this very long word. He was encouraged to make a drawing as well. After finishing his drawing, Silke enquired whether he wanted to write "Polizei" or "Police" on his motorbike drawing. He opted for 'Police'. Elyas was next and he wrote 'Pool'. "That's too big [a wish]" Reggie remarked but we spoke about how there are also smaller inflatable pools. "Die heißen Plantschbecken" Silke said.



12.12.2022

Solomon wanted "Dinosaurs" and wrote this underneath Elyas' wish, checking each letter before copying it. Then it was L. who had his turn next. "I want a monster truck" he declared and then added "and cool cars. Then they can crash".

Silke assisted him with writing the individual letters of the words monster truck, so that he would get a feel for where to start (writing from left to write) and how to move his hands. With her help, these words were legible. Then Silke wrote cool cars for L. to copy independently. L. made circular movements to represent the C and O's before making large, round squiggles. "Cool cars" he said, indicating that the marks he was making stood for his second wish. He proceeded to make more sounds, possibly indicative of the cars crashing and his lines representing this as well.

Sophia mentioned that she would like "Sticky earrings" for Christmas and copied these words on our list. She required only a little assistance with a few tricky letters (such as S, R and G) but most of the others, she copied with ease. Carla observed her working and it appeared that she wanted to jump in and help when Sophia paused and looked at Silke for assistance.

Carla held back though and let Sophia work it out independently after Silke encouraged her to try. It is important not to assist too quickly and let children attempt on their own. This way they can learn through trial and error and in the process also eventually lose the fear of making mistakes. Jumping 'to the rescue' too soon can be counterproductive. It might even unintentionally promote the feeling that their efforts are not deemed good enough and children increasingly learn to rely on adults instead of taking a risk and learning that they don't have to strive for perfection.

All of this is part of developing a growth mindset for learning. It is the effort that counts and leads to progress and making mistakes is an essential part of learning. This was also evident when Frieda added 'Christmas tree' to the list. She remained very focussed on each individual letter and writing it the correct way. Even if these were not (yet) in the right order, she took great care to check whether she had included them all.



EYLF OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Literacy and numeracy capabilities are important aspects of communication and are vital for successful learning across the curriculum.

Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy.

Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

Positive attitudes and competencies in literacy and numeracy are essential for children's successful learning. The foundations for these competencies are built in early childhood.