

05.05.2022

Today we made some new playdough. Many children were keen to help. Noelle and Sophia measured the required amount of Cream of Tartar. They both worked concentrated and paid attention not to spill anything. Tristan was very helpful and made sure to hold the different ingredients and the big bowl.

Leo H., Mia F. and Carlotta said that they wanted to make playdough as well. They helped with different measuring tasks and with the stirring.

Ray assisted G. who accidentally spilled some flour. Ray showed him how to hold the spoon the right way and he also opened the flour bag for G. so that it was easier to access.



L. wanted a turn when it came to stirring the ingredients. He used lots of arm strength in order to be able to mix the thick dough.

L. said: 'It looks like popcorn.'

Many of the children supported him by holding the bowl in place.



Suddenly many other children joined the group. At one stage there were 13 children at the table. This meant that children had to wait for a long time to have a turn. Reggie made sure that the turn taking was fair!

She said: 'First its Carla's turn, then it's Leonardo and then I have my turn.'



Making playdough has many benefits and supports children in learning different aspects.

For example it supports children's social emotional learning. Here, the children made sure they supported each other when needed. This was shown when children were holding the bowl or ingredients for the child who measured / stirred the ingredients. Also, when showing them how to hold the spoon correctly.

The children practised turn taking and some children monitored that things ran smoothly and fairly.

The activity also fostered mathematical skills, such as measurement, number and amounts.



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When the playdough was finally finished the children had the opportunity to create.



Leo H. rolled some playdough between his hands and said: 'Look, my one looks like a sausage!'



G. said: 'I made a birthday cake!'



Frankie made a different kind of tower. She concentrated on getting the balance right. She realised how to get her tower more stable by adding a third cup to the base.



Philippa used a lot of playdough in order to make sure that her top cups won't fall off.



Ray worked calmly and demonstrated great fine motor skills.



Mina created a tower. She used the playdough to connect the sticks to the cups. She was very proud with her end product and she had to overcome many obstacles.

A few sticks, cups and playdough inspired many creative ideas. It also gave children the chance to explore their problem solving skills. Especially by building different structures, they experienced many challenges on the way. This gave them the opportunity to test different solutions.

**EYLF Outcome 4: Children are Confident and Involved Learners.**



In the afternoon our two CAS students (Florian and Max) arrived with their friends Torben and Felix (who is a former GISS Preschool child himself).



Max listened attentively to Anja talking about her Dad and her Dad's friends. 'My Dad has lots of friends.' Very detailed she explained how her Dad attends to her needs, such as reading stories and listening to her. This encouraged Tristan to tell Max how great his Dad is. Max then showed them how deep he is able to dig a hole.

Encouraged by Felix, Torben and Florian, the children started to chase them on the upper playground area. Some used the hula hoops to try to catch them, others just ran after them. The game changed when the students tried to catch the children. There was lots of laughing and delightful screaming with the children clearly enjoying the company of the 'big students' from year 11.



ELFY Outcome 2: Children are connected with and contribute to their world Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation