



Blue group 3-year-old kindergarten Curriculum Reflection- Date: March 2024

Already we have come to the end of March with so many new and developing interests emerging. We have an established routine that meets our group's needs, and that is modified when required based on the children's needs of that day. The children have been enjoying larger group discussions with songs and movements as well as stories and intentional teaching opportunities.

This last month we have focussed on introducing 'Boss of my own body' a song and story used to support empowerment in children as well as encouraging children to recognise their own bodies and that of others. This intentional teaching has followed onto other areas of the program as we implement various sensory opportunities for the children to explore. Using materials of different texture, smells, and density. These have included using ice to build on the children's nerve endings and the proprioception impact on their bodies. This can also be explored through obstacle courses and looking at where our body is positioned on a mat.

Sensory play has also closely linked with the children's interest in cause and effect as we have implemented scientific concepts using vinegar and bicarb soda for the children to explore and experiment with. Introducing new language and encouraging them to recognise changes in the materials when they are mixed. Cause and effect can also be explored through marble runs as well as dropper paintings.

The children have continued to enjoy the doctors area as it was moved to a new position, allowing them to revisit ideas and extend on their narrative in play. This has also allowed us to incorporate a mini-Williamstown village for the children to use for their figurines. Incorporating a sense of belonging, language and imagination to their play

Learning Outcome: OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional, and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

This is evident, for example, when children:

- seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others
- assert their capabilities and independence while demonstrating increasing awareness of the needs and rights of others
- engage in increasingly complex coordination of body movements with sight, sounds and other sensory stimuli to engage with people and explore materials

Future possibilities:

- Continue to use music, movement, and animal play to engage learning and support body awareness
- Use a range of tools and materials to support motor development and sensory exploration
- Using small groups to navigate relationships

Linked to the National Quality Standards: Quality Area 1- Educational Program and Practice, and TRCC Philosophy.

