



Sea horse Daily story



Octopus Painting



Today Ashlyn and Abigail had their chance to do their octopus painting. They both were very accepting to do the activity and waited patiently for their turn. We were able to observe the girls using their dominant hand to use the brush. Both Abigail and Ashlyn were able to point to what colours they would like to use after they were done with their previous colours. Miss Megan would verbally say the colours out loud as they pointed to them, to help them identify the colours names. We could also see Abigail and Ashlyn do some small problem solving when they would use one hand or finger on the paper so that it would not move as they were painting. Ashlyn and Abigail made some lovely contributions to our art that we have been engaging in this week.



Written by Miss Megan

Sensory Board



Today Miss Tanya introduced the children to a new type of sensory board. We noticed that they loved to pick up the blocks and bang them together creating a loud sound. We could also see that they were very eager to match up the block with the corresponding spot of the block. Alex, Ashlyn, Zaidyn and Abigail responded very well to touching the different textures on the board. This was a great way to introduce different kinds of textures for the children to explore. Not only did they engage in sensory play but they played well together and individually. They demonstrated their understandings of sharing with one another and watching the way their friends play compared to themselves. We have really noticed the children are coming out of their comfort zones to explore new things that they may have not seen before.

Written by Miss Megan



Shells and Playdough Play

We had set up playdough and shells out on the table and let the children come over as they pleased. It was quite interesting to see that once Alina started to experiment with it, everyone else came over very shortly. At one point we had all of our seahorse friends engaging in the same activity at the same time together, this helped to promote a sense of group time that was purely led by the children. We watched them able to pinch and pick up the playdough as well as using the different kinds of shells as scoops. They all had a turn of each other's lot of playdough and were able to wait their turn if someone else was using the shell that they wanted to play with. Because we had shells and playdough the children were able to distinguish what was hard and what was soft!



Shape Blocks

Today we had Alex approach Miss Megan to be picked up. Miss Megan picked Alex up and noticed that he was pointing at something. Miss Megan would walk closer to what Alex was pointing at to see what he was after! Alex was looking and pointing at the wooden dog with shape blocks. Miss Megan pointed to it and asked Alex if he would like to play with it. Once it was placed on the table, Alex very quickly wanted to work out how to play with it. Miss Megan showed him how to place the block in the correct spot. To help support him, Miss Megan helped Alex by only giving him 1 or 2 blocks to help him problem solve and place it in the correct spot. Not long after, the rest of our seahorse friends were very keen to see what was happening!

Providing children with a range of resources available helps them to have a sense of decision making and helps them to fulfill their mastery cup

Written by Miss Megan



Analysis of learning



- Pencil grip and manipulation
- Hand eye coordination
- Colour recognition
- Creativity and imagination
- Shape recognition
- Matching skills
- Decision making
- Problem solving
- Counting
- Developing cooperation and social skills
- Developing independence.

Reflection of the day

Today has been a day for individual learning opportunities and identifying individual learning experiences.

We introduced new resources into the room that spark interest in shape matching and fine motor manipulation. The children gathered in small groups and were content exploring these new resources together, using problem solving methods to make discoveries and exploring trial and error.

Our progressional rest time worked well allowing children to sleep when they felt tired worked well for both the children that needed to sleep later and the children who were wanting an earlier sleep.

