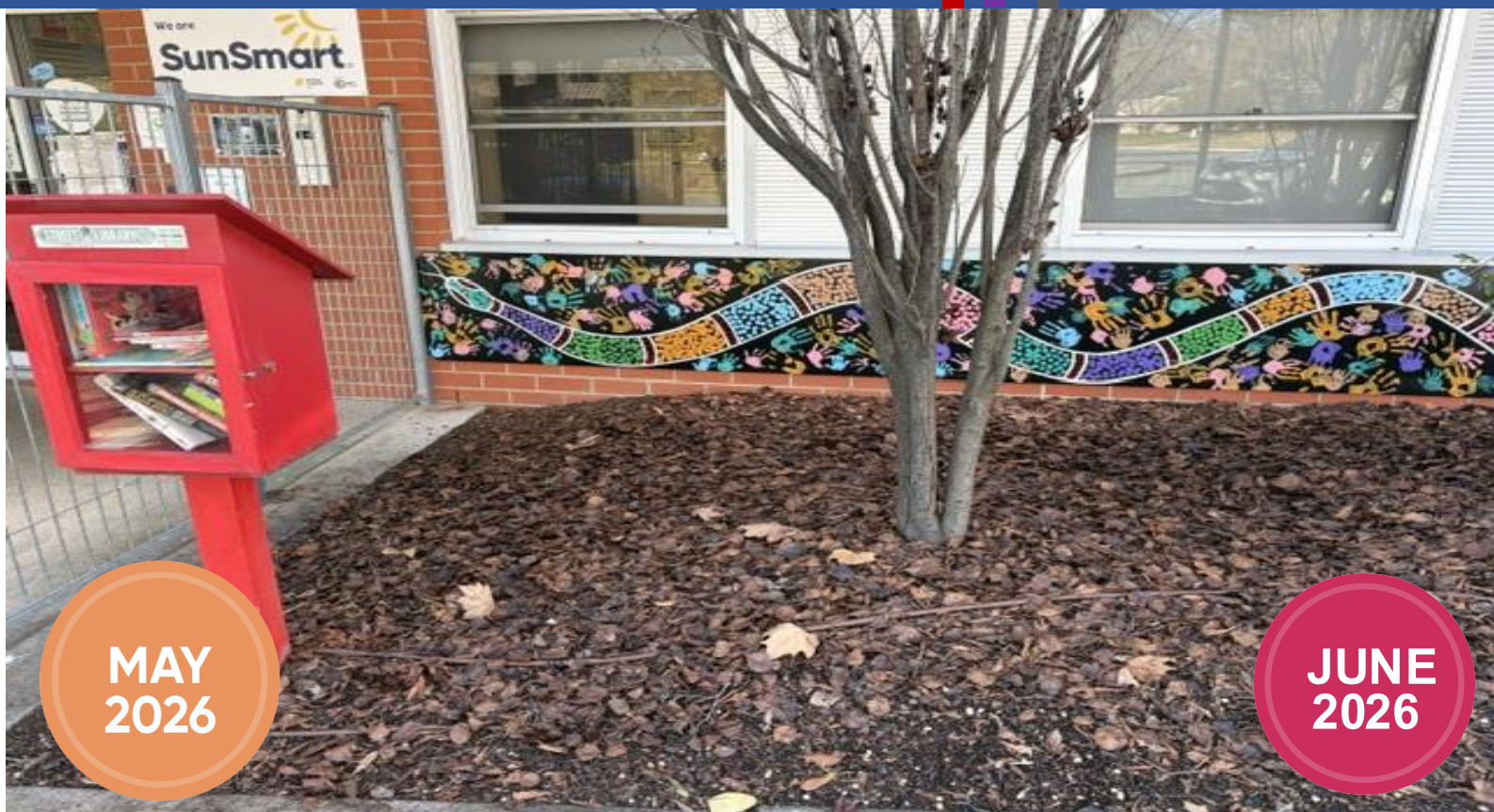


"The greatest gift we can give children is time, connection and a sense of belonging" – UNKNOWN

Weston Creek
Children's Centre



From the Nominated Supervisor's Desk

What's going on....

We acknowledge the traditional custodians of the ACT, the Ngunnawal people.

We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

Dear Families,

As many of you know, we have recently completed our Assessment and Rating visit. We would like to sincerely thank all our families for your ongoing support, kind words, and messages of encouragement throughout the process. Assessment and Rating can be a demanding time for our team, and we are committed to providing the highest quality care and education for your children. Your support means a great deal to us, and we truly appreciate being able to work in partnership with such a wonderful community. We are now awaiting the outcome of the assessment and will share our rating with you all as soon as we receive it. Thank you for being part of our journey and for helping us strive for the best outcomes for all children.

We have recently had a number of children absent due to illness. We kindly remind families to keep children at home if they are unwell. Allowing children time to rest and recover helps support their wellbeing and reduces the spread of illness within the centre.

As the colder weather continues, please ensure your child comes to care with appropriate warm clothing, including jumpers, jackets and beanies for outdoor play. We also ask that all clothing and personal items are clearly labelled to help us return belongings to their owners.

Our Early Childhood Teachers (ECTs) and Lead Educators have been busy preparing your child's half-yearly progress reports. These reports will be shared with families over the coming weeks, and we look forward to celebrating and sharing your child's learning, growth, and achievements with you.

Kylie has commenced the re-enrolment process — it's hard to believe how quickly the year has gone! Please keep an eye out for further information, key dates, and any important updates regarding re-enrolments.
Kylie and Kelly

BEST BLOGS

KIWI CO | kiwico.com/blog

KiwiCo is built around one simple idea: children learn best when they can touch, build, test and explore. Their blog shares hundreds of hands-on activities designed to make science, technology, engineering, art and maths feel exciting, practical and fun for children of all ages.

The activities are designed to encourage curiosity, creativity and problem-solving through simple experiences families and educators can do at home or in the classroom. Popular ideas include growing

mini greenhouses on windowsills, making water cycle bags, experimenting with slime, launching bottle rockets and exploring shapes, nature and colour through everyday materials.

What makes the KiwiCo blog especially useful is that the activities are grouped by age and interest, making it easy to find something suitable for toddlers through to older children. Many of the ideas use low-cost materials already found around the home, making them accessible and easy to implement.

The overall message is clear: meaningful learning does not always require screens, worksheets or expensive resources. When children are given opportunities to investigate, create and experiment, they build confidence, resilience and a love of learning that can support future success.

TOTAL TIME 30 min | MAKES 16 – 20 bars

INGREDIENTS

No Bake Banana Bars:

3 cups (330 grams) **coconut flour**
1 cup (90 grams) **rolled traditional oats**
1/4 cup (40 grams) **brown sugar** (optional)
1 teaspoon **cinnamon, ground**
pinch of **salt**
1/2 cup (125 ml) **tahini**
400 ml can **coconut milk**
1 cup (250 ml) **pure maple syrup**
3 **bananas, mashed**
1 tablespoon **vanilla bean paste** (or extract)

Cream Cheese Frosting (optional):

250 grams cream cheese
1/4 cup (60 ml) coconut oil, melted
1/4 cup (60 ml) pure maple syrup
1 teaspoon vanilla bean paste (or extract)

METHOD:

Line a square 20 cm x 20 cm tin with baking paper. **Place** coconut flour, oats, brown sugar, cinnamon and salt into a bowl and whisk to combine. Set aside. **Place** the tahini, coconut milk and maple syrup into a saucepan over low-medium heat. **Cook** for 2-3 minute (stirring continuously) until warmed and melted together.



Add the mashed banana and vanilla to the saucepan, stir to combine. **Pour** the wet ingredients into the dry and stir to combine. **Press** mixture into prepared pan and smooth. **Chill** in the fridge for 10 minutes whilst you prepare the frosting.

To make the cream cheese frosting:

Place the cream cheese, coconut oil, maple syrup and vanilla into the bowl of a food processor, blitz for 1-2 minutes (scraping down the sides of the bowl, as necessary) or until the frosting is luscious and creamy. **Spread** frosting over the chilled bars. **Return** bars to the fridge for 4-5 hours or until firm. **Cut** into 12-16 bars.

Enjoy x

Recipe and image from mylovelylittlelunchbox.com.

MINI VEGETABLE LOAVES

PREP 10 min | COOK 15+ min | SERVES 8



INGREDIENTS

1 cup (250 ml) milk	1 cup shredded mozzarella
1/4 cup (60 ml) olive oil	1 carrot, grated
2 eggs	1 zucchini, grated
2 cups wholemeal flour	1 cup corn kernels
2 tsp baking powder	1/2 cup mixed herbs,
1/3 cup parmesan, grated	chopped (basil, dill, chives)
	sea salt and pepper

1. Preheat oven to 180 degrees Celsius. Line a 12 hole muffin tin with papers, OR one (21cm x 11cm x 6cm) loaf pan OR four (15cm x 8cm x 4cm) mini loaf pans with baking paper. Set aside.
2. Place the milk, olive oil and eggs into a large bowl and whisk to combine. Add the flour, baking powder, parmesan, cheddar, carrot, zucchini, corn, mixed herbs and sea salt and pepper and stir to combine.
3. Divide the batter between the prepared tins and bake until gorgeously golden and when a skewer inserted removes cleanly.
4. **NOTE:** The muffins will take approx. 15 minutes, the standard loaf approx. 45 minutes, the mini loaves approx. 20 minutes.

Enjoy x

Find this recipe and more at [My Lovely Lunch Box](#)

Podcast Reviews

Parenting is tricky, these listens may just help you along the way!



Pop Culture Parenting | Dr Billy Garvey, Nick McCormack

This podcast is about finding the sweet spot between the textbooks and real life when it comes to parenting. Dr Billy (a developmental paediatrician) and Nick (a developing parent) are a couple of dads having honest discussions about parenting day to day.



Parenting and Personalities | Kate Mason

One thing about being a parent – there's no shortage of personalities to be surrounded by. Our kids, our partners, our family, our friends. They keep us laughing, growing, loving, and crying. Kate Mason is an author, wife, and mother who has spent her career studying personality and relationships. In this podcast she looks at why relationships work, and why some don't. She also looks at how our personalities impact our relationships and examines what compels our children, husbands, wives and others to behave the way they do.



The Easy Feed | Karina Savage

With over two decades of experience in feeding kids, Karina Savage has uncovered all the tricks to help get your children eat better and boost their nutrition while saving you precious time in the kitchen. This podcast is your go-to guide, packed with tips, advice, and practical 'doable' solutions to make your life easier.

HEALTH AND SAFETY: Helping Children Manage Big Feelings

Big feelings are a normal part of childhood. Young children are still learning how to manage frustration, disappointment, excitement, anger and overwhelm. While adults have years of experience regulating emotions, children are only just beginning to understand what they are feeling and how to respond appropriately.

Sometimes those feelings come out in big ways, crying, yelling, throwing toys, refusing instructions, or even hitting. Although these moments can feel stressful for families, they are often a sign that a child needs support, connection and guidance rather than punishment alone.

When children hit, kick or lash out, it is important to respond calmly and safely. Start by stopping the behaviour immediately and clearly: *"I won't let you hit."*

Keeping language short and calm helps children feel safe, even when they are upset. If needed, gently move younger children away from others or remove unsafe objects nearby.

Once everyone is safe, try to focus on helping your child regulate before trying to reason or lecture. Children who are overwhelmed often cannot process long explanations in the heat of the moment. Some children may need a cuddle, quiet space, deep breaths, sensory play, or simply a calm adult nearby while they settle.

As emotions begin to calm, help your child name what they were feeling:

- "You felt really angry."
- "You were disappointed."
- "You wanted another turn."
- "That felt unfair to you."

Naming emotions helps children build emotional awareness and slowly develop the skills needed to manage those feelings more appropriately over time.

It is also important to teach children what they *can* do instead of hitting. Practise calm strategies during peaceful moments, not just during meltdowns.



You might encourage children to:

- use words to ask for help
- stomp feet on the ground instead of hitting
- squeeze a cushion
- take deep breaths
- ask for space
- draw or talk about feelings

Remember that learning emotional regulation takes years of practice and support. Children will make mistakes as they learn. Staying calm and consistent helps them feel secure while also teaching important boundaries.

Families can also help reduce emotional overload by maintaining predictable routines, ensuring children get enough sleep, allowing time for outdoor play and movement, and creating opportunities for connection throughout the day.

Big feelings are not "bad" feelings, they are part of growing up. With patience, support and guidance, children gradually learn that all feelings are okay, but not all behaviours are.



Find more information on this article via the QR code.

Source: Raisingchildren.net.au (2024). **Helping children calm down: 3-8 years**. Retrieved from raisingchildren.net.au

Sound Hunt Adventure

A sound hunt is a simple activity that helps preschoolers begin recognising letter sounds while building listening, language and observation skills. Choose one letter sound to focus on for the day, such as "S". **Say the sound clearly together: "S says ssssss — like sun, sock and sandwich."** Then head on a "sound hunt" around the house, backyard or during a walk. Encourage your child to look for objects that begin with the chosen sound, such as **spoon, slide, shoes, stick, snake toy**.

Each time your child finds something, say the word together slowly and emphasise the beginning sound. You can make the activity even more fun by using a basket to collect items, taking photos, drawing the objects afterwards or turning it into a scavenger hunt. Most importantly, keep the activity playful and encouraging. Short, fun literacy experiences throughout everyday routines help children build confidence and enjoyment around language and learning.



Focus Article: Helping children manage disappointment

For young children, disappointment can feel very big. Whether they lose a game, miss out on being first, do not get invited to a birthday party, cannot have the snack they wanted or find something harder than expected, these moments can lead to tears, anger, frustration or shutting down.

While it can be difficult to watch children struggle, learning how to cope with disappointment is an important life skill. Children who can manage disappointment are more likely to build resilience, confidence and problem-solving skills over time.

One of the most helpful things adults can do is acknowledge the child's feelings before trying to fix the situation. Children need to feel understood. Phrases such as "You're feeling really disappointed because you wanted a turn" or "I can see you are upset that you did not win" help children feel heard and supported. It can also help to remind children that disappointment is a normal part of life. Everyone misses out sometimes, loses games, makes mistakes or finds things difficult. Children need to know that these experiences are not a sign they are "bad" or "not good enough".

Games are a great way to practise coping with losing in a safe environment. Board games, simple card games and races give children opportunities to experience both winning and losing. Adults can model calm responses by saying things like "I didn't win this time, but I still had fun" or "I'll keep practising and try again next time".

Teaching children simple calming strategies can also make a big difference. Taking deep breaths, having a drink of water, squeezing a pillow, taking a break or talking about feelings can help children calm down when emotions are high.

It is also important not to rush in and rescue children from every disappointment. While it can be tempting to let them win, replace every broken item or solve every problem immediately, children build resilience by learning that they can cope with hard feelings and recover from setbacks.



Praise effort rather than outcomes wherever possible. Instead of focusing only on winning, try comments such as:

- "You kept trying even when it was hard."
- "You were disappointed, but you calmed your body down."
- "You worked really hard on that."
- "You didn't give up."
- "You showed kindness even when you were upset."

Books can also help children understand that disappointment is something everyone experiences. Stories where characters make mistakes, lose, feel left out or have to keep trying can open up valuable conversations about emotions and resilience.

Over time, children learn that disappointment does not last forever. They begin to understand that they can feel upset, work through it and try again. This helps build confidence, emotional strength and the ability to manage challenges in healthy ways.

Resilience is not about children never getting upset. It is about helping them learn that they can cope when things do not go their way.



For more information on managing disappointment follow the QR code.

See link via QR code
Retrieved from maggiedent.com

NUMERACY SONGS

Numeracy songs support children to learn counting, sequencing and early mathematical concepts through repetition, rhythm and predictable patterns. Popular examples include counting forwards songs such as *The Ants Go Marching* and *One, Two, Buckle My Shoe*, counting backwards songs such as *Ten in the Bed* and *Five Little Monkeys*, and number recognition songs like "How Many Fingers?".

These songs also help children build memory, listening and language skills while strengthening their understanding of number patterns and one-to-one correspondence. When paired with actions, props or visual supports, numeracy songs can make abstract mathematical concepts more concrete and engaging. Repeating songs regularly throughout the day can also help children build confidence and develop positive attitudes towards early mathematics.



HEALTH & SAFETY: When to Keep Children Home: A Parent Guide to Illness Exclusion

It can be hard to know whether your child is well enough to attend care, especially when symptoms seem mild or they say they feel fine. However, keeping children home when they are unwell is one of the best ways to help them recover and prevent illness spreading to other children, educators and families.

As a general guide, children should stay home if they have a fever, vomiting, diarrhoea, an unexplained rash, red or sticky eyes, ongoing coughing, trouble breathing or symptoms of a contagious illness such as gastro, influenza, or hand, foot and mouth disease.

Even if symptoms seem mild, children may still need to stay home if they are very tired, unsettled, not eating or drinking well, or need more one-on-one care and comfort than educators can reasonably provide in a busy environment.

A helpful question for families to ask is: *"Can my child comfortably take part in the normal day?"* If the answer is no, it is usually best to keep them home.

Common illnesses recommended exclusion periods:

Children should stay home for at least 48 hours after the last episode of **vomiting or diarrhoea**.

Children with **conjunctivitis** should remain home until discharge from the eyes has stopped unless a doctor confirms it is a non-infectious cause.

Children with **hand, foot and mouth disease** should stay home until all blisters have dried, any rash has settled and they are feeling well enough to participate in normal activities. This is usually around 5-7 days.

Children with **chickenpox** should remain home until all blisters have dried and crusted over, which is usually at least 5 days after the rash first appears in unimmunised children. Any remaining blisters should be completely dry before returning to care.

If your child becomes unwell during the day, you may be contacted to collect them. Having a back-up emergency contact available can make this much easier.

Keeping unwell children home is not only about protecting others. It also gives children the chance to rest, recover and return to care feeling happier, healthier and ready to participate in the day.

We understand that bouts of illness can be difficult to manage, and we really appreciate your support and understanding. By working together, we can help reduce the spread of illness and support a healthier winter season for everyone.



More information available via the QR code.

See link via QR code
Retrieved from <https://www.nhmrc.gov.au>

Sustainability CORNER

HOW TO ATTRACT AND SUPPORT NATIVE BEES IN YOUR GARDEN

Encourage native bees to visit your garden by taking these simple steps. Your plants will thank you for it.

If you're wondering whether it's sensible to entice native bees to your garden, there's one thing we need to get straight: **native bees generally don't sting. (Though we don't recommend you test the theory).**

There are 1650 Australian native bee species. Native bees play an important role in the environment. You probably know that honey bees help pollinate our plants but did you know that there are some native plants that they can't pollinate? This is where native bees come in. Many of our native bees are able to buzz pollinate, which honey bees can't do, and it's this type of pollination that's required by some of our native plants. Buzz pollination basically involves creating a vibration in the flower of the plant so that it will release its pollen. The blue-banded bee is one of these buzz pollinators.

Attract native bees by:

- Choose flowers that native bees would choose. Native bees prefer native plants.
- Don't use insecticides
- Give native bees somewhere to live. Some native bees like to make their homes in the ground, that's right, some bees burrow! and others live in wood or crevices between rocks. To appeal to those that live in soil, leave some bare ground. That means leaving some areas with no mulch.
- You could even build a bee hotel. Find out how [here](#)



FOCUS ARTICLE: Teaching Children About Safe Boundaries



Learning about safe boundaries is an important part of helping children build confidence, emotional awareness and personal safety skills. From a young age, children can begin learning that their body belongs to them and that they have the right to feel safe, respected and listened to.

Teaching children about boundaries does not need to feel frightening or overwhelming. In fact, the most effective conversations are often calm, simple and woven naturally into everyday life. Talking openly about feelings, personal space and respectful relationships helps children develop the confidence to communicate when something does not feel right.

One important message for children is that it is okay to say “no” to unwanted touch or interactions, even during play. While good manners are important, children should also learn that they do not have to hug, kiss or physically interact with others if they feel uncomfortable. Offering alternatives such as waving, high fives or verbal greetings can help children feel more in control of their own boundaries.

Families can support children to understand safe boundaries by:

- asking permission before hugs, tickling or rough play
- encouraging children to respect other people’s personal space
- teaching children to use clear words such as “Stop”, “I don’t like that” or “Please move back.”

- helping children identify trusted adults they can talk to if they feel worried or unsafe
- discussing the difference between “safe surprises” and “unsafe secrets”
- encouraging open conversations about emotions and feelings

It is also important for children to understand that boundaries work both ways. Just as they have the right to feel safe and respected, they also need to listen when others say “stop” or ask for space. These early lessons help children develop empathy, respectful relationships and positive social skills.

Role play, books and everyday situations can all provide natural opportunities to talk about body safety and boundaries in age-appropriate ways. For example, if a child becomes upset during rough play, families can gently guide the conversation:

“It looks like your body needed some space.”

“How can we check if someone still wants to play?”

Children should also know that there are no “bad” feelings and that they can always talk to a trusted adult if something makes them feel confused, worried or uncomfortable. Creating a safe environment where children feel heard and supported encourages them to speak up when needed.

Most importantly, teaching boundaries is not about making children fearful it is about helping them build confidence, communication skills and a strong sense of safety and respect for themselves and others.



For more additional support regarding this topic and how to talk to your kids follow the QR code.



Repair, Reuse and Reimagine

Before throwing something away, encourage children to think creatively about how it could be reused or repurposed. Old jars can become craft containers, cardboard boxes can turn into cubbies or robots, and worn clothing can be transformed into dress-ups, cleaning cloths or textile crafts.

Teaching children to repair, reuse and reimagine everyday items helps build creativity while also reducing waste going to landfill. Small habits at home can help children develop lifelong sustainability skills and a greater appreciation for the resources we use every day.

If you need some inspiration try frugalandthriving.com.au



SUPPORTING CHILDREN'S WELLBEING AT WESTON CREEK CHILDREN'S CENTRE

At WCCC, we are committed to supporting the wellbeing of every child in our care. As part of this commitment, our Wellbeing Team has introduced a new Monthly Wellbeing Program, which will be incorporated into each room's curriculum and delivered by educators within their individuals' programs.

During the second week of each month, children will participate in a range of age-appropriate experiences that focus on building positive well-being skills. These may include understanding and expressing emotions, developing self-regulation strategies, building resilience and confidence, strengthening friendships, practicing kindness and empathy and learning mindfulness and relaxation techniques.

Educators will support children's learning through activities such as storytelling, group discussions, creative arts, role play, mindfulness experiences and opportunities for children to reflect on their feelings and emotions. Calm spaces within learning environments will continue to be available to help children develop self-awareness and emotional regulation skills.

The aim of this program is to foster children's emotional wellbeing, provide them with practical strategies to manage their feelings and support the development of lifelong skills that promote resilience, confidence, and positive mental health.

We look forward to sharing the meaningful experiences and learning that emerge from these well-being focused days throughout the year.



This is an initiative from our WCCC
Wellbeing Action Team

Our WCCC Wellbeing Action Team
2026

Regan, Penny, John, Queenie and
Emilie



Assistant Educator's Morning Tea

Each year, we hold Assistant Educator Morning Teas where we provide coffee and light refreshments and give educators the opportunity to spend an hour off the floor together. This dedicated time allows educators to connect, build relationships, learn more about one another, and share experiences in a relaxed setting. It also provides valuable opportunities for educators from different rooms, who may not regularly work together, to engage in meaningful conversations and strengthen team connections across the service.



Building Connections Through Our Mural

5 June 2026

As part of our Reconciliation Improvement Plan, we worked with Duncan and Chikita from Wiradjuri Echoes to create a meaningful Weston Creek Children's Centre Mural..

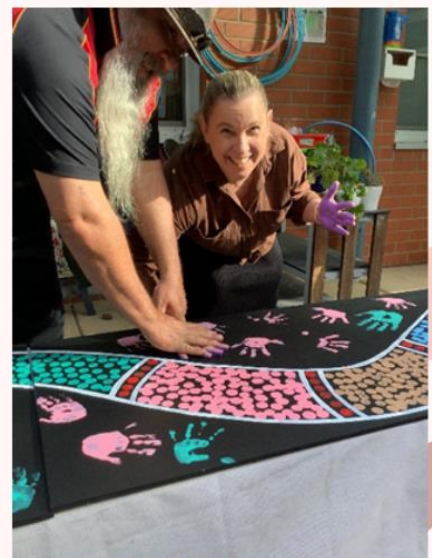
The experience began with the children learning about the Rainbow Serpent and its significance in Indigenous culture.

Through storytelling and discussion, the children explored ideas about nature, community, belonging and connection to Country.

Inspired by the story, the children collaborated to create a colourful Rainbow Serpent using dot painting techniques. They demonstrated creativity, concentration and teamwork while contributing to the artwork.

To complete the mural, children and educators added their handprints, symbolising the unique individuals who make up our centre community and the strong connections we share.

This project provided opportunities for children to engage with Indigenous perspectives, participate in collaborative art-making and develop a deeper understanding of respect, inclusion and community.



CPR TRAINING AT WCCC

All staff participated in a comprehensive CPR training session designed to equip educators with the knowledge, confidence, and practical skills needed to respond effectively in emergency situations and provide immediate care if required..





Gumnuts Newsletter – March, April, May & June 2026

It has been a wonderful and busy few months in the Gumnuts room! We have loved watching the children grow in confidence as they explored, discovered, and learned through a wide range of play-based experiences. Every day has been filled with curiosity, laughter, creativity, and new challenges as the children continued to build important skills across all areas of the Early Years Learning Framework (EYLF).

Fine Motor Adventures

Over the past few months, the children have enjoyed exploring a variety of creative experiences that have supported the development of their fine motor skills. They have painted with brushes, egg cups, and stamps, drawn with textas and chalk, and participated in many craft experiences. Through these activities, the children have been learning how to use different tools and materials while developing hand-eye coordination, control, confidence, and creativity (EYLF Outcomes 4.1, 4.2, 5.3). The children have also enjoyed exploring colanders and streamers, rescuing animals hidden under tape, using rollers and cutters with playdough, picking up finger foods, pouring with funnels, investigating activity boards, exploring balls in tunnels, and putting objects into containers before taking them out again. It has been wonderful to watch them persist, problem-solve, and experiment through trial and error as they discover new ways to interact with their environment (EYLF Outcomes 3.2, 4.1, 4.2).

Celebrating Harmony Week

During Harmony Week, we celebrated diversity, inclusion, and belonging. The children listened to greetings from around the world, explored different shades of orange and discovered how red and yellow mix together to create new colours. They enjoyed listening and moving to music from different cultures using a variety of instruments, explored family photos, and shared the story *Whoever You Are*.

These experiences helped the children build an understanding that every person is unique and special while fostering a sense of belonging and respect for others (EYLF Outcomes 1.1, 1.4, 2.1, 2.2).

Growing Stronger Every Day

The children's gross motor skills have continued to flourish as they practised walking with walkers, moved confidently between furniture and educators, rolled, kicked and threw balls, balanced on stepping stones and balance beams, explored obstacle courses, climbed foam steps, and experimented with different ways of going down the slide. Many children have also been learning how to safely climb in and out of the sandpit independently.

It has been incredible to watch their confidence, balance, coordination, and determination grow as they challenge themselves physically each day (EYLF Outcomes 1.3, 3.2, 4.1).

Easter Fun

Easter brought many exciting opportunities for creativity and exploration. The children enjoyed stamping with Easter cutters, creating Easter eggs using potato mashers, collaging colourful eggs, and exploring Easter-themed playdough. These experiences

encouraged children to manipulate materials, experiment through trial and error, and express their creativity.

We also loved seeing so many families participate in our Easter Hat Parade. Thank you for helping make this special event such a memorable experience for the children and our Gumnuts community (EYLF Outcomes 1.1, 2.1, 4.1, 4.2).

Caring Through Pretend Play

The home corner continues to be one of the children's favourite areas. The children have enjoyed pretending to cook meals, feed babies with bottles and spoons, tuck them into cots, rock them to sleep, give them cuddles, and even bathe them.

Through this meaningful pretend play, the children have been transferring knowledge from their home experiences into their play, developing empathy, communication skills, imagination, and an understanding of caring relationships (EYLF Outcomes 1.4, 2.3, 4.3, 5.1).

Remembering ANZAC Day

To acknowledge ANZAC Day, the children participated in a variety of age-appropriate experiences. They painted and collaged poppies, practised transferring glue from containers onto their artwork, explored the smell and texture of rosemary, and listened to the sounds of the Last Post.

These experiences provided opportunities for children to begin developing awareness of important community events while engaging their senses and creativity (EYLF Outcomes 2.1, 4.1, 5.3).

Exploring Autumn

As the seasons changed, the children explored the beauty of autumn through hands-on experiences. They investigated leaves of different shapes and textures, observed the colours found in nature, created autumn suncatchers, and painted with natural materials.

The children thoroughly enjoyed connecting with nature and exploring the world around them through their senses (EYLF Outcomes 2.4, 4.1, 4.4).

Dinosaur Discoveries

Dinosaurs sparked plenty of excitement in the Gumnuts room! The children enjoyed digging dinosaurs out of kinetic sand, attaching peg spikes to dinosaur bodies, exploring eye droppers to release dinosaurs hidden in bicarb experiments, and creating dinosaur artwork.

These experiences encouraged children to think critically, solve problems, and explore cause and effect while strengthening their fine motor and manipulative skills (EYLF Outcomes 4.1, 4.2, 4.4).

Reconciliation Week

During Reconciliation Week, the children explored Aboriginal and Torres Strait Islander perspectives through stories, art, and sensory experiences. We shared *Welcome to Country*, *How the Birds Got Their Colours*, and *Special Land*. The children created bird artworks using paint and feathers, explored Australian animal stamps, investigated a bush sensory tray, learnt the names of native animals, and painted using natural earth colours.

These experiences helped foster respect, inclusion, and an appreciation for Australia's First Nations Peoples, cultures, and connection to Country (EYLF Outcomes 1.4, 2.1, 2.4, 4.4).

Construction Zone

Construction play has been a huge hit with the Gumnuts children. They enjoyed building with blocks, experimenting with balance and stability, and exploring cause and effect through their creations. The children also loved imaginative construction play using boxes, hammers, and "nails", enthusiastically pretending to build and repair structures.

Painting with construction vehicles allowed children to explore movement and create interesting patterns and tracks, combining creativity with exploration (EYLF Outcomes 4.1, 4.2, 4.4).

Learning About Our Bodies

The children have been learning about body parts through finger painting, face matching games, creating paper plate faces, and exploring where different features belong on Mr Potato Head figures.

These experiences supported children's growing sense of identity, self-awareness, communication, and creativity as they learnt more about themselves and others (EYLF Outcomes 1.1, 3.1, 5.1).

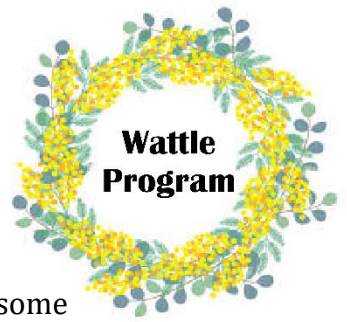
Sensory Exploration

Sensory experiences continue to play an important role in our program. The children have explored sounds through musical instruments, helped make playdough by pouring and mixing ingredients, enjoyed water play with funnels and cups, and explored a variety of fruits through taste experiences.

These hands-on opportunities encouraged curiosity, experimentation, language development, and confidence as children investigated the world around them using all of their senses (EYLF Outcomes 3.2, 4.1, 4.2, 4.4, 5.1).

We are incredibly proud of all the learning, growth, and achievements we have seen in the Gumnuts room over the past few months.

The Gumnuts Team



Dear Wattle Families,

Time flies—it is already the middle of the year! We are delighted to share some highlights of the children's learning and growth journey over the past six months. Throughout this time, the Wattle children have become familiar with daily routines and have grown in comfort and confidence during transitions. They have built trusting and close relationships with educators and have begun developing early concepts of friendship through shared play experiences. Along the way, they have also strengthened their foundational skills across all areas of development. Over the past half year, children have explored a wide range of interests that support different domains of learning and development:

Children's Physical and Emotional Wellbeing

Children have been engaged in experiences exploring emotions, the doll care corner, self-help skills, physical movement, and social play. These intentional learning opportunities have supported their social-emotional development, independence, and overall wellbeing.

Recently, children have begun to engage in social play with their peers. They enjoy holding hands while walking outdoors to explore together and dancing along to music. The children love sharing their joy and happiness with their peers during play.

Culture and Community

The Wattle children have enjoyed engaging with family photos as well as photographs taken during their learning and play experiences. They often gather together to look at the images, discuss what they see, and name familiar children and family members. Educators have also introduced the children to Aboriginal culture and broader Australian cultural perspectives to help expand their understanding of the community and the world around them. The children have participated in the Wiradjuri Echo program, singing and dancing along to Duncan's didgeridoo music. In daily routines, they continue to enjoy listening to didgeridoo music, moving and dancing freely, and engaging with Dreaming stories.

Indoor and Outdoor Exploration

Indoors, the Wattle children particularly enjoy activities in the home corner, block building, and drawing experiences. These activities support sustained attention, imagination, problem-solving skills, and fine motor development.

Outdoor play continues to be an essential part of the Wattle Room routine. Children are increasingly confident in engaging in physical and risk-based play. They challenge themselves by climbing to different heights and jumping down, either independently or with educator support.

The sandpit and climbing tower with slide remain among the most popular spaces. Children enjoy digging, pouring, and creating imaginative scenarios such as cooking and baking. They often invite educators and peers to join their play, strengthening social connections, communication, and cooperative learning.

Books, Story Time and Language

Children's interest in books continues to grow, with a wide range of topics explored. Among these, books about animals and babies are particularly popular, as children are able to connect the stories to their own lived experiences.

During story time, children enthusiastically share their knowledge by naming familiar animals and expressing emotions that reflect the mood of the story.

As children's verbal communication skills continue to develop, educators actively encourage them to share their ideas during play and learning experiences. This supports educators in planning activities that reflect children's interests. Children are also increasingly demonstrating agency by making choices about the play spaces and experiences they wish to engage in.

Reminders

1. We kindly ask families to label all belongings, including small items in lunchboxes, clothing such as beanies and jackets, and water bottles.
2. Please keep home toys in your child's bag. If a home toy is brought in, please inform an educator so it can be safely returned to the bag.
3. Due to shared outdoor spaces with the Gumnut Room, please avoid packing egg-based foods (e.g., quiche, fried rice with egg, boiled egg, or egg pancakes) in lunchboxes.
4. Fruit size reminder: Please cut grapes, strawberries, and blueberries in half or quarters to reduce choking hazards.
5. Please steam hard fruits and vegetables such as apple, pear, and carrot to ensure they are safe for children to eat.

The Wattle Educators

Banksia Newsletter



Dear Banksia Families,

What a wonderful and busy term it has been! We have been delighted to watch the children grow in confidence, independence, communication, and curiosity as they continue to learn through play, exploration, and meaningful experiences.

Growing Communication and Independence

Over the past few months, we have seen remarkable growth in the children's communication skills. Many children who were previously communicating through single words and gestures are now confidently expressing themselves using short sentences to share their ideas, needs, and experiences. Alongside this growth in communication, the children are developing a stronger sense of independence. Everyday routines provide valuable learning opportunities as children practise setting tables, washing their dishes, packing away belongings, placing lids on lunch boxes, and becoming more confident with toileting routines. These experiences help children develop self-help skills, resilience, and a growing belief in their own capabilities.

Learning About Ourselves and Others

This term, we have explored a range of topics inspired by the children's interests, family experiences, and developing understanding of the world around them. Holiday sharing experiences have provided opportunities for children to present photos and stories to their peers. With support from educators, the children have practised speaking in front of a group, building confidence while extending their vocabulary and understanding that every family has unique experiences and traditions. We also spent time exploring emotions, particularly feelings related to being scared, worried, brave, or safe. Through books, discussions, shadow play, and puppets, the children learnt that all feelings are important and that talking about them can help us understand and manage them. Children eagerly shared their own experiences of using night lights, torches, and comfort items at home, helping to connect learning to their everyday lives.

"When I Grow Up"

Our current inquiry, "When I Grow Up," has captured the children's imagination. Through role play, group discussions, books, and hands-on activities, the children have been exploring different occupations and community roles. The children have enjoyed learning about chefs, doctors, teachers, builders, and many other professions. These experiences have encouraged them to think about the important jobs people do within our communities while developing a deeper understanding of their parents' work and the world around them. Role-play experiences have supported language development, creativity, problem-solving, and social skills as children work together, take on different roles, and explore real-life situations through play.

Creative Exploration

Art and craft continue to be an important part of our learning program. The children have enjoyed experimenting with paint, glue, collage materials, and sticky tape while developing fine motor skills and creative thinking. Some experiences have focused on concepts such as shapes, colours, and patterns, while others have encouraged children to express their own ideas through drawing, painting, and creating. We love seeing the children's confidence grow as they proudly share their creations and explain the stories behind their artwork.

Outdoor Learning and Physical Development

The outdoor environment provides endless opportunities for learning and physical development. Many children have become more confident using pedals on bikes and enjoy imaginative play where they transform into cars, buses, trains, and other vehicles. Weekly obstacle courses challenge children to build balance, coordination, strength, confidence, and body awareness while learning how to move safely through different environments.

In the sandpit and garden, children have been strengthening their physical skills while exploring natural materials. Digging, raking, carrying, pouring, and building encourage problem-solving, cooperation, and an understanding of how things work.

Music, Movement, and Self-Expression

Music remains a much-loved part of our daily routine. The children enjoy sharing their favourite songs and often tell us about the music they listen to at home or in the car with their families. Through singing, dancing, movement games, and musical instruments, children are developing rhythm, coordination, listening skills, confidence, and self-expression. Our visits from Miss Sparkles continue to be a highlight, bringing new songs, movement experiences, and opportunities for joyful participation.

Exploring the Changing Seasons

As autumn transitioned into winter, the children became keen observers of the changing environment around them. During autumn, they explored the colours and textures of leaves while noticing insects and birdlife within our outdoor spaces. As winter arrived, children began discussing the weather, rain, and the warmer clothing needed to stay comfortable.

Rainy days sparked many opportunities for investigation and problem-solving. Children experimented with collecting rainwater using different containers, developing an early understanding of concepts such as capacity, volume, and measurement. Through hands-on exploration, they discovered why some containers held water while others did not, encouraging curiosity, prediction, and scientific thinking.

Looking Ahead

We are incredibly proud of the growth, enthusiasm, and curiosity the Banksia children have shown this term. Every day they continue to build new skills, strengthen friendships, develop confidence, and deepen their understanding of the world around them.

Thank you for your ongoing support and partnership. We look forward to another exciting term of learning, discovery, and growth with your children.

Warm regards,

The Banksia Educators

Bluebells

In March



Exploring Emergency Services

During March, the Bluebells explored the important roles of our emergency services, including firefighters, paramedics, and police officers. Through stories, discussions, videos, dramatic play, movement experiences, and hands-on activities, the children developed their understanding of how these community helpers keep us safe.

Our inquiry began with the children's growing interest in fire engines, which naturally led to exploring other rescue vehicles, including ambulances and police vehicles. Together, the children worked collaboratively to create a large fire engine, sharing ideas about its design and selecting materials to bring their project to life. Along the way, they learned about the important role of firefighters and explored fire safety equipment such as fire extinguishers, fire blankets, and fire alarms. The children also practised the "Stop, Drop and Roll" fire safety procedure through role play, building their confidence and awareness of how to respond safely in an emergency.

Building on this interest, the children explored ambulances and the role of paramedics. They learned about the equipment carried in an ambulance, investigated our classroom first aid kit, and discussed how paramedics help people who are sick or injured. The children also shared ideas about staying safe at daycare and in the community while enjoying imaginative play as paramedics, firefighters, and other community helpers.

Our exploration concluded with learning about police officers and how they help keep our community safe. The children discovered the different ways police officers travel, discussed their responsibilities, and created police belts and signs through creative play. A highlight of our inquiry was a special visit from **Rob, Margot's dad**, who generously brought his police motorcycle to the centre. The children were excited to see the motorcycle up close, sit on it, explore its features, and learn more about the important work police officers do. This authentic, hands-on experience sparked many thoughtful questions and further enriched the children's understanding of community helpers.

We would like to extend a sincere thank you to Rob for taking the time to visit the Bluebells and share his role with the children. Experiences like these help bring learning to life and create meaningful connections between the children and their community.

In April

Exploring Camping with the Bluebells

During April, the Bluebells explored the theme of camping after many children returned from the Easter holidays sharing their camping experiences with their friends. The children began by discussing what camping involves, sharing memories of roasting marshmallows, drinking hot chocolate, sleeping in tents and caravans, and spending time outdoors with their families. Together, we explored photographs of campsites and read stories about camping before working collaboratively to create our own campsite in the room, complete with a large tent and campfire.

As the inquiry developed, the children learned about different places people go camping, including forests and coastal areas, and discussed the animals they might encounter, such as kangaroos, birds, and insects. They also explored the equipment needed for camping, identifying items such as tents, sleeping bags, camping chairs, binoculars, sunscreen, and torches. A focus of the project was fire safety. As many children were interested in roasting marshmallows, we discussed how campfires can be useful but also dangerous if not used safely. The children learned the importance of staying a safe distance from a fire, always having an adult nearby, and following safe camping practices. They reinforced these messages through dramatic play as they pretended to roast marshmallows around the campfire.

Discovering Autumn

Following our camping inquiry, the Bluebells began exploring the seasonal changes that come with Autumn. The children noticed the cooler weather, falling leaves, and changes in clothing choices, which led to conversations about how we prepare for the new season.

We read *How to Catch a Falling Star* and discussed ways to stay warm. The children worked together to draw and dress a character in Autumn clothing, sharing their ideas about what we wear during cooler weather. During a nature walk, the children collected leaves, observed their surroundings, and shared their discoveries. The collected leaves were then used in a spray-paint artwork experience, where the children explored how to create leaf prints and experimented with different techniques. The children also explored how animals prepare for winter, learning about hibernation, migration, and food storage through videos, movement activities, and discussions. Through these experiences, the Bluebells developed their understanding of seasons, nature, and life cycles while building curiosity, creativity, communication, and connections with the world around them.

In May

May Highlights: Our Zoo Project

During May, the Bluebells embarked on an exciting inquiry into zoo animals after several children shared their experiences of visiting the zoo. Their enthusiasm inspired a collaborative project that encouraged curiosity, creativity, teamwork, and a deeper understanding of animals and the people who care for them.

The children began by sharing what they already knew about zoos, discussing the animals they had seen and why zoos are important. Together, they learned that zoos provide safe environments where animals are cared for and where people can observe and learn about wildlife from around the world. As their ideas developed, the children worked together to design and build their own zoo using recycled materials, carefully constructing fences and enclosures while solving problems, making decisions, and working as a team.

Throughout the inquiry, the Bluebells explored a variety of zoo animals, including lions, giraffes, bears, tigers, zebras, snakes, penguins, and pandas. They learned about each animal's unique characteristics, habitats, diets, and sizes, comparing the biggest and smallest animals while developing their observation, language, and critical thinking skills. Through stories, songs, games, videos, and group discussions, the children expanded their knowledge and confidently shared their ideas with one another. As their zoo took shape, the children also learned about the important role of zookeepers and the many responsibilities involved in caring for animals. They discovered that zookeepers feed animals, clean habitats, provide enrichment, and work alongside veterinarians and other zoo staff to keep animals healthy and safe.

A highlight of the project was creating large cardboard zoo animals as collaborative group projects. Working together, the children designed and decorated the animals, proudly adding each animal to their zoo in the room.

Throughout the month, the Bluebells demonstrated wonderful teamwork, imagination, and persistence as they explored the fascinating world of zoo animals. Their curiosity led to meaningful conversations, collaborative play, and rich learning experiences that strengthened their understanding of wildlife, conservation, and the important people who care for animals.

National Sorry Day & Reconciliation Week in the Bluebells

During National Sorry Day and Reconciliation Week, the Bluebells explored the importance of respect, kindness, and understanding through age-appropriate learning experiences. The children discussed the meaning of the word "sorry" and how it can show care and respect towards others. They were introduced to the Australian, Aboriginal, and Torres Strait Islander flags, exploring their colours and learning about what the flags represent.

The children explored Aboriginal stories and symbols, practising drawing symbols in salt trays. This experience supported their understanding of patterns, sequences, and storytelling. They also listened to traditional Aboriginal music and explored instruments such as clapsticks and rattles. The children created their own clapsticks and experimented with different sounds through music and movement. Through these experiences, the Bluebells developed their awareness of Aboriginal and Torres Strait Islander cultures while building connections with ideas of respect, inclusion, and caring for others.

In June

Exploring Hospitals and Our Amazing Bodies

During June, the Bluebells explored hospitals and the human body after some children shared their experiences of visiting hospital and having surgery. Their conversations led us to explore what happens in hospitals, the people who work there, and how we care for our bodies.

The children began by reading *My First Visit to the Hospital* and discussing the hospital environment, routines, and healthcare workers. To extend their learning, we created a hospital dramatic play area in the classroom. With medical equipment kindly donated by Rebecca (Louis's mum) and Jess (Harry's mum) the children explored different roles including doctors, nurses, surgeons, and paramedics. They investigated tools such as stethoscopes, thermometers, bandages, and other medical resources while developing their understanding through role play.

As the inquiry continued, the children explored different parts and systems of the human body. They learned about bones and X-rays, breathing, digestion, the heart, lungs, brain, muscles, blood, and the urinary system. These concepts were explored through experiments, hands-on experiences, model making, movement activities, group discussions, and creative activities.

The children also investigated first aid kits, discussing what they are used for and creating their own versions. Through this inquiry, the Bluebells developed their understanding of how their bodies work and the importance of caring for themselves and others.

Exploring Winter

Following the change in weather, the Bluebells began exploring the season of Winter and the changes that happen in the environment during this time of year. The children learned that the winter months are June, July, and August and shared their observations about colder temperatures, foggy mornings, frost, and shorter days.

Through group discussions, the children explored how winter is different from other seasons and how these changes affect people, animals, and the natural environment. They noticed that trees lose their leaves, there are fewer insects, and the days become darker.

To extend their understanding, the children participated in winter-themed sensory and creative experiences. They explored pretend snow made from bicarbonate soda and hair conditioner, using their senses to investigate its texture and appearance. The children enjoyed creating with the snow, making connections to winter weather and sharing their ideas about snow and cold environments.

The children also participated in winter playdough experiences using winter colours and materials, developing fine motor skills through rolling, shaping, and creating. They created their own snowmen by cutting and pasting different pieces while discussing winter weather and the features of a snowman.

Through these experiences, the Bluebells developed their understanding of seasons, nature, and changes in the world around them while building language, creativity, observation skills, and curiosity.

Over the past months, the Bluebells have explored many topics inspired by their interests and experiences. Through play, discussions, creativity, and hands-on learning, the children have developed curiosity, confidence, communication skills, and a deeper understanding of the world around them.

We appreciate the support and contributions from our families, whose ideas, experiences, and involvement have helped extend the children's learning. Family input plays an important role in creating meaningful connections between home and the program.

We are proud of the way the Bluebells have shared ideas, worked together, and continued to learn through exploration.

Spare Clothes Reminder

As many Bluebells are currently working through toilet learning, accidents can sometimes happen throughout the day. Please ensure your child has enough spare clothes packed in their bag.

If your child uses spare clothes from the centre, we kindly ask that you return them after washing so they are available for other children who may need them.

Food Reminder

For children's safety, please ensure grapes and mini tomatoes are cut in half before being packed in lunch boxes.

The Bluebell Team



Waratahs News

The past two months have been filled with many wonderful learning experiences, exciting discoveries, and opportunities for the children to learn, grow, and connect with one another.

One of our biggest learning projects has been our exploration of Arctic Animals. The children were fascinated by animals such as Arctic foxes, penguins, narwhals, seals, walruses, snowy owls, and puffins. Through stories, videos, art experiences, sensory play, investigations, and group discussions, the children developed a wealth of knowledge about where these animals live, what they eat, and how they survive in such cold environments. It was lovely to see the children confidently sharing facts, asking thoughtful questions, and building on each other's ideas throughout our learning. Their enthusiasm and curiosity helped guide many of our conversations and learning experiences.

As the seasons changed, we spent time exploring both Autumn and Winter, observing changes in the weather, discussing seasonal clothing, and noticing how nature changes around us. The children enjoyed sharing their own experiences of the cooler weather and making connections between what they were learning and what they could see in their everyday lives.

During National Families Week, we celebrated the special people who make up our families and communities. The children enjoyed sharing stories about their families, creating artwork, and talking about the different ways families care for and support one another. These experiences helped strengthen children's sense of belonging and appreciation for the important relationships in their lives.

We also participated in National Road Safety Week, where the children learned important safety messages through discussions, role play, stories, and practical experiences. They explored ways to stay safe when travelling in cars, riding bikes and scooters, and crossing roads, while developing an understanding of how we can all help keep ourselves and others safe in our community.

Reconciliation Week provided an opportunity for meaningful conversations about Aboriginal and Torres Strait Islander cultures, histories, and connections to Country. The children were fortunate to work alongside Duncan from Wiradjuri Echoes to create our beautiful Rainbow Serpent Totem, which is now proudly displayed at the front of our centre. The children thoroughly enjoyed contributing to this special collaborative artwork and learning about the cultural significance behind it. Through stories, art experiences, music, and discussions, they explored themes of respect, belonging, and inclusion while developing a deeper appreciation for Australia's First Nations Peoples.

Alongside our classroom learning, the children have continued to enjoy our regular enrichment programs. Music and movement with Georgia Sparkles remains a favourite, with the children enthusiastically singing, dancing, and participating each week. Yoga with Kristine continues to support mindfulness, body awareness, balance, and relaxation, while a special visit from Mr Bamboozle brought plenty of laughter, excitement, wonder, and fun to our room.

Throughout all of these experiences, we have seen the children continue to grow socially and emotionally. We have observed many examples of kindness, cooperation, resilience, leadership, and problem-solving as the children build friendships, work together, negotiate

during play, and support one another in their learning. It has been wonderful to watch their confidence continue to grow as they become increasingly independent and capable learners.

As we move into the coming weeks, we are looking forward to beginning our wellbeing and mindfulness focus. Together we will explore emotions, kindness, gratitude, self-affirmations, breathing techniques, and calming strategies to help support the children's emotional wellbeing and provide them with tools they can use both at preschool and beyond.

We will also begin exploring colours and colour mixing. The children will become little scientists as they experimented with primary colours to create secondary colours, make predictions, test their ideas, and share their discoveries with one another. These hands-on experiences have encouraged creativity, problem-solving, scientific thinking, and confidence in expressing their ideas.

Thank you for your continued support. We are incredibly proud of the curiosity, enthusiasm, creativity, and growth the Waratah children show each day and look forward to sharing many more learning adventures with you throughout the year.

The Waratahs Team



Take turns art

This simple art activity encourages creativity, communication and connection through shared drawing and mark making. Using any art materials you have at home, such as pencils, crayons, markers, paint, chalk or stamps, take turns adding marks, lines, shapes or drawings to the same piece of paper.

Begin by inviting your child to make the first mark. You then add something new, followed by your child again, continuing back and forth to create a collaborative artwork together. One person might draw a line, while the next adds a shape, colour, pattern or picture inspired by what was already created.

There are no rules or “right” outcomes — the fun comes from watching the artwork grow and change with each turn. Children often enjoy seeing how their ideas connect with someone else’s and may begin turning simple marks into imaginative pictures, stories or patterns.

This activity supports more than just creativity. Taking turns helps children practise patience, cooperation, listening and flexible thinking. Mark making also helps strengthen fine motor skills, hand control and early pre-writing development.

Most importantly, focus on enjoying the process together rather than the finished product. Shared creative experiences help children build confidence, strengthen relationships and develop a positive connection with art and self-expression.



Morning Walk

As the weather cools, get little bodies moving by taking a short walk in the fresh air. Morning winter walks with children are a great way to support physical activity, boost wellbeing and help prepare them for the day ahead.

Dress children in layers so they can stay warm while adjusting to changing temperatures. Encourage them to use their senses by listening for birds, looking for frost on leaves, feeling the cool air and smelling the damp earth. It is a simple and enjoyable way to start the day together.



Stretch & Breathe

Short simple activities to get some active minutes in the day.

Yoga is a calming activity that encourages children and adults to slow down, stretch and connect with their bodies. Through simple movements, breathing and mindfulness, yoga can help support balance, flexibility, concentration and emotional wellbeing. For young children, yoga can also be a fun way to build body awareness, confidence and relaxation through playful poses and movement.

Give Cosmic Kids a go together
youtube.com/@CosmicKidsYoga