

SEAHORSE DAILY STORY



My reflection



The mirrored platform on the play gym is one of the children's most favourite item in the room.

They spend a lot of time looking at themselves in the reflection and engaging with their own reflection.

By being able to explore their reflection in the mirror they are able to begin to develop a sense of self identity. But they are also able to begin to interpret objects in the mirror and start to recognize familiar faces in the mirror.

They are also able to observe their facial expressions and are beginning to become aware of certain emotions through their physical attributes.



Written by Miss Tanya

Farm animals



Ivy was the first to begin exploring the farm animals. Miss Megan set up a couple of animals in front of her. She reached out with her index finger to touch the horse, ever so carefully. Then moving onto the goose. Ivy found these animals very interesting and spent time holding them and looking at them.

Ashlyn and Owen were a little more interested in trying to taste them. These children are still very focused on learning about their environment through sensory perception and this is why we commonly see young children putting lots of things in their mouths as they are trying to interpret the use for these toys and are determining if they are food.

Their sense of touch and sight will become more dominant as they get a little more experience and begin to learn about more concepts.



Written by Miss Tanya

Music, music, music



Our seahorse children love to make noise. They are currently exploring their voices a lot in the room at the moment and volume seems to be a big focus to see who can squeal the loudest. Apparently they find this most amusing and they can be seen laughing at one another.

But another thing they have begun to really explore is the cause and effect of instruments and utilizing different materials and banging them together or on tables creating different sounds.

At this stage of development a lot of what they learn is through cause and effect. Once they have discovered they can bang two wooden blocks together to create a sound they then retain this knowledge and apply it to other materials such as kitchen equipment and musical instruments.

Written by Miss Tanya



Socializing



When the children had finished lunch we set their chairs up in a circle and faced them all towards each other and close together. We wanted to see how they would react to each other.

Funny enough they became curious about each other, reaching out and touching one another.

They were making loud noises and smiling at each other as they sat together.

By placing them in this situation we are exposing them to social standards in our society and allowing them the opportunity to begin to explore and experiment with social skills.

Written by Miss Tanya



Chicken noodle soup



Our lovely cook Miss Julie today cooked up a special chicken noodle soup today for our lunch. We have not tried this on our menu until today and we have to say all the children found it to be super delicious leaving nothing in their bowls.

Eating wholesome food not only is good for their health benefits but can also provide satisfaction and comfort. That sure is how Miss Julie's chicken noodle soup made us feel today.

If you would like the recipe for this delicious yet simple to make chicken noodle soup please see me or send an email and we can get a copy to you.

Written by Miss Tanya



My shoe



Alina was sitting on the floor and pulled her shoe off her foot. She picked it up and looked at the shoe. She investigated the aspects of the shoe. She felt the material of the shoe and she felt the rubber sole of the shoe. She played with the rip tab of the Velcro fastener. She found her shoe so fascinating.

Then she lent forward and reached out towards her foot and tried to put it on by sitting the sole of her foot on top of the shoe.

She is becoming very observant, curious and able to investigate using problem solving skills to make all her discoveries and discover new information.

Written by Miss Tanya



Analysis of learning



- Self identity
- Confidence
- Developing language skills
- Developing social skills
- Developing acceptance of one another
- Becoming aware of animals
- Exploring curiosity
- Developing confidence in investigating and problem solving
- Adjusting uses of objects to create new experiences
- Developing independence and self help skills.

Reflection of the day

Today we have seen such an improvement in the children's confidence and becoming more settled in the seahorse room. We are so happy with the way they are becoming more independent in their ability to self soothe.

Our routine today worked very well. Everything flowed making the day more relaxing and ensuring the children's needs were adequately met which kept them content and happy.

Sleep, eat chart



| <u>Seahorse</u> | | | Staff Name | Tanya | Megan | |
|------------------|-------------|---|---------------|-------------|------------|----------|
| | | | Shift | 9.00-5.00 | 8.15-4.15 | |
| Date | 17th May 21 | | Rest Pause | 10 mins | 10 mins | |
| Day | Monday | | Lunch | 1.00-1.30 | 12.30-1.00 | |
| CHILD'S NAME | Morning tea | Lunch | Afternoon Tea | Rest Time | | Clothing |
| Ivy | /// | Most | All | 11.50-12.30 | | |
| Ashlyn | /// | All | All | 11.45-12.25 | | |
| Alina | /// | All | All | No sleep | | Yes |
| Owen | /// | All | All | 12.15-1.20 | | |
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| | | | | | | |
| UV Rating | | Sun protection recommended from 8:00 am to 4:00 pm | | | | |
| Morning Tea | | No children present for morning tea | | | | |
| Lunch | | Chicken noodle soup | | | | |
| After-noon tea | | Pear, mandarin and apple with piklets and jam | | | | |