

Seahorse daily story



Making a ribbon box



Today the children assisted in decorating the box we are going to use to create our ribbon pull box.

By assisting us in the creation of this box it allows the children to develop a sense of ownership and develop respect for the creativity.

They were very good at waiting for their turn and chose to watch each other as they painted. Each one of them today independently painted with no assistance showing confidence in dipping their brushes back into the paint pot and making the decision as to when they wanted to get more paint, displaying independence and unique process.



Written by Miss Tanya

Rice play with small wooden stones and magnifying glasses



I wanted to offer the children an opportunity to engage in a sensory experience that would challenge their thinking and encourage experimenting behaviours.

Alina and Daniel both discovered they could use the magnifying glasses as scoops or spades to pick up large amounts of the rice.

All of them had discovered they could fit the small stones into the hole of the magnifying glass like doing a puzzle, showing a connection between matching skills and shape exploration.

Zaidyn was more interest in the effects of watching the rice fall from his fingers, experimenting with cause and effect.



Written by Miss Tanya

Construction Zone



We created a construction zone complete with wooden tools and different shaped and coloured wood blocks. We wanted to give the children an opportunity to engage in an imaginative play scenario stimulating their creativity and their connectedness to common items in our lives.

Alina and Daniel were very interested in this experience and both had a sound knowledge of what a hammer was and how to use it. They both used the hammer to tap on the blocks.

Alina was very curious about the screw driver and the scissors. I demonstrated to her how to hold these items and how they can be manipulated.

Daniel's interest turned towards the blocks and he was busy stacking blocks on top of each other.



Cultural musical instruments



We have continued to explore these cultural instruments allowing the children an opportunity to learn technique and develop an appreciation for the sounds and music it creates.

We are seeing the children becoming more musically engaged with them and they are often using them whilst they are dancing to some of their favourite songs through out the day.

Alina today felt comfort and calmness in shaking the rain maker. The sounds of this instrument is traditionally used to represent the calmness of rain falling.

Written by Miss Tanya



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I was packing away the blocks today and Daniel approached me at the table. He noticed what I was doing and begun picking up blocks and dropping them into the container.

When he dropped one on the floor I said “uh-oh” and he looked up at me and smiled. The next time he dropped one on the floor he said “uh-oh” and bent down to pick up the block and put it in the bucket.

Daniel helped to pack all of the blocks away. He is learning to be kind and respectful by helping in packing away the toys.

Written by Miss Tanya



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Zaidyn was extremely curious about what was inside the tent. Once in there he had discovered the wooden doll house was in there.

He was extremely interested in looking at the small items of furniture in the doll house rather than engaging in imaginary role play. He would find little shelves he could pull out, doors and windows he could open and close.

His curiosity kept him engaged for quite some time. On an occasion he would hold up an item to show me and I would relay to him the name helping to instill recognition skills through language.

Written by Miss Tanya



Analyse of learning



- creativity
- Independence
- Curiosity
- Language skills
- Cultural respect
- Pro-social skills
- Independent play
- Experimentation
- Matching
- Shape recognition.

Reflection of the day

Today was a day filled with mixed emotions. The children were quite tired in the morning so we had an earlier lunch and nap than usual. This worked very well for those who slept as they woke up much more refreshed and felt more confident in being more independent and happy.

We are going to pack away the train set and the cultural instruments for now as the children have lost interest in these resources.

We introduced the tent today so we will continue to set this up with different experiences each day inside of this.

The children seem have lost interest in the home corner area we will look at ways this week we can create a new life for this area.

Sleep and Eat Chart



<u>Seahorse</u>			Staff Name	Tanya		
			Shift	8.45-5.00		
Date		Rest Pause	10 mins	10 mins	10 mins	
Day	Thursday		Lunch	12.30-1.15		
CHILD'S NAME	Morning tea	Lunch	Afternoon Tea	Rest Time		Clothing
Zaidyn	All	All	All	No	Sleep	
Daniel	All	All	All	11.40	2.00	
Alina	All	All	All	11.50	12.45	
UV Rating						
Morning Tea	Yogurt, rock melon, apple and pear					
Lunch	Mixed Sandwiches					
After-noon tea	Rice crackers, sultanas and dried apricot with cheese slices					