

Curriculum Reflection- May

The children are busy at the moment further developing their gross motor skills of standing alone walking with confidence and learning to sit without help and just starting to crawl for the first time. You can see the children practicing these skills over and over again. Through practicing these skills, you can see further development.

A few of the children had the opportunity to experience a music session in the possum room using musical instruments and singing songs played on a guitar. This expanded on the community in which we are involved in. Spending more time outside also allows the children to gain confidence moving around the yard as well as getting to know the possum educators and the children in the possum room. Socially the children are beginning to recognise one another and will often smile, touch and babble to one another during the day. Outside they may follow one another and have started to copy each other especially when they are running up and down the side of the yard near the fence line.

We like playing with the balls sitting in the bus and playing in the sandpit. We have also shown an interest in helping to sweep the yard and to use the little broom and shovel in the room.

This month we have been painting using zip lock bags and squashing the paint in the bag and onto the paper to create a pattern. As some of the children were moving the paint around, they would look at their hands to see where the paint was and couldn't quite work out why it was not on their hands. Over all the children have been really busy exploring the indoor and outdoor environment and having fun interacting with their educators and the children in their room.

Learning Outcome:

LEARNING OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY Children feel safe, secure and supported.

This is evident, for example, when children:

- Build secure attachments with one and then other familiar educators.
- Participate in familiar routines and rituals to make smooth transitions.
- Seek and connect with adults they trust to share their accomplishments and communicate their needs for comfort and assistance.
- Initiate interactions and conversations with trusted educators.

