



NEWSLETTER Director's News

Dear Families,

The health and wellbeing of our community is our first priority. We have provided hand sanitiser for everyone to use as they enter and exit the centre. We are undertaking thorough disinfecting of all resources in the room as well as door handles, windows and all surfaces. We ask in order to help protect our small community here at Belford Oaks that if your child/ren or anyone dropping off your child/ren at the centre are not well that they remain away from the centre until they are well or you are able to provide us with a medical certificate.

If you are choosing to keep your child away from the centre, we ask that you please email us and let us know that your child/ren will not be attending.

The best sources of up to date information regarding the Coronavirus (Covid-19) please visit the following Government websites:

Department of Health and Human Services: <https://www.dhhs.vic.gov.au/coronavirus>

Australian Government Department of Health: <https://www.health.gov.au/>

As we have had an influx of new policies put into place for the early childhood sector, myself and the committee are working through these and endeavour to provide you with any changes and information about Belford Oaks.

Signing in and out- This must be done each day when you drop off your child and pick your child up. In the near future changes will be made to childcare payments and parents will be charged for the hours of care that they use, it is vital the you ensure your child/ren are being signed in and out daily.

Should you have any questions or concerns please come and see me.

Kind Regards,
Barbara Brown
Director

UPCOMING CENTRE EVENTS

APRIL	FRIDAY 10 TH - GOOD FRIDAY- CENTRE CLOSED SUNDAY 12 TH - EASTER SUNDAY MONDAY 13 TH - EASTER MONDAY- CENTRE CLOSED WEDNESDAY 15 TH - FRIDAY 17 TH - CENTRE PHOTO DAYS SUNDAY 19 TH – GREEK EASTER WEDNESDAY- 29TH- BOC COMMITTEE MEETING 7:30PM
MAY	WEDNESDAY 20 TH - SPECIAL FRIEND DAY- BREAKFAST TUESDAY 26 TH - NATIONAL DAY OF HEALING (NATIONAL SORRY DAY) MONDAY 27 TH -3 RD JUNE- RECONCILIATION WEEK WEDNESDAY- 27TH- BOC COMMITTEE MEETING 7:30PM
JUNE	SATURDAY 1 ST - INTERNATIONAL CHILDREN'S DAY FRIDAY 5 TH - WORLD ENVIRONMENT DAY MONDAY 8 TH - QUEENS BIRTHDAY- CENTRE CLOSED WEDNESDAY- 24TH- BOC COMMITTEE MEETING 7:30PM



Information for schools and early childhood centres, students and their parents

People who have returned from a country or region that is at high or moderate risk for COVID-19 should monitor their health closely. If you develop symptoms including a fever and cough you should isolate yourself immediately and urgently seek medical attention. Go to www.health.gov.au/covid19-travellers for the list of at-risk countries.

People who think they may have been in close contact with a confirmed case of coronavirus should also monitor their health and seek urgent medical attention.

Can students or staff members attend schools and early childhood centres?

Specific requirements are in place for people who have returned from a country or region that is at high or moderate risk for COVID-19, or think they may have been in close contact with a confirmed case of coronavirus. Go to www.health.gov.au/covid19-travellers for the list of at-risk countries and isolation requirements.

The relevant school or childcare centre should be notified. Students may want to seek alternate arrangements for remote learning keeping in mind the isolation period, provided the person remains well, is a maximum of 14 days.

What does isolate in your home mean?

People who need to isolate must stay at home and not attend public places, in particular work, school, childcare or university. Only people they usually live in the household with should be in the home.

Do not see visitors. Where possible, ask others such as friends or family, who are not required to be isolated, to get food or other necessities. If the person in isolation must leave the home or residence, such as to seek medical care, they are instructed to wear a surgical mask if they have one.

What if a student or staff member becomes sick while in isolation?

Symptoms include (but are not limited to) fever, cough, sore throat, fatigue and shortness of breath.

If a student/staff member develops mild symptoms, they must:

- Isolate themselves from others at home and use a separate bathroom if available;
- Put on a surgical mask and if they don't have one, practise good sneeze/cough hygiene;
- Practise good hand hygiene; and
- Call a doctor or hospital and tell them the recent travel or close contact history.

If they have serious symptoms such as difficulty breathing:

Call 000, ask for an ambulance and notify the officers of the recent travel or close contact history. If unwell, staff and students should be excluded from attending the school or early childcare centre until they are assessed by their primary care provider. The primary care provider will liaise with the local public health authority to determine when it is safe for them to return to usual activities.

How can we help prevent the spread of coronavirus?

Practising good sneeze/cough hygiene is the best defence against most viruses. You should: wash your hands frequently with soap and water, before and after eating, and after going to the toilet cover your cough and sneeze, dispose of tissues, and use alcohol-based hand sanitiser and if unwell, avoid contact with others (stay more than 1.5 metres from people).

More information

While coronavirus is of concern, it is important to remember that most people displaying symptoms such as fever, cough, sore throat or tiredness are likely suffering with a cold or other respiratory illness – not coronavirus.

- For the latest advice, information and resources, go to www.health.gov.au
- Call the National Coronavirus Health Information Line on 1800 020 080. It operates 24 hours a day, seven days a week. If you require translating or interpreting services, call 131 450.
- The phone number of your state or territory public health agency is available at www.health.gov.au/state-territory-contacts

If you have concerns about your health, speak to your doctor.

Welcome all to our first newsletter of 2020,

Our focus for term 1 has been the establishment of new relationships and the continuation of relationships developed last year in the baby's room. Having new children attending Belford Oaks and Marina moving into the baby's room from toddler this has been a very important process. We allow the children the time and space to develop trusting relationships with each other and each of their educators. Our main aim is for your children to have a sense of belonging within the Belford oaks environment, feel safe, secure, comfortable and confident within our space and we believe we have achieved this.

As the children have settled in some of the favoured environments/experiences have been:

Play dough; offering endless opportunities for learning, including hand-eye coordination, creativity, self-expression, enhance fine motor skills, develop pre-writing skills etc.

Sandpit; engaging the children in a social setting where they are free to engage in sensory play while also incorporating a variety of authentic materials and tools in their exploration.

Home corner; encouraging role play and dramatic play the home corner offers opportunities for creativity, imaginative growth, language development as well as learning about the world around them.

Art; the children are free to explore a variety of materials made available to them on a daily basis, this includes pencils, pastels, crayons, paint, clay etc. Using the creative arts to express ideas and make meaning of their world.

Just a little bit about *learning stories*;

Over the past few months you should have been receiving your children's learning stories via email(we send these monthly. Learning stories are simply the form of documentation we choose to use at Belford Oaks. This captures your children's learning, based on their interests and skills and allow us as educators to extend on these interests by planning and implementing a rich and meaningful inquiry based environment/program. When you receive your children's learning stories please feel free to provide us with any information or feedback you wish.

"We believe home and family are the child's primary educators and we foster collaborative partnerships for a holistic approach to learning and a high-quality meeting of needs". This is an insert from the Belford oaks philosophy and as educators we aim to work as collaboratively as possibly with each of our families in order to learn as much as we can about the children and their home life to create a seamless transition from home to their care and education at Belford Oaks.

As always if you have any questions about the program or you would like to contribute to the children's learning in any way, shape or form please do not hesitate to chat with us in person or through our email babiesbelfordoaks@gmail.com.

The baby's room team

Suzie, Beth & Marina

What a wonderful start to the year it has been!

The children have transitioned easily into the toddler room and have shown their independence and curiosity in their new environment.

Toilet training- We have had a lot of the children begin the toilet training process since coming back in January. It is great to see the progress that they have made in such a short period of time. If you have any questions about starting the toilet training process please come and see us.

Self help skills- Over the past couple of months we have continued working on the children's self help skills. We have been encouraging the children to look after their belongings through putting jumpers, hats, home toys in their lockers as well as any artwork they have created. The children are continuing to apply their sunscreen before heading outside. Dressing and undressing themselves

Building friendships- Since return from the Christmas break, we have seen the children continue to develop the bonds that they had established in the babies' room and develop new friendships with the children that stayed in the toddler room. Through their friendships they are developing their social skills, developing language, communication and receptive skills, building on their sharing and turn taking, negotiating and roles and responsibilities in their games and exploring their ideas and respecting the ideas of others.

Group times- Each day we gather before lunch on the mat to engage in a group time experience. Our group times consist of story reading, singing songs, discussions about topics of interest and exploring ideas. Group times provide the children with opportunities to explore their ideas, develop their language and communication skills, share their thoughts and feelings, engage in a group learning situation, learn new skills and develop their confidence in front of groups.

Hey Dee Ho- This term Hey Dee Ho has been on a Wednesday morning. They children show great interest in this program as they continue to show their enjoyment in singing, dancing, puppets and role play.

Coach Ollie- Term one has seen Coach Ollie attending on a Thursday morning. They children have been developing a range of different ball handling skills. They have explored fine and gross motor coordination, balance, hand eye coordination, following instructions and most of all having fun.

After reading 'The very hungry caterpillar' we decided to make the caterpillar to display in the room. Each of the children have had the opportunity to contribute to pasting the different things that the caterpillar has eaten on his journey, before making himself a cocoon and then turning into a butterfly. In small groups we have talked about the foods that he has eaten and if they are 'always foods' or 'some times' foods.

If you have any questions about your child or the room, please feel free to come and speak to one of us.

Thank you,
Holly, Rachel, Kim and Jae

A very big welcome to all our new parents and our returning families in the kinder room. It's been a very busy start to the year. Children have settled in well and are used to routines and the environment.

As we still have new families commencing in the kinder room and returning families, it is important time for the educators to build strong relationships with the children and families. If you have any queries of the room routines or any queries of the kinder program are always welcomed, as parent contribution is an important part of our philosophy and program at Belford Oaks.

What Have The Children Been Up To This Term?

Our program this term primarily focused on building and expressing identity. We spent time to get to know each other, and the children were expressing their likes, dislikes and interests through completing a worksheet and sharing this to the children during group time. Family is a critical component of "identity" and we have been also been asking the children to bring in a family photo which we have used to generate discussions and learning in our program. Children also enjoyed drawing self-portraits and painting a self-portrait, which is also an integral part of shaping their "identity". Each term the children will draw a self-portrait, which shows the changes and growth in their drawing throughout the year.

February 2020- Exploring Sustainability

Every year at Belford Oaks we strive to continue the best sustainable practices in our program. This term we focused on The 3 R's Reduce, Reuse and Recycle. We talked about what these mean for us at Belford Oaks and how we can continue embedding them in our practice. We also read books and watched videos on gardening and looking after our worm farm. We looked at what vegetables we could grow during this term as well as buying some more indoor plants that we could look after and add into our program. The children helped with planting our vegetables and fruit in our veggie patch such as strawberries, radish, lettuce and spinach. Our Gardener and Compost monitor for the week have also been doing a great job at looking after our plants and watering them daily as well as using the worm wee from our worm farm which is very nutritious and vital for our garden and vegetables to grow.

Some of The Things They Said...

What kind of rules do we need to know and remember at kinder?

Lucy: R: no running inside, James: put your hand up to talk, Will: we don't kick or hurt each other, Jasper G: we don't pinch people, Penelope: we listen to the teacher, Phoebe: we run outside, Lucy: sit with your legs crossed, Hamish: no talking when the teacher is talking, Alec: you don't call out

March 2020

Little Woodworkers- We were very lucky to have had Jim from Little Woodworkers to come and show the children how to build an airplane using wood. Jim talked about where wood comes from, things that are made of wood and how to be safe when working with wood and using the special tools. The children absolutely loved this hand on activity using hammers, nails and electric screwdrivers. You could see the concentration on their faces when building and constructing the pieces of the airplane together safely. Once they completed this they also had lots of fun painting and decorating their airplane with a variety of coloured paints.

Reptile Encounters - The reptile animals also came to visit the children at Belford Oaks. Before the day we had a discussion during group time about what are reptile animals and their characteristics, so the children had some background information and knowledge of the animals when they came to visit. The children were able to answer such questions such as; are they cold blooded or warm blooded? Do they lay eggs? The children were also very brave when they had the opportunity to meet and hold some of the animals such as; an olive python, turtle, stick insect and frog.

Literacy and Numeracy:

The children are always interacting and engaging with literacy and numeracy in their daily routines and environment in the kinder room. Incorporating a play-based approach in literacy and numeracy is vital to the learning and development of the children aged between 3 to 5 years. A variety of intentional and non-intentional experiences are provided throughout the day for your child to continue to learn and engage in literacy and numeracy skills such as:

Signing in their name daily, Recognizing their name stone and placing it in the basket, Recognizing their locker tags and placing it on a locker, Group time activities such as listening to stories, exploring letters and playing interactive games such as listening lotto and measurement activities like sink and float and having conversations using mathematical and scientific language, Providing activities for children to choose throughout their day on the puzzle table such as; puzzles, number cards and letters, Chapter story time which enables children after rest time to listen to a chapter of a book that we are currently reading without images and to imagine the story in their heads and asking questions and discussing words that they may not know what the word means

We will continue to provide intentional and non-intentional experiences in literacy and numeracy throughout the year as the children continue to show interest in writing, reading, counting and recognizing letters and numbers.

Constance, Anna and Sebile

FACTS ABOUT CUCUMBERS

Cucumbers are members of the melon family. This means cucumbers are actually a fruit instead of a vegetable. Cucumbers are green and are shaped like a tube.

The outside skin of the cucumber is called the peel. It is tough and not very tasty. The inside of the cucumber is called the flesh. This is the yummy part. It is light green and soft, yet crunchy—like cantaloupe. The center of the flesh is filled with seeds that are safe to eat.

HOW TO GROW CUCUMBERS

Cucumbers are grown from seed. The plants are vines that spread out along the ground. The vines get little yellow flowers on them called blooms. The blooms then grow into cucumbers. It takes almost 3 months for cucumbers to be ready to pick after planting the seeds in the ground.

Cucumbers need moist soil and plenty of warm sunshine to grow. If the soil is too dry, the cucumbers will be bitter.

ALL CUCUMBERS ARE NOT ALIKE

- There are about fifty different kinds of cucumbers. Some of them have smooth skins and others have bumpy skins. Smooth-skinned cucumbers are usually dark green, and the bumpy-skinned cucumbers are light green and greenish-yellow.
- The thick skin of a cucumber makes it harder for bugs to eat, so cucumbers are not usually bothered by bugs. The plants aren't so lucky, though. People who grow cucumbers need to check for bugs on the plants almost every day and must kill the bugs quickly, so they do not destroy the plants.

CUCUMBER FACTS

- Cucumbers are 96% water.
- Cucumbers get rid of bad breath. Just put a slice of cucumber on the roof of your mouth for about 30 seconds and your bad breath will be gone.
- Most of the flavour in the cucumber comes from the seeds.
- Cucumbers have lots of vitamin C in them.
- Cucumbers have been eaten by people for thousands of years.
- The smell of cucumbers helps people relax.
- The outside waxy coating on a smooth cucumber skin can erase ink.
- Cucumbers give you energy because they are full of B vitamins and carbohydrates

Healthy Snack- Veggie platter with cream cheese

- 2 cucumbers- cut into thin strips
- 2 carrots- cut into thin strips
- 1 punnet cherry tomatoes- cut in half
- Small bowl of cream cheese
- Place everything on a platter and serve with cream cheese

