

05.12.22

Building on last weeks jumping over the elastics this week we tried long rope skipping games, they require rhythm perseverance, concept of timing, proprioception, understanding of the position of your body in space coupled with the right time to jump, levitating with both legs sufficiently high into the air coordinating gross body movement.

These simple old-fashioned yard games are valuable as they offer a variety of experiences that can be adjusted to the child.

At the beginning we made just small little waves with the rope to jump over, followed by bigger waves and even worms and snakes. Then guided by the rhythm of the rope going up and around the children ran through it at the right time, O., Eli, Lara, Philippa and Luca managed to consecutively skip up to 5 times with huge pride and joy visible on their faces.



Later during our sports session in the hall, we transferred our skills using the shorter individual ropes.

We will continue to offer varieties of these important and very enjoyable activities building on the acquired skills and extending and improving them.

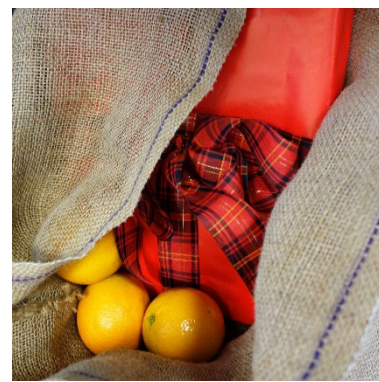
EYLF Learning Outcome 4: children are confident and involved learners

Intentional Teaching is a deliberate, purposeful and thoughtful way of recognising the children's level of skills and needs.



6.12.2022

In Germany and some other European countries Saint Nikolaus is celebrated on the 6th of December. This morning many children excitedly spoke about the sweets and little surprise gifts they had found in their shoes this morning. During our group time we were interrupted by a loud knocking on our door. Nobody entered but when Catherine went to open the door, she found a sack standing outside of it. Nikolaus must have left it there for us. It was really very heavy. Lily had to put a lot of effort in to hold it up.



The children were very excited and eagerly returned to the mats to see what was inside it. Theo noticed the small round bulges in the sack and suggested it could be something to eat. Emily was allowed to take a 'sneak peak' and she looked inside the sack and called out "Orangen!"



Philippa started unpacking it and she pulled out some oranges before pulling out a flat, rectangular present. "Ein Geschenk!" everyone excitedly exclaimed. John suggested it could be a guitar. Most children laughed, realising that it would not match the shape and size. They responded similarly when Simone wondered whether it might be a Hockey stick. Grace was chosen to unwrap it and after she had pulled off some of the paper, it revealed a large book. Silke read the title: "365 Awesome Science Experiments". Catherine asked what was so special about the number 365. At first nobody knew but after some probing and helpful hints a few understood that it is the amount of days each year. Silke enquired if anyone could count that far and E. confidently volunteered. She started off well and many other children joined in with counting once E. got into the twenties the numbers increasingly jumbled up and we concluded that it was just too much to count just now. However, good to know we will not run out of Science experiment ideas for an entire year.



6.12.2022

Then Leo and Lena volunteered to hand out the oranges, ensuring each child received one. The scent of oranges gradually spread around the room. "This smells like Nikolaus" one child remarked and Silke encouraged everyone to close their eyes and smell the orange in their hands. Some children tossed them up and caught them again.

We sang: "Es geht ein Ni Na Nikolaus in unserem Haus herum" before enjoying the juicy oranges at lunch.



As part of our commitment to promote healthy nutrition, we are happy that Nikolaus' idea to reduce sugar intake was so well received by the children who clearly enjoyed the healthy surprise. It was also a nice sensory experience for them as the children smelled the fragrant oranges and tasted the flavour. They felt the textures of the peel, flesh and juicy insides when eating these.

A shared present (as opposed to each child receiving something for themselves) promotes a sense of community as well as a sense of belonging. The children peruse the book for inspiration and it will surely prompt many scientific explorations.

This is an example of how a traditional cultural event can be used to embed other learning outcomes in an integrated and holistic yet enjoyable way.

EYLF HOLISTIC APPROACHES

Holistic approaches to teaching and learning recognise the connectedness of mind, body and spirit⁴. When early childhood educators take a holistic approach they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. While educators may plan or assess with a focus on a particular outcome or component of learning, they see children's learning as integrated and interconnected. They recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation.

An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.