

02.04.2024

This morning, we opened the worm farm and used the shovels to move the composted earthworm soil into a bucket. Joshua analysed the soil and said, "Are they making mud?" Leon also spotted the plastic in the worm farm and the children noticed that plastic does not compost. This soil we then took to our garden beds to prepare it for the newly sprouted seedlings. One bean had already been planted, as it had sprouted very quickly last week. Continuously throughout the day, the children take care of the plants by giving them water using droppers.

Eliana and E. noticed that the leaves were dry and gave them some water before we walked to the library.



At circle time we looked at the egg cartons in which we had planted the beans, Nasturtium flowers and spinach from last week. We spoke about the beans that had sprouted and took a closer look at the shell of the bean.



Simone encouraged the children to speak about the plants and share what they had learned as she walked around with the seed skin and the tray with sprouts for everyone to observe.

Felix said, "Wir haben sie eingepflanzt."

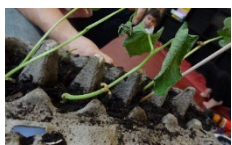
E., "A plant."

Felix, "Tomaten und Bohnen."

Anton, "Ich weiss, Bohnen."

Carlotta, "Blumen."

We then spoke about the plants we seeded 2 weeks ago and some of the children remembered that the plants with 2 big leaves were the beans.



The next question was why do some leaves look 'squishy' or 'crunchy', as some children had called them. We looked at them closely and hypothesised about what the reason could be.

Felix suddenly said: "Zu wenig gegossen."

We will continue to observe what happens to the seedlings and we will start another small experiment with the plants. We asked why the seedlings are all facing towards the window side and wondered what might happen if we turn a tray around.

Felix answered, "Das kenne ich, die gehen dann in die andere Richtung."

A., Sebastian and Paulin turned the seedlings into the opposite direction, and we will observe what will happen in the next few days.



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The addition of new Mobilo sparked the creation of many new designs as there are significantly more connector bits available but also some straight bits which we did not have before, enabling new ideas.



Most children experimented with building various vehicles which move, using the many wheels, Anton explored other options. "Ich hab eine Spinne gemacht. Guck mal!" he explained and constructed another, similar one to demonstrate how it is done. Felix turned his construction into a helicopter by adding a propellor on top which could spin around for lift off.

Sebastian spent a lot of time constructing vehicles which he took with him to use in his play elsewhere. Avielle spent a lot of time playing with Sebastian and sitting next to him while he was working on his constructions. She was encouraged to try and create one of her own. Initially reluctant, she was eventually persuaded to try. Avielle took each piece which was handed to her and worked on figuring out how to attach it. Bit by bit she succeeded in adding two sets of wheels and then another two connector bits on which she attached extensions. By ensuring Avielle would not give up and persuading her to persist, she eventually finished her own vehicle which she used to engage with Sebastian within their play.

Apart from developing more refined fine motor skills and muscle strength in her fingers (which is an important preparation for writing), It also enabled Avielle to experience a sense of achievement as she had connected the pieces herself rather than just waiting for someone else to do it for her. Through trial and error, Avielle could work out suitable strategies, e.g. pushing on the part which was sticking out to clip it into place. Once the skills needed to manipulate the equipment are mastered, Avielle can move on to construct more elaborate structures and use her imagination to create new ideas. To be able to create, children first need to learn how to use tools and techniques.



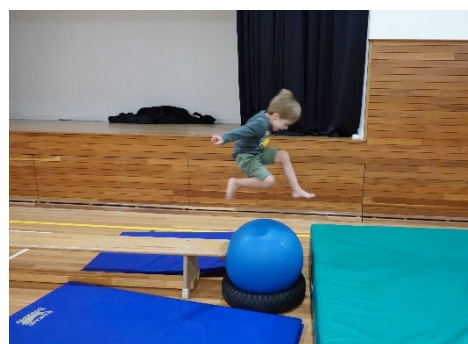
"Help me do it myself" or "Help me help myself". "Hilf mir es selbst zu tun."- Dr. Maria Montessori

### EYLF V2.0 Play-based learning and intentionality

Play-based learning approaches allow for different types of play and recognise the intentional roles that both children and educators may take in children's learning. When children play with other children and interact with adults, they create relationships and friendships, test out ideas, challenge each other's thinking and build new understandings. Play provides both a context (a place or space where children play) and a process (a way of learning and teaching) where children can ask questions, solve problems and engage in critical thinking. Play-based learning provides opportunities for children to learn as they discover, create, improvise and imagine.

Play-based learning with intentionality can expand children's thinking and enhance their desire to know and to learn, promoting positive dispositions towards learning.

Children act intentionally and with agency in play. This is demonstrated when children make decisions, and with what and with whom to engage and invite into their play. Neural pathways and connections in the brain are stimulated when children are fully engaged in their play as they make plans, create characters, solve problems, develop self-awareness and learn how to socialise, negotiate and think with others. Children's immersion in their play illustrates how play enables them to simply enjoy being.



One of the stations at sport was 'Swiss ball jumps'.

The children could run over the long gymnastics bench to gain momentum and then jump over the large Swiss ball onto the thick crash mat. Here some children used the ball to bounce off and propel themselves upwards, others leaped over it, landing either on their feet or their bottom.

Jamie appeared to enjoy this exercise a lot as he did many rounds. He was the only child who added a forward roll after each landing, demonstrating both courage and sophisticated coordination skills. He used the momentum gained from the jump for his forward movement, supported his body with his arms as he rolled and kept his spine well rounded, keeping himself safe and the move effective.

