



3A MAKING LEARNING VISIBLE

Conversational Reading
& Learning games

ABECEDARIAN APPROACH AUSTRALIA

3A Game: Reading Pictures and Books

19/05/25 – 23/05/25

Pictures and books are important learning resources that are used throughout life. At this beginning stage, we show our babies that pictures represent real things and that things in pictures have names. During our daily storytimes, Miss Apple and Miss Dani pointed at the pictures in the books and described them, so our children can get familiar with pictures on the pages and realise that images and texts have meanings. Some of our babies started exploring by looking at the pictures by themselves and flipping through the books on the shelves. During our art experiences, we also practised looking at printed pictures and identifying them.

QI Skills: WE: the language, listening, and social-emotional skills necessary for effective communication.

Early Childhood Learning Trajectories: Emerging reading, Receptive language

The Early Years Learning Framework: Children engage with a range of texts and gain meaning from these texts



THE ABECEDARIAN APPROACH (3A)

The 3a Approach underpins our interactions, focusing on enriched caregiving, language-rich environments, and high-quality engagement.

LEARNING FOCUS

Strengthens foundational communication, literacy, and cognitive skills through intentional, responsive interactions.



EXPECTED OUTCOMES:

EYLF V2: Supports effective communication and equitable learning (Outcome 5).

Core Goals: Prioritises language development, enriched caregiving, and daily engagement.

Reciprocity Approach: Encourages reciprocal communication, shared learning, and co-regulation practices.





LEARNING TRAJECTORIES:

Language and Communication: Focuses on vocabulary expansion, comprehension, and conversational turn-taking.

Social and Emotional Learning: Enhances attachment and emotional expression through warm, responsive interactions.

Theorists: Draws on Piaget's cognitive development and Bruner's scaffolding theories.



Mantra 1 : **ENRICHED
CAREGIVING**
in all routines of the day

Mantra 2

LANGUAGE AS A PRIORITY

In every interaction



Mantra 3: **ENGAGEMENT**

Every day for every child



Mantra 4: CONNECTIONS

Every child, every family, every educator



WHAT IS CONVERSATIONAL READING?

It is like a conversation, asking the child to do something and not always following the words in a book.

Conversational reading goes back-and-forth





3d game Singing Together

28th-31st Jan 25

Our children have been enjoying singing together with different songs that had moving parts. When we were finished singing the children said “more” and at the end of the experience the children clapped cheerfully.

Next week we will sing along with finger puppets.

Dear families, what songs do you like to sing at home?

Links to EARLY YEARS LEARNING FRAMEWORK: Children engage with a range of texts and gain meaning from these text.

Links to QI LIFE FORCE SKILLS:

We - communication & social skills that help us ‘play well’ with other.

What if - Curiosity, imagination allow children understand the world, but envision how it could be.





3rd game Rolling the Ball

Date: 3/02/25 – 10/02/25

We have noticed our children have been fascinated by bubbles and balls in their play and during their learning experiences. We introduced the game to the children to encourage taking turns with the ball. With this we aim to teach an easy form of cooperation in an enjoyable game to prepare our children for more complex kind of play.

Our children have really been enjoying exploring the game rolling the ball by themselves and in big groups. We have even attempted a baby basketball competition. To extend on this further we took the ball with us on bush Kindy where we have a lot of space to be active and do big runs.

EARLY YEARS LEARNING FRAMEWORK: Children have a strong sense of wellbeing.

QI LIFE FORCE SKILLS: WE- people skills that allow us to understand, share and play well with others

Families please let us know what your favourite ball games are that you like to play at home or the park we would love to include it into our program!



3A Game - Cardboard Box

Date: 3rd- 14th March 2025

As part of our 3A game our children have been exploring imaginative, and role play using cardboard boxes that we recycled. This came from our noticing of children enveloping schema in play. This game aimed to help our children experience space in a new way.

The children enjoyed moving around the space and take turns moving in and out of the boxes. Our children were able to practice climbing and balancing while learning new ways to navigate through different spaces - they were extending their gross motor skills. Hazel took this opportunity to have her very own space in the bigger studio world.

EARLY YEARS LEARNING FRAMEWORK: Children have a strong sense of identity. Children are strong in their wellbeing

QI LIFE FORCE SKILLS: WIGGLE Physical and intellectual restlessness make up the WIGGLE skills that play a key role in putting WHY and WILL into action.





Date:

3rd-17th March 2025

3 A Game - Water Play

Our children have been immensely enjoying playing in the water during our outdoor experiences. To support our language while we develop our sensory awareness, our educators have been enriching play by describing our actions, sensations and feelings. Modelling language is our main strategy in this game to expose us to a wide range of vocabulary. We might not seem to respond to the words but they are reaching us and being tucked away. We look forward to our children utter them back to use one day!



EARLY CHILDHOOD LEARNING TRAJECTORY: Physical development - sensory awareness. Language and communication - receptive language.

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3A game - Exploring Outdoors

17 03 25-ongoing



Our children have been playing the Exploring Outdoors 3A game to promote enjoyment together. With this game, we also aimed to add variety to the routine and our day with a change of scene. Open-ended outdoor experiences also encourage exploration and confidence. New experiences will also lead to the learning of new words to describe them.

Our children have been immensely enjoying playing outdoors and in the garden daily in the mornings and afternoons. Extending on this, our educators also created a small world of nature scene for us to explore and involved us in planting projects. We have also aimed to go on enjoyable walks weekly as part of our Bush Kindy programme.

Links to EARLY YEARS LEARNING FRAMEWORK: Children are connected to contribute to their world.

Links to QI LIFE FORCE SKILLS: Why - Skills that include questioning, curiosity, and inquisitiveness that allow us to always see the world as a question mark and strive for a better understanding of how the world works.



3 A game - Trying New Motions

24 03 25-ongoing



Through taking risks and trying new ways to move, our children build balance can confidence to further explore the world around them. Last week we explored this idea through the 3A Learning Game “Trying New Motions”.

It has been amazing to see our children explore new ways to move and to gain expertise at taking on challenges. We really enjoyed trying to go up the stairs at nappy change time and climbing different surfaces outside.

This risky play is important for our little ones to develop the skills that they need become involved in their community and in the greater world around them as well as develop the qualities for resilience and overcome obstacles. This learning game promotes healthy bodies, encouraging our children to move while building self motivation and drive. We were so proud of our children for staying strong when falling down and with educators encouragement our children were able to get back up, determined to keep going.

Links to EARLY YEARS LEARNING FRAMEWORK:
Outcome 3: Children have a strong sense of wellbeing.
Outcome 4: Children are confident and involved learners.

Links to QI LIFE FORCE SKILLS:
WOBBLE - Agility, adaptability, resilience and the ability face, overcome and learn from failure.
WILL- A can-do attitude, determination, persistence and perseverance.

3 A game Scribbling

14.4.25

Reflection: To support our children in learning control when they make marks over and over, we have been having extended conversations about the shapes and quality of the mark-making our children created when they were involved in a variety of art and craft experiences throughout the weeks.

To help with learning about and preparing for Easter, we have been painting headbands and decorating our ears. When we learned about the significance of the colour blue as symbolism for Autism Day, we watercolour painted ribbons. We even put our scribbling skills to work in a collaborative welcome sign for the Easter Bunny's upcoming visit.

Through these invitations, we encouraged our children to explore different mediums of paint. Our children enjoyed experimenting with the motion and forces while they attempted different strokes with their brushes.

Links to EARLY YEARS LEARNING FRAMEWORK: Children are involved and active learners; children are confident communicators.

Links to QI LIFE FORCE SKILLS: ME and WILL Skills – self-control, focus attention, motivation and drive, grit and perseverance.





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Links to QI LIFE FORCE SKILLS: Why - Skills that include questioning, curiosity, and inquisitiveness that allow us to always see the world as a question mark and strive for a better understanding of how the world works.



3A Game-Imitate Actions

Date: 3.3.25-14.3.25

Our children are natural imitators and we noticed such pleasure our babies found in adult copying us back.

To help us use imitation as a frequent way of learning we encourage our children to play copy of one another in many of our shared experiences, for example, we enjoyed tapping on the drum together, exploring the lock boards and playing pretend caring for our animals by brushing them gently. This game is embedded in our practice because it reflects in our social learning philosophy where our children resource their learning from others.

EARLY YEARS LEARNING FRAMEWORK:
Children are connected and contribute to their world.
Children are confident communicators.

QI LIFE FORCE SKILLS:
WE SKILLS - the language and social awareness that
helps us communicate and collaborate with others.



3A Game Hiding & Finding (continued)

Date 3-14.3.25

We noticed some of our children are vocal when our educators leave the studio temporarily such as doing nappy for fetching things, so we decided to reinforce the object permanence concept so help our children feel secure that our trusted people are still around. This last fortnight we had been extending from hiding objects to playing hiding and finding with our friends!

Peek-a-boo can you see who's hiding in the box?
Oh! Who's behind that curtain?

EARLY YEARS LEARNING FRAMEWORK: Children have a strong sense of identity: feeling safe, secure and supported.

QI LIFE FORCE SKILLS: ME skills - Self-management skills that include self-awareness, self-regulation, self-control, attention, focus. Also, executive function skills which allow us to manage, regulate, and control our emotions and behaviours.



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3A-Learning Game: Scribbling

Date: 17/3/25 – 21/3/25

Reflection: Our children explored shapes, lines and colours.

With this game we introduced our children to the concept of mark making while supporting their exploration of cause and effect. This also was an opportunity to inviting us to practice our hand grip (fine motor – Physical development)

During writing role play sessions, the children made different marks by either scribbling or pecking at the paper. Some of us wanted to know what the crayons taste like. Then, they repeated the same process with different crayons. Their actions reflected their curiosity about the crayons' appearances, function, colours, taste, and textures.

Links to EARLY YEARS LEARNING FRAMEWORK: Children are confident and involved learners

Links to QI LIFE FORCE SKILLS: (WHY Skills) questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.



3A Game - Helping them hold

Date: 23.03.25 - 04.04.25

Reflection: Grasping is a start in the lifelong process of learning to use our hands. Many skills follow such as buttoning, cutting with scissors, driving and writing,...

We offered different tools and toys to encourage children to use their hands to explore and to play in different contexts. We experimented painting with brushes, holding shakers, handling vessels during sensory play and utensils to handle playdough. As part of this game, we also encourage children to self-feed during our routine daily.

Links to EARLY YEARS LEARNING FRAMEWORK: Outcome 3: Wellbeing/ Children become strong in their physical learning and wellbeing.

Links to QI LIFE FORCE SKILLS: Will/ Self-motivation and drive: a can-do attitude



3A Game - Exploring Outdoor

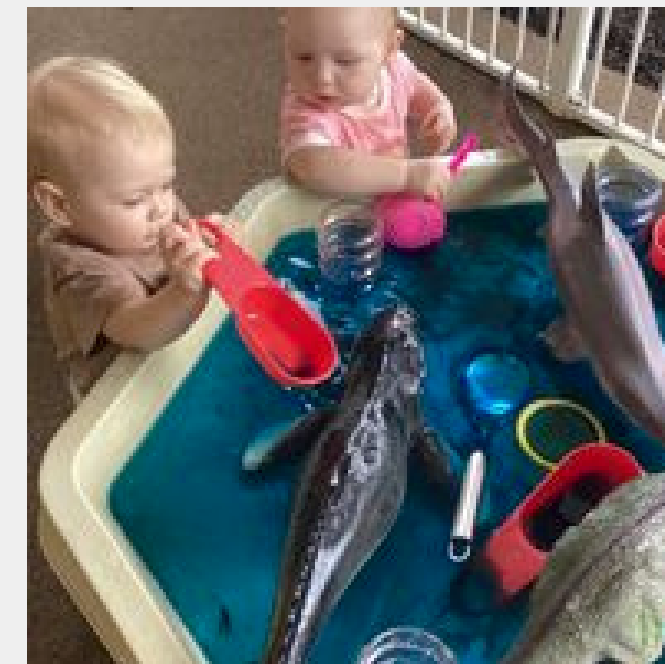
Date: 7/4/2025 - 18/4/2025

Reflection: Freely chosen, child-led and unstructured outdoor environment, encourages our children to explore their emotions and imagination, and to develop autonomy and decision-making skills.

In the unstructured outdoor environment, our children were encouraged to follow their own curiosity and to choose what they want to do or who they want to play with. When the children were socializing, they also learned to take their peers' interests into account, such as some of their peers enjoyed messy play more than others. Some preferred to quietly learn from their own thinking. Some learned from watching their peers

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Links to QI LIFE FORCE SKILLS: WE SKILLS - communication, cooperation, teamwork, active listening, empathy and perspective taking. In early childhood terms, they are the 'put your listening ears on, learn to play well with others, and in the same sandbox' skills so commonly cultivated in preschool. ME & WE, in a formal sense, were meant to represent/encompass the formal definition of emotional intelligence.



3A Game - First Crayon

Date: 14/4/25 - 18/4/25

Reflection:

This game aims to extend on our children current interest of cause and effect and emerge them into the mark making and writing skills later on. When children sit down and do some writing as a group, they also explore their peers' skills, creativity, and perspectives

Collaborative writing encourages the children to socialize, observe, and learn from each other. The younger children watched how her friends holding and manipulating a crayon. They also have been seen swapping crayons and imitating each other's actions such as dotting, scribbling, and laughing.

To extend their emergent interests in writing, the children are given choices of writing tools, crayons, paint sticks, blank papers and samples of their name in hieroglyphic symbols, Aboriginal art symbols, different lines and shapes.

Links to EARLY YEARS LEARNING FRAMEWORK: Children are confident communicators: explore texts from a range of different perspectives, recognise and engage with written and oral culturally constructed texts

Links to QI LIFE FORCE SKILLS: ME Skills and WE Skills: Self-awareness/self-control, impulse control, focus, attention. communication, cooperation, teamwork, active listening, empathy and perspective taking.



3A Game - Helping Him Reach

Date: 21/4/25 to 25/4/25

Reflection: By helping young children reach out to objects around them, their sense of self and spatial awareness is nurtured. This also allows the children to transfer knowledge from one setting to another.

In this game, our children also learn that objects are not living things. Thus, they learn to move their body around so they are able to touch those objects.

From these invitations, the children develop flexible thinking, spatial reasoning, and problem solving skills.

Links to EARLY YEARS LEARNING FRAMEWORK: Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating, and recognize their individual achievements and the achievements of others.

Links to QI LIFE FORCE SKILLS: WIGGLE Skills - physically interacting with the world.



3A Game - Blowing Things

Date: 28/4/25 to 2/5/25

Reflection: Blowing things such as bubbles, soft plastic balls, and fallen leaves strengthens our children oral motor muscles and eye tracking. These are important building blocks to physically support our language development and future independent skills.

The children explored a different sensation of the air moving through their mouth. By inviting the children to blow different items which had different sizes, shapes, density, and weigh, they also learnt to control their breathing whether they wanted to blow it gently or strongly

- Links to EARLY YEARS LEARNING FRAMEWORK: Children use play to investigate, experiment, test hypotheses, imagine and explore ideas

Links to QI LIFE FORCE SKILLS: ME Skills - Self-awareness/self-control, impulse control, focus and attention. They involve being in control of one's own thoughts, feelings, and actions, and incorporate many of the aspects recognised as executive function skills.



3A Game - Using Tools

Date: 12/5/2025-16/5/2025

Reflection: Using tools enables our young children to do more things themselves. This enhances their independence and a sense of agency. This game is to also support our self feeding goal in the studio.

Tools also are open-ended learning resources. The children would have to think creatively about how to use tools, gained a better understanding of cause and effect, and created innovative ways to use the tools.

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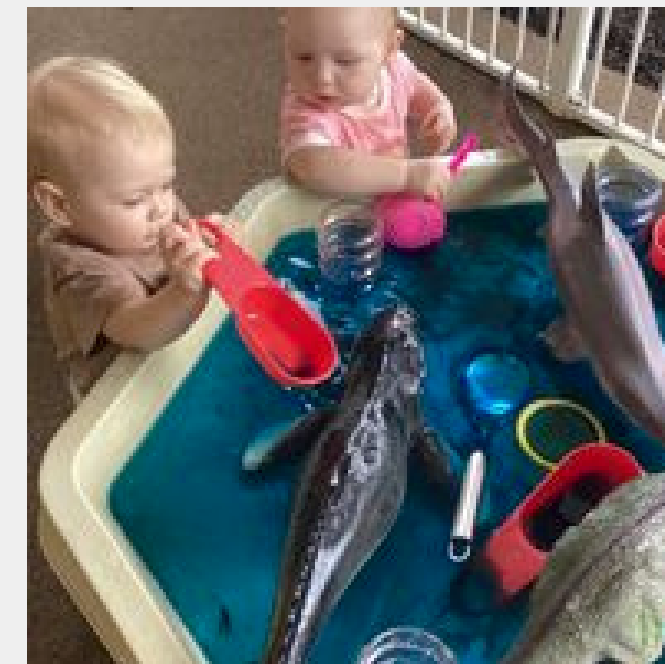
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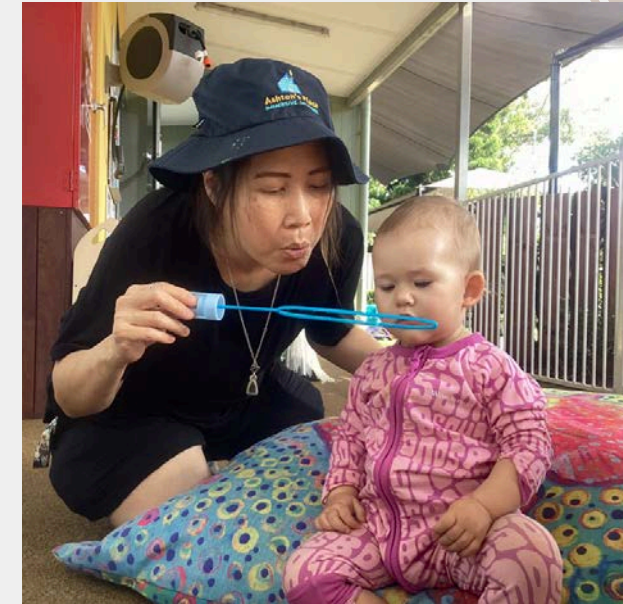
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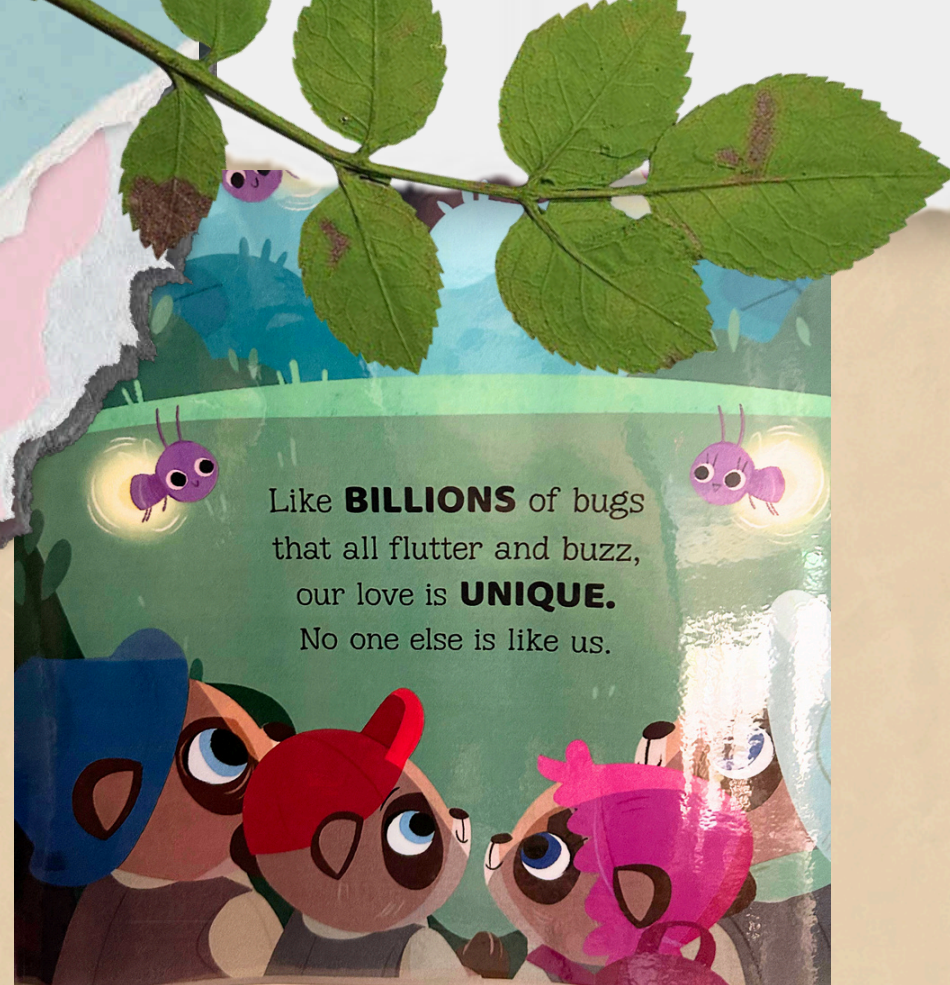
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Mark Making

3A game “Scribbling”

4th February 2025



Showcasing our children's art is a powerful means of expressing their sense belonging and identity within the room. Studio 3 art gallery is just one element where our children are able to identify their self image on their placemat, to display their art pieces, which allows our children to feel seen and valued, and fosters a sense of connection as they share their art pieces with loved ones, peers and educators. When children display their art work, it becomes a visual representation of who they are, their feelings, and their world. In this space we embed the 3a game scribbling to support our children develop their pre writing skills.

As work in progress, this week we have been creating “Love Bugs” in preparation for Valentine’s day. We have inspiration photos on offer with a variety of materials for the children to recreate their interpretation of a bug.

DOMAIN Executive Function – Language and Communication

QI LIFE FORCE SKILLS: What If Curiosity, imagination, and creativity, these are the skills that ultimately allow us to understand not just how world is, but envision how it could be

Extended Learning - Mark Making inspired from Bush Kindy

17th, 18th, 21st February

Extending on our current interest in showcasing identity through art exploration, children of Studio Three combined physical movement, language, curiosity, and imagination as we enhanced our creativity through obtaining natural materials found on our Bush Kindy adventures!

We found strong interest in applying built knowledge and understanding of mark making from resources used in the past. We've applied natural, meaningful purpose to display our artist creations and further develop our understand of self identity. As we broaden our confidence in expressing and positioning ourselves within the room as we leave our mark within Studio to share with loved ones, sharing our stories and experiences.

Can you see our blossoms in vase? We are so excited to share with you our living collection of vases from our Bush Kindy Adventure!

DOMAINS Executive Functions, Language and communication

EARLY YEAR LEARNING FRAME WORK: Children have a strong sense of identity



Playing with Others



03-21/03/2025

The 3A Game “Playing with Others” expands our children’s understanding of collaboration and cooperation while beginning to find joy in playing well with other children.

To introduce this game, we started off by playing simple games like taking turns with toys, sharing baby dolls and passing the ball to each other. We then extended this into our learning experiences through working together to create pieces of art like our Studio 3 Collaborative Canvas. Collaboration also solidifies a sense of belonging for the children in our room.

Early Childhood Learning Trajectories: **Social and Emotional Learning** - Social awareness, Social management
QI LIFE FORCE SKILLS: **WE** - Empathy and social emotional skills necessary for effective communication, collaboration and teamwork.

Early Years Learning Framework: **Outcome 3** - Children have a strong sense of wellbeing.

Outcome 4 - Children are connection and contribute to their world.

Showing “One” & “Two”



03-14/03/2025

Over the past few weeks, we have been learning through play with the 3A Game, Showing “one” & “two”. This game has helped to develop our mathematical skills through strengthening number concepts of “one” and “two”. Through this game our children were supported to explore relationships and comparisons while building our math language in quantity. We also began to incorporate this 3A Game into our everyday routines: when putting our shoes on we practiced saying “one shoe, two shoe” and during self-service at mealtime we compared which bowl had one piece of apple and which bowl had two.

Over the next weeks will extend this learning into knowledge of higher number through songs.

Early Childhood Learning Trajectories: **Mathematical Thinking** - Quantity and Counting, Spatial thinking.

QI LIFE FORCE SKILLS: **WE** - Language skills necessary for effective communication, collaboration and teamwork.

Early Years Learning Framework: **Outcome 5** - Children are confident communicators.

Chanting Nursery Rhymes

17/03/2025 - Ongoing

We have been continuing to build our sense of belonging and language and communication skills through nursery rhymes. Within our daily routine and through the 3A Learning Game, “Chanting Nursery Rhymes”, our children are solidifying their knowledge of songs they know and are learning and exploring new nursery rhymes, allowing them to expand their vocabulary.

The songs that we love are our good morning song, which we sing during our morning transition, “The Hokey Pokey” and “Rock-a-bye Bear” during ‘daily music and movement’, and handwashing songs in the bathroom.

The aim moving forward with this 3A Game is to deepen our children’s connection between culture, community, and home. We are collaborating with families and sharing the songs we sing at home with our friends at Ashton’s Place. We are excited to hear some of Olivia’s favourite Portuguese nursery rhymes this week and are looking forward to collaborative family feedback. This sharing of family culture is important for our children’s development as it reinforces their sense of identity; and in learning about other cultures, we develop tolerance and respect for diversity (our overarching inquiry).

Early Childhood Learning Trajectories: **Language and Communication** - Receptive & Expressive Language.

Social and Emotional - Social Awareness.

QI LIFE FORCE SKILLS: **WE** - Language and social emotional skills necessary for effective communication, collaboration, and teamwork.

Early Years Learning Framework: **Outcome 1** - Children have a strong sense of identity.

Outcome 2 - Children are connected and contribute to their world.

Outcome 5 - Children are effective communicators.



Chanting Nursery Rhymes Update

17/03/2025 - 04/04/2025

In this extending stage of learning, weaving this 3A Learning Game into our daily 'Music and Movement' over the past few weeks has helped our children solidify their connection and sense of belonging in the room by sharing the songs we love and dancing with one another. Every day after Morning Tea and Quiet Reading, our children know it's time to dance! Often asking for their favourite songs (usually "Sleeping Bunnies", "Hot Potato" or Baby Shark). This everyday experience builds our children's language and communication skills by listening to and singing familiar nursery rhymes. We have also begun to incorporate a hand-washing song. Giving our children the time to shift from one task to the next through song assists teaching children not to rush our hygiene practices.

While we love listening to our favourite nursery rhymes, we also tried expanding our language skills through learning new songs. In the lead up to Easter, we have practised "Going on an Easter egg hunt", a festive version of the Bear Hunt song. We really enjoyed stomping around the room while on our 'egg hunt'.

We were lucky enough to have Olivia's mum, Lucie, come in and share some songs from their Brazilian culture. Our children were unsure about this new experience and were uncertain how to respond. Hopefully, through involving these new songs and having Lucie come in more often, our children will embrace learning about new cultures and understanding different perspectives.

Our studio would love to continue having our parents drop in to share our family lives and culture, so please let us know if you're ever interested in participating or have something to share!

Early Childhood Learning Trajectories: **Language and Communication** - Receptive & Expressive Language.

Social and Emotional - Social Awareness.

Physical Development - Gross Motor Skills.

QI LIFE FORCE SKILLS: **WE** - Language and social emotional skills necessary for effective communication, collaboration, and teamwork.

WHY - Questioning, Curiosity and inquisitiveness that allows us to strive for a better understanding of the world.

Early Years Learning Framework: **Outcome 1** - Children have a strong sense of identity.

Outcome 2 - Children are connected and contribute to their world.

Outcome 5 - Children are effective communicators.



3A Game Pairing & Sorting Pictures

24/03/2025 - Ongoing

Through our most recent 3A Learning Game “Pairing and Sorting Pictures” our children have been building our mathematical thinking skills (Patterns and shapes) and our language skills (Emergent reading).

Learning to identify pictures pictures and pairing them together based on similarities and differences helps our children with the foundational skills we need to begin recognising letters and shapes to be able to read and count.

Our children have really enjoyed learning these skills through a card matching invitation on our indoor experience table. We started off by identifying the shapes and objects on the cards. We then progressed to adding a matching card of each object and prompted the children look for the matching picture. We picked up this game fast and have been exited to play every day. This week we extend on this game by adding in new pictures and creating conversations around how the objects are similar or different.

Early Childhood Learning Trajectories:

Language and Communication - Emergent Reading, Expressive Language.

Mathematical Thinking - Recognise and describe patterns and shapes in the world around them.

QI LIFE FORCE SKILLS:

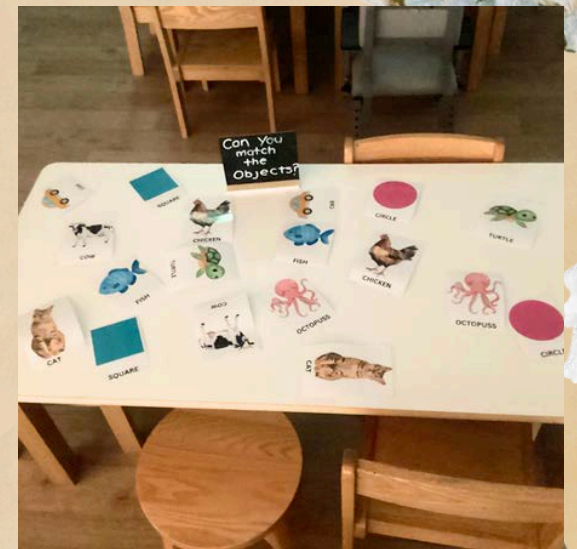
WHY - Questioning and curiosity to strive for a better understanding of how the world works.

WILL - self motivation and drive, determination and persistence.

Early Years Learning Framework:

Outcome 4 - Children are confident and involved learners (Children develop a growth mindset and a range of learning and thinking skills).

Outcome 5 - Children are effective communicators (Children begin to understand how symbols and patterns systems work)



3A Game Exploring Outdoors

07/04/2025 - Ongoing

Our children love to be active, outdoors and explore the world around them. This week's 3A Learning Game is helping us do just that!

To start, we took a closer look at our usual Bush Kindy route and then eventually started to take new paths. Our children loved taking the time to stop to discuss the colours of the flowers and pick leaves. When Miss Marli asked, "What colour are these flowers?". Koa replied, "Purple" Elizabeth and the others then copied Koa's words.

We then decided to explore different parts of Ashton's Place, so we went on a walk to visit Studio 1.

We played gently with the babies, hung out with the chickens and enjoyed climbing around the yard.

Safely letting our children wander gives them the freedom to test their limits and learn through curiosity, encouraging confidence in decision-making. Having conversations about these new experiences helps our children to further understand the world and continue to be active learners.

Early Childhood Learning Trajectories:

Language and Communication - Expressive language.

Executive Function - Cognitive flexibility.

Physical Development - Gross motor skills, Sensory awareness and Physical Health.

QI LIFE FORCE SKILLS:

WHY - Questioning and curiosity to strive for a better understanding of how the world works.

WILL - self-motivation and drive, determination and persistence.

Early Years Learning Framework:

Outcome 2 - Children are connected and contribute to their world.

Outcome 4 - Children are confident and involved learners.

Outcome 5 - Children are effective communicators.





3A GAME “SHOWING WHAT I KNOW” ABOUT BODY PARTS

16.1.25

Following the children’s inquisitiveness about their own body parts, Miss Haylee chose an experience where the children pointed out the body parts matching it to the person on their paper. During this experience, we noticed many children were able to correctly identify all of the body parts which included the eyes, ears, arms legs, hair, mouth, teeth, feet, nose and hands. A couple of the children did not want to say the body parts when asked, however correctly pointed to them on their sheets.

Following on from this, we sang ‘head, shoulders, knees and toes together where Aria was able to sing along to the words, and do all the actions.

Domains: Executive Functions & Physical Development

QI Life Force Skills: Me - Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour



3A GAME EXPLORING OUTDOOR: FINDING NATURE

20.1.25

Our whole Monday studio went on a Bush Kindy adventure, walking the long path to the fire-place! The children picked up pieces of wood and started banging them on the metal fire pit, fascinated by the loud music sounds. We explored big shady trees, pointing to the leaves high above. River and Isla asked to swing from the tree like last time which offered the perfect opportunity to discuss the size and strength of the branches as they were too thin and high to swing from on these trees. Ozzie was very vocal today with the community! When they'd walk by, he said "Good morning!" "Hey!" and "No cars coming"

During this trip, we all collected various natural elements along the way, including ginger flowers, poinciana pods, finger limes, mini mandarins and a half eaten pomegranate. The children showed great joy in carrying their findings back to Kindy. When we arrived back, the children put the findings on our Bush Kindy display so we can include them in our extended learning discussions and artwork throughout the studio.

Domains: Physical Development, Language & Literacy

QI Life Force Skills: WHY - Questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.



3A READING: THE 21.1.25 COLOUR MONSTER

Reading the colour monster book at group time today, many of the children were highly interested in the linked emotions to colours! Aria remembered that the black colour meant scared and could identify the monster's facial expressions to its emotions. Sully was very enthusiastic and eager to tell the other children about the monster's feelings. When we got to the page where we help the colour monster put the various colours into jars, we counted the jars up to eight as a class, which Bonnie was great at leading this exercise. Isla and Rapha were confident communicators throughout this experience.

Domains: Language & Literacy, Executive Functions

QI Life Force Skills: WHY - Questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.

3A GAME: WATER PLAY

WEDNESDAY 22.1.25

This week has been a great opportunity to pull out our water slip n slide, our pool and water trough tray. The children all had a blast slipping, sliding, splashing and spraying the water! Daisy and Bonnie are building a very special bond together which was evident as they ran together sliding one after another on the slide! The children in studio four have been building resilience as they learn to navigate other children playing around them. Daisy and Sully had a collision while they were running on the slip n slide but happily got back up and continued to play. They both learned that it might be safer and more fun to run in the same direction.

FRIDAY 24.1.25

Carlota showed interest in picking the tomatoes from our veggie garden, but since they were green, we talked about how they're not ready until they're red and that they need lots of water to become red. So we got out the hose and began watering all our veggies and herbs together. She loved this process, giggling and chatting away as she aimed for the garden and accidentally wet one of our friends. Ella and Zephyr created a wonderful water scene telling educators and peers which ocean animal they were holding as they picked it up. "Starfish" - Zephyr

"Quack" - Ella

Domain: Physical development, Language & Communication & Mathematical Thinking



3A GAME: SORTING COLOUR IN OUR EMOTION TRAY

3.2.25 - EXTENDING

As we transferred our emotion painted rocks, our coloured bowls, tongs, emotion monsters and sand to the big tuff tray, the children experimented by mixing some of the colours to make new colours. I followed their lead, but guided where the colours couldn't be identified. We saw how red and yellow made orange, blue and yellow made green and red and blue made purple.

Aria picked up the rock with an angry face and put it in the bowl with the red sand, correctly matching the emotion to colour. She has taken on this concept with such high understanding and interest. River followed Aria's investigation and picked up the rock with a calm face. I asked him, what colour does calm feel like? He moved it to the green bowl. Ozzie showed great interest in mixing the sand and utilising the printed monsters to colour match them in the bowls.

As the children were beginning to lose interest in the experience, I asked if they wanted to paint more rocks and talk about some other emotions we might feel. Zaki, River and Ozzie all wanted to use the paint markers to continue the rock painting experience from this morning.



Domains: Physical Development, Social & Emotional



QI Life Force Skills: We - The language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.

3A GAME WHAT'S YOUR NAME? INTRODUCING OUR SELF SIGN IN

IDENTITY WITH MISS TIA

This week, we introduced our sign in process for the children. Each day when you walk into the studio, you have the opportunity to help your child find their name tag and hang it on our sign in tree! This helps support the children's letter and name recognition. It also assists in creating a sense of belonging within the studio and increases understanding of what their day entails.

Domains: Social & Emotional, Language & Communication

QI Life Force Skills: ME – Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour





3A READING

SINGING

LEARNING

3.2.25 - 7.2.25

This week, we focused on reading 'The Colour Monster' book which ties into our learning about our emotions. We sang the 'Inanay' song along with its actions as an introduction to Acknowledgement of Country.

Next week we will follow the children's new found interest in caterpillars and read 'The Hungry Caterpillar' We will continue the 'Inanay' song throughout the week as a new daily ritual.

Domains: Social & Emotional, Physical Development

QI Life Force Skills: WHAT IF -

Curiosity, imagination, and creativity, these are the skills that ultimately allow us to understand not just how the world is, but envision how it could be.

KINDNESS WITH LILLY

11.2.25

During a learning game experience, the children wondered what Miss Lilly was setting up. She got out the doll and pretended there was a cut on its knee. Lilly asked the children “what should we do to help the baby feel better?” One of the children suggested we “give the baby a cuddle and ice block” and another child said, “we need a bandage for the cut.” They were worried for the baby being hurt and showed empathy through trying to help in different ways.

In an extension of this learning game, a different child and Miss Lilly played with the doll, pretending that it fell out of the cot. Miss Lilly waited for Aria to react before continuing, but straight away she picked the baby up, and pat it to make sure it was ok. She also made a pretend bottle to calm the baby. Aria was worried the baby was hurt and showed high emotional intelligence. She was very caring and gentle.

Ella and Scout began playing with the doll like it was real life, we made sure we all used soft hands and gentle play. We sat together and explained how we’d feel when the baby gets sad and how it can affect our emotions. One of the children said, ‘I sad when baby cry.’ showing concern for the baby. We also found ways that we could all calm the baby down and all took turns trying. We gave the doll cuddles, a bottle, pats and kisses to demonstrate ways to show concern and care or the baby.

Domain: Social & Emotional

Rotational Area: Role Play

QI Life Force Skills: We - The language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.



3A GAME
SHOWING CONCERN





3A READING

SINGING

LEARNING

10.2.25 - 15.2.25

This week, we introduced a book called “Kind” about looking after bugs, insects and animals. This ties into our thread about caterpillars which was sparked from interest from various children.

We have also introduced the ‘Taba Naba’ song alongside the ‘Inanay’ song in our introduction to Indigenous culture

Uncle Allen came to visit this week and we collaborated to create a very special and unique acknowledgement to country, just for Ashton’s Place!

Domains: Language & Communication, Social & Emotional

QI Life Force Skills: We - The language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.

SHOW & SHARE 3A GAME - TELLING FAMILY STORIES

25.2.25- ONGOING

This week, we started show and share with our class pet, recounting his weekend adventures with Muni, a soft, kangaroo teddy with big, floppy ears and a heart as wild as any adventurer! Each week, Muni goes home with one of our special Studio Four children and you are invited to share your fun and adventurous stories with the class the following week!

Thank you Sully for taking such good care of our Muni and being a wonderful example for this project!

QI LIFE FORCE SKILLS

ME – Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour

DOMAINS

Executive Functions - Working Memory

Social & Emotional Learning - Social Awareness

Language and Communication - Expressive Language



3A Game: Telling family story - Introducing Our Class Pet!



19.2.25

The children sat down around the table and Miss Haylee introduced the class pet as “Muni” which is the Yugumbeh word for Kangaroo. One of the children pointed to the joey and said “baby, baby! It’s a mummy and a baby” Haylee asked the children about where we may find a kangaroo or where it’s home is to which they all replied, ‘grass.’ We discussed what colour grass is and what kangaroos eat.



19.2.25

The children were given a variety of different materials to add to the basket to make it look like a kangaroo home. Miss Haylee asked what they wanted to grab first in which they all grabbed the tissue paper placing it in the basket first. They then began grabbing other materials and placing them in.

Domains: Physical Development
QI Life Force Skills: WHY - Questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.



19.2.25

The children moved around the materials and added in more. Once they stopped, miss Haylee asked if it looked like a kangaroo home yet? Two children replied, “I want to add in the paper” The children then agreed it was all finished.

Show and Share supports children's identity development by providing a platform for them to openly express their interests, experiences, and personal stories to their peers, allowing them to feel seen, valued, and confident in sharing aspects of who they are as individuals.

SHOW & SHARE 3A GAME - TELLING FAMILY STORIES

25.2.25- ONGOING

This week, we started show and share with our class pet, recounting his weekend adventures with Muni, a soft, kangaroo teddy with big, floppy ears and a heart as wild as any adventurer! Each week, Muni goes home with one of our special Studio Four children and you are invited to share your fun and adventurous stories with the class the following week!

Thank you Sully for taking such good care of our Muni and being a wonderful example for this project!

QI LIFE FORCE SKILLS

ME – Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour

DOMAINS

Executive Functions - Working Memory

Social & Emotional Learning - Social Awareness

Language and Communication - Expressive Language





3A GAME: COMPARING 2 AMOUNTS

21.2.25

During outdoor play in the pond sensory tray, I noticed the children tossing the elements from one side to another watching the splashes it made. We picked up the big rocks and carefully threw them into the water. I asked, “Was that a big splash or a little splash?” Isla said, ‘big splash!’ We continued this with all the different size and shape materials that were in the tray. Logan picked up the funnel and began moving it around on top of the items, watching how the water made various splashes when it fell on different items. Logan showed interest in the giant beetle in the tray, so I explored this further by putting the funnel up high and showing how the water bounced off the beetle. River saw this happening and approached the tray, he enjoyed tossing the pebbles then the big rocks and watching the comparison of splashes.

Domains: Mathematical Thinking, Language & Communication, Physical Development

QI Life Force Skills: WHY - Questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.

3A GAME: DOLL BABY - CARING FOR OTHERS

24.2.25

Lilly observed Ella helping Zephyr G add food to his bowl from the self-server. Zephyr said “Thank you” as Ella put his lunch in his bowl for him.

25.2.25

Arielle and Aria were playing with the baby dolls, washing them as if they were in a bath, we used soaps and scrubs to clean the babies bodies and dry towels to pat the babies dry. After each baby was clean, all three girls would show each other with excitement being proud of their clean new baby.

26.2.25

Elka and some of the other studio four children were all playing on the slide when two children started pushing in. Elka said ‘no, we take turn’ and guided a child to let other children go down the slide before Elka and the other child had their turn. This showed kindness and caring actions from Elka, beginning to understand the difference between right and wrong.

Domain: Social & Emotional

Rotational Area: Role Play

QI Life Force Skills: We - The language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.



3A GAME: CARDBOARD BOX PLAY

26.2.25



It's amazing what a simple, yet exciting provocation can provide for curious children! The children expressed so much joy, and wonder throughout the experience. Dakota and Aria popping their heads out saying peek-a-boo! Ozzie, Elka, Sully, Carlota and Koa asking politely for their turn, and showing skills in gross motor movements, language and communication, and working memory. Koa found comfort and peace in the box, smiling and giggling with his peers.

Domains: Physical Development, Language & Communication, Executive Functions

QI Life Force Skills: WHY - Questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.

3A GAME - HELPING THEM HELP THEMSELF

6.3.25- ONGOING

To support our children to grow their independence with choices about what we eat, we introduced this game through mealtimes routines and sensory invitations.

We set up meal times with the cutlery and buffet style offerings to support choice making and learning to use utensils to self serve. Our children were guided to take turns and pack away after themselves. This helps to develop independence and fine motor practice. Using a variety of tools helps the children to develop hand strength and dexterity.

To help extend on this through play, Miss Tia set up and invited our children to explore these skills through different sensory experiences outdoor over the weeks. We enjoyed ice cream scooping - this was based on our interest of going to the beach shared by our families. We also explored potion making, sand play with different real utensils. These experiences were massively popular with our children so they made good opportunities to practice turn taking and negotiating toys.



Domains:

Executive Functions - working memory: apply learning through different context

Mathematical Thinking - measurement and data: comparing volumes and mass

Physical Development - fine motors: scooping, using tongs, transferring, pouring.

Social Emotional - social management - turn taking & negotiating resources; self management - making choice.



QI Life Force Skills:

ME – Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour

13.3.25

Daisy eagerly helped set the table for lunchtime! She was so excited as she placed the placements on the table, recognising and naming her friends as she saw their faces on the mats. Next, we added water bottles, and I handed Daisy one at a time to match to the correct placemat. She carefully matched each water bottle, confidently saying her friends' names as she placed them - "There's Aria", "Frankie!" This experience supported Daisy's cognitive development, enhancing her memory, name recognition, and problem solving skills. It also encouraged her sense of responsibility and belonging within the group, fostering independence and social connection.

"The greatest gifts we can give our children are the roots of responsibility and the wings of independence."
-Maria Montessori



3A GAME - HELPING THEM HELP THEMSELF CONT. SETTING THE TABLE

13.3.25

As the children carefully set the table for mealtime, they demonstrate a growing sense of independence and responsibility, strengthening their sense of identity within the group. Each child takes on a role—placing plates, cups, and utensils—developing a sense of belonging as they contribute to a shared routine. Through this process, they express personal preferences, such as choosing their favourite colour cup, and practice cultural traditions, reinforcing their understanding of who they are in relation to others. This simple yet meaningful task fosters confidence, collaboration, and pride, helping children see themselves as capable and valued members of their community.

Domain: Physical Development, Social & Emotional
QI Life Force Skills: ME – Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour



PREPARING FOR SHARING

23/03/2025-03/04/2025

As our children begin to grow into their sense of belonging in our thread of inquiry on identity, we are now extending our support to help our children interact with others with care, empathy, and respect.

We invite our children to take turns, share their play space, and play with each other.

The children in Studio 4 were finding the magnetic letters to match the spelling of their names and learning to share when it came to taking turns on the slide and swings. We had supportive conversations with our children, ensuring we communicated with one another and used kind and gentle gestures. The swing is a popular outdoor invitation among us; before entering the yard, we chatted about taking turns and helping each other.

Domains: Social and Emotional Learning, Language and Communication, Executive Function.

Q1 Skills: WE - The language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration, and teamwork.



3A GAME FAMILY STORY THROUGH SHOW & SHARE

1.4.25

Bonnie did her show and share with the class today. She talked about what she did on the weekend with the class pet and pointed to the photos saying ‘That’s my daddy’ ‘That’s my Austin, haha he’s laying on me’ ‘That’s Elle, that’s Bonnie, that’s Bonnie, They are all Bonnie!’ - Haylee

“We had a wonderful time hosting Muni at our home over the weekend”

“We hope Muni had as much fun as we did over the weekend”

DOMAINS

- Social & Emotional - Self Awareness
- Language & Communication - Emergent Writing
- Mathematical Thinking - Patterns & Predictions



We had a wonderful time hosting Muni at our home over the weekend!

Muni joined our Friday morning playdate with my best friends Huw & Elle, we had lots of snacks, ran around & fed the ducks. Friday afternoon the rain set in, so off we went to visit Grandma & koko. Muni enjoyed watching the rain at the window and playing shops with my little brother, Austin. Saturday was very rainy so we decided to make a cosy cubby in the lounge to stay warm & dry! Sunday morning we headed off to dancing with Miss Justine, followed by coffee and a bunnings trip with Dad. Dad also noticed Muni has a little Joey in their pouch!

We hope Muni had as much fun as we did over the weekend. Despite the rain we made the most of it and found lots of fun things to do.

♡ Bonnie xx





Cosy & Warm!



We ♡ Dancing! ♡



I took a photo of Muni & Dad before we all went to Bunnings!



3A GAME - TELLING FAMILY STORIES

7.4.25

Over the weekend Elka had Muni for an adventure! She said “We had the best time with Muni and her Joey over the weekend. It was a perfect sunny day so Muni came with us to Nannas farm to meet some of Elka’s animal friends. She helped Elka feed the goats, we climbed trees, went horse riding, she even got to meet the bunnies. We can wait to host Muni again one day soon.

Elka had the opportunity to tell her peers during group time what she did with Muni on the weekend! Elka got a little shy when telling the whole class but she was very excited to talk to Miss Mikhala and Aria about the adventures! Elka excitedly shared how she ‘took Muni to see animals!’ ‘had Muni with Mummy’
All the children sat in a circle and listened very carefully, each time a child has done a ‘Show and Share’

QI LIFE FORCE SKILLS:

ME – Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour

DOMAINS:

Social & Emotional Learning
Language & Communication





3A READING

SINGING

LEARNING

31.3.25 - 4.4.25

This week Studio Four read 'The ABC's of Inclusion' to support our learning on 'World Autism Day'. We also read Thelma the Unicorn on our Bush Kindy trip.

We sang 'Walking in the Jungle' 'Slippery Fish' and 'The Goldfish' song to support interactive learning, music and movement during group times.

Sully has been asking to do yoga during some rest periods throughout the day or during cool down after bush kindy! He loves the cosmic kids yoga videos and follows along extremely well, while encouraging his peers to join in too.

This week the children have been making incredible progress in their skills of making their own beds! In particular, Dakota who did the whole process without educator assistance for the first time.

Domains: Social & Emotional, Language & Communication

PLAYING WITH OTHERS -3A GAME-

24.3.25- ONGOING

At Ashtons Place Immersive Learners we believe children learn from social interaction, From both their peers and educators (Vygotsky). Our Reciprocity approach focuses on group interaction and supports children to resource their learning from one another as well as building collaboration and social skills.

Therefore we have been encouraging the children to play with one another: at today's experience with Scout, Ozzie, Sully, Ella, Elka and Miss Lily, we were outside experimenting with colours! We put coloured water in different spray bottles to spray it on the plastic mirror. As we sprayed each colour perfecting our fine motor skills and colour recognition, Miss Lily asked both Ozzie and Scout what each colour was as it sprayed out of the bottles onto the mirror. Ozzie "red its red!"

Scout "yellow! We did really well with taking turn and sharing our space. This experience was such a fun way to learn our colours through physical and social art.

We continued to embed this game by supporting our children to initiate interactions and negotiate with one another throughout our exploration of the first letters of the children's names using a magnetic board and multi-coloured letters. Daisy quickly identified "D for Daisy" and showed it to her peer, Rapha proudly picked "R for Rapha." We continued by adding the next letter, "A," for both children, and worked through their names one letter at a time. As we placed each letter, we practiced sounding them out together to reinforce letter recognition.

This hands-on activity helped strengthen their early literacy skills in a fun and engaging way.



**QI Life Force Skills:
We , Why, What If**

**Domains:
Language & Communication,
Physical Development, Social
Learning**



3A GAME - Making O's and X's

22.4.25

Zephyr and I were playing with the pretend foods outside, I asked him to find all the yellow coloured foods. He picked out bananas, lemons and cheese, pointed and said, 'they all yellow.' We then matched the foods that were duplicates which Zephyr showed great skill in doing.

28.4.25

Zephyr and I were playing with the food again today while he helped me set up the table. He picked up an apple and a lemon. I asked him what shape they were, and he said, 'square!' I asked again and Zephyr said circle. He clapped and showed pride in his knowledge.

Domain - Mathematical Thinking, Language & Communication, Social & Emotional





3A READING

SINGING

LEARNING

7.4.25 - 11.4.25

This week we have been singing '1,2,3,4,5 once I caught a fish alive' to reinforce the children's knowledge of mathematical concepts and counting.

The children have been enjoying a range of Easter books supported by the arts and crafts they have been creating with Miss Tia! We have also been loving the 'Sleeping Bunnies' song more than usual in our week leading up to Easter

Our beautiful children have been growing their confidence through the 'Show and Share' project with our class pet 'Muni.' This week Elka had a turn of taking Muni and this weekend Arielle will have the opportunity to take Muni on her weekend adventures.

Domains: Social & Emotional, Language & Communication, Mathematical Thinking, Physical Development, Executive Functions

3A LEARNING GAME

14.4.25

Preparing for Sharing:

Aria, Ella and Elka were engaging in a tea pot play session when i approached and asked for a cup. They looked to each other and Elka gave me her cup and poured some tea for me. I said, ‘thank you for sharing!’ Elka smiled shyly. I got a new cup for her and asked if Ella could have a turn of pouring. Elka handed the tea to Ella saying ‘your turn,’ Ella replied ‘thank you!’

Aria then asked, ‘read book, please’ while Harry joined us. Together we read two books, taking turns at sharing our thoughts and listening intently. We spoke about lady bugs, flowers, the colours they say and lots of Easter eggs. - Miss Lucie

DOMAINS

Social & Emotional - Self Awareness

Language & Communication - Emergent Writing

Mathematical Thinking - Patterns & Predictions

Executive Functions - Focusing on tasks



“Teaching our children to share is teaching them compassion and love” - Kevin Heath



3A READING

SINGING

LEARNING

14.4.25 - 17.4.25

This week we have been singing 'Miss Polly Had a Dolly' as we revisit learning about caring for others and being kind.

We read 'Easter Hunt' & 'How to catch the Easter bunny' throughout the week which supported our learning about this cultural event and brought, fun and excitement to our Easter Week.

We had the privilege of welcoming and building relationships with a few new children in studio four the past few weeks and we are excited to build on these in the upcoming weeks!

Last weekend Muni went home with Arielle and had a fantastic time! This weekend Muni is having a little Easter break just like you! Another friend will join his adventure next weekend when the term recommences.

Thank you to all families, educators and children for a wonderful week and we hope you have a great Easter long weekend

Domains: Social & Emotional, Language & Communication, Mathematical Thinking, Physical Development, Executive Functions

3A GAME - PREPARING FOR SHARING

8.5.25



Last week during our reading circle, Isla chose the book ‘People Share With People’, which was a lovely way to explore the idea of sharing with others. Our children had great focus and stayed engaged all the way to the last page. This told me they were really interested in learning more about managing their emotions—especially around wanting a toy that a peer is playing with.

After the story, we had a chat about an earlier moment in the day where this came up, and we used that as a chance to role-play. Rapha thoughtfully said, “Thank you, I won’t do that again,” showing he was beginning to reflect on his choices and find new ways to respond. This game support children to take turns and use kind words that encourage sharing building up empathy for others perspective, develop social connections, and learn how to collaborate with others in a positive manner.

QI LIFE FORCE SKILLS:

ME – Self-awareness, self-regulation, self-control, attention, focus, also, executive function skills which allow us to manage, regulate, and control our emotions and behaviour

DOMAINS:

Social & Emotional Learning - Empathise with others’ perspectives emotions and needs

Language & Communication - Use their language to express their thoughts and feeling

Linking to Early Years Learning Framework

OUTCOME 2: Children become aware of fairness





'Family Albums'

3A Game

'Daddy took Tanner, Muni and I to the shops and we got to push Muni in the trolley and have so much fun with him. I had the best weekend hanging out with Muni and my family and hope he has fun with his next family'

Love Arielle

Dear Arielle,

As your time at Ashton's Place comes to a close, we just want to say how much your presence has meant to all of us. Your kindness, energy, and spirit have left a lasting impression that won't be forgotten. Whether it was in quiet moments or shared laughter, you brought something special to this place.

Though we're sad to see you go, we're also excited for all that lies ahead for you. May your next chapter be filled with growth, happiness, and everything you're hoping for. You'll always have a place in our hearts—and a home here if you ever return. Wishing you all the best on your journey.

With love,
Studio Four



'We had such a fun time with Muni, I took Muni to the playground. We went on the swings together and went super high. Down the big slide Muni was very scared so I gave Muni lots of cuddles - Arielle Telling Miss Lilly

3A Reading embedded in our Inquiry Thread:

06/05/25-09/05/25



How are we unique? - Culture Exploration



Ella's Mum Came to Visit!

During our morning group time, we had the wonderful opportunity to learn a few Norwegian words with Caroline, who read The Norwegian Alphabet to us. We discovered that many Norwegian words sound quite similar to their English counterparts—such as elefant (elephant), delfin (dolphin), dinosaur (dinosaur), and egg (egg). Some of the children were eager to try out the new words. Ozzie confidently said “ei bok” (book), while Aria shared “et eple” (apple). The whole class especially enjoyed saying “en fisk” (fish) and “enhjørning” (unicorn) with great enthusiasm! Bonnie stood out for her polite and cheerful repetition of all the words, showing a genuine excitement for learning. It was a fun and enriching start to our day!

Next week...

We are continuing **“Wheels on the Bus”** in **Portuguese**.

We are going to read **“Rainbow Fish.”**

Our two learning games will continue with **X's and O's** and **Family Album**.

Our outdoor experiences will include **water play** with **Miss Lily** and continue our **“All About Me”** with **Miss Tia**.



Miss Lucie taught us Portuguese!

Miss Lucie taught us “The Wheels on the Bus” in Portuguese, and it was such a joyful and engaging experience! The children responded with so much enthusiasm, showing curiosity and confidence as they explored a new language through music.

Dakota sang “roda, roda” (round and round) so clearly it was as if she already knew the words! Aria, Bonnie, Carlota, Rapha, and Isla especially enjoyed the “doors on the bus” verse, singing “abre e fecha” (open and shut) with such clarity and excitement. A particularly heartwarming moment came when Carlota looked surprised and proud to hear her peers speaking and singing in Portuguese her home language.

This experience not only supported the children’s developing understanding of cultural diversity and inclusion but also promoted language development and expressive communication through song and rhythm. It was a beautiful example of how music can bring children together, helping them to connect, express themselves, and celebrate different cultures in a shared and meaningful way.

We Read ‘Who am I? I am me!’

This morning, we read *Who Am I? I Am Me!*, a beautiful book about acceptance and diversity. It was a heartwarming experience to see the children connect so naturally with the characters and themes. Their responses reflected their growing sense of identity, inclusion, and connection with others. Noah shared, “I like to build... build houses,” and added, “I love trains too! I have a red one.” Aria expressed herself joyfully, saying, “Aria be a princess... witch!” Ella said, “I build baby houses,” showing her imagination and role-play skills. Isla connected through colour recognition, saying, “My toy red too!” These moments demonstrated the children’s ability to recognise and respect diversity, express their individuality, and share what makes them feel unique. Through this shared reading experience, the children contributed their ideas and feelings, building a sense of belonging and community in the group.

Dear families,

What languages do you speak at home?

Early Year Learning Framework: Children are connected with and contribute to their world
Q1 life Skills: WE- The language, empathy, listening, and social emotional skills, communication, collaboration and teamwork



3A Game - Letter Matching

23.4.25

This morning we explored our alphabet poster to see which letters we could match! After learning the first letters of their names a few weeks ago, Sully and Isla confidently identified and matched their letters straight a way. I was very I pressed the didn't need and help! Later, Harry B joined in and picked out a few letters from the bowl. Together, we sounded out each letter, supporting his growing awareness of letters, names and sounds.

Domains: Language & Communication, Mathematical Thinking, Executive Functions

QI LIFE FORCE SKILLS: Will - A can-do attitude, conscientiousness, determination, gumption, persistence, perseverance, and focus put into action.

Early Years Learning Framework: Outcome 5.2 - Children engage with a range of texts and gain meaning from these texts



3a Game: Show what I know A Dinosaur Land.... for reptiles & living things

Week 24-02-28-02-25

Our children have been fascinated by all the living things in our environment, naturally we created an amazing kingdom for all the elves and fairies from a faraway land. So, it came soon after, the reptiles, with the big teeth and strong claws. We built them a "kingdom," a place where they could thrive and sustain their life force. The children worked in small groups to collect water and harvest some bamboo for the Dinosaurs to eat. The children were guided to explore questions like "What more do they need to survive?" The children decided the dinosaurs needed a gate so they would not escape, and we counted together to 26 blocks to build around the Kingdom. The Kingdom will remain an on-going project in our outdoor space, and we will continue to add more to our space each day this week.

Queensland Kindergarten learning guideline: Connectedness, Communicating.

QI LIFE FORCE SKILLS: WHY - questioning curiosity & inquisitiveness. WOBBLE - adaptability & agility. WHAT IF - imagination, creativity.



3a game Remembering what I see - Camping Experience

Date: 3-7th of February

Our guided circle time discussions have been around our families and weekend time, spontaneously many of us thought about camping as such a fun and adventurous memory. Our children with support set up an 'imitation fire' from wood and window paper, we went further to bring out our studio rug, and our camper tent setting up in the sand-pit play area. In our role play we developed our imagination and collaboration.

Next week we will be incorporating this interest into cultural exploration of Waitangi day.

Dear families, we would love you to share your home stories about your outdoor adventures.

Links to Queensland Kindergarten Learning Guideline:

Connectedness, Active Learners, Communicating.

QI LIFE FORCE SKILLS: WHY - questioning & curiosity. WOBBLE adaptability & agility.



Show and Share

Family Album - our learning game

Date: 10 - 14th of February

We have officially begun our Show and share practice in our studio. In this emerging stage of learning we have been invited to share about our families this week through our Learning Game: Family Album. Our goal is to support our children to develop their sense of identity.

Our children have been using the 'talking stick' we made from natural materials as they learn turn-taking. Aligning with our foundational goal and centre's philosophy we are continually embedding sustainable practices in what we do.

We have loved hearing some beautiful stories about family members and memorable moments. Our children are learning to form questions using words "How, What, When and Where."

Thank you to all the families who have bought in their family photos so far.
We are creating a visual display in our Studio this Term.

Links to Queensland Kindergarten Learning Guideline:
Building positive relationships and respecting the environment
QI LIFE FORCE SKILLS: WE - Language, empathy and social emotional skills.



Show and Share

Telling Family Stories - our learning game

Date: 3rd March - ongoing

This learning game "Telling Family Stories" is extending on our Share and show learning thread. We had the opportunity to talk about our family photo that had been sent in. Using the talking stick, we were able to tell our friends who were in our family and even about our family that weren't in the photo.

This helped children gain confidence to talk within a group and help them have a sense of security in their environment.

In response to Cyclone Alfred, we have been supporting our children to share about their family stories around this event. This is part of our bigger learning plan to support our children to better understand the world around us and develop our empathy while learning to cope.

Links to Queensland Kindergarten Learning Guideline:

Building positive relationships and respecting the environment

QI LIFE FORCE SKILLS: WE - Language, empathy and social emotional skills.



Pursuing our interest in Construction

Collaborating
with families

Show and
share

Sorting different
materials

Making something new
from something old

Presenting
our work



Embedding sustainability learning, we collaborated with families to collect selected recyclables from home for our Village Co-op - the material library outside of our studio. We thank Gray, Onyx and Akila's families for the kitchen utensils - we used them for measuring and drama play. Thanks to Byron, Summer and Freddy's families, we had many pantry packaging items that we loved to use for our box constructions.



Continuing to build our confidence with public speaking, we participated in Show and Share practice in our morning meetings. Our friends were encouraged to ask follow up questions and pay attention. Can you see our talking stick to support taking turns? The 3A game we used in this experience to support this learning was 'What is it for'. We look forward to what our friends bring in the coming weeks with our families' support.



As part of exploring materials science, we discussed what each of the donation was made of: paper, metal, plastics. We developed our math thinking by practicing sorting and comparison while inspecting the items together. Building a strong range of mathematics vocabulary is a crucial foundation for our self efficacy in learning higher math concepts at school.



Putting our creativity and problem solving skills to work, we brainstormed what we would like to make. Miss Renee guided our thinking process and imagination by questioning and encouraging us to choose our donated materials to bring our vision to reality. "Yes you can do hard things!". During the construction process we touched on safety practice in handling scissors and glue gun.



Our children were invited to explain their own creation. Together we created a gallery space at the Village Co-op to curate and honour our friends' accomplishment. Enjoying success and recognition is important to build a healthy self esteem and we also would like to foster respect and encouragement to others. Showcasing different ideas, perspectives and creativity supports our children to understand how unique each of us is.

Queensland Kindergarten Learning Guideline: Connectedness: Showing respect for our environment, showing respect for diversity, Active Learners: building positive dispositions towards learning.

QI LIFE FORCE SKILLS: WE - Language, empathy and social emotional skills. WIGGLE: the intellectual restlessness makes up skills that play a key role in implementing WHY and WILL into actions

J-O-E-Y is my name

3A game

Date: Ongoing

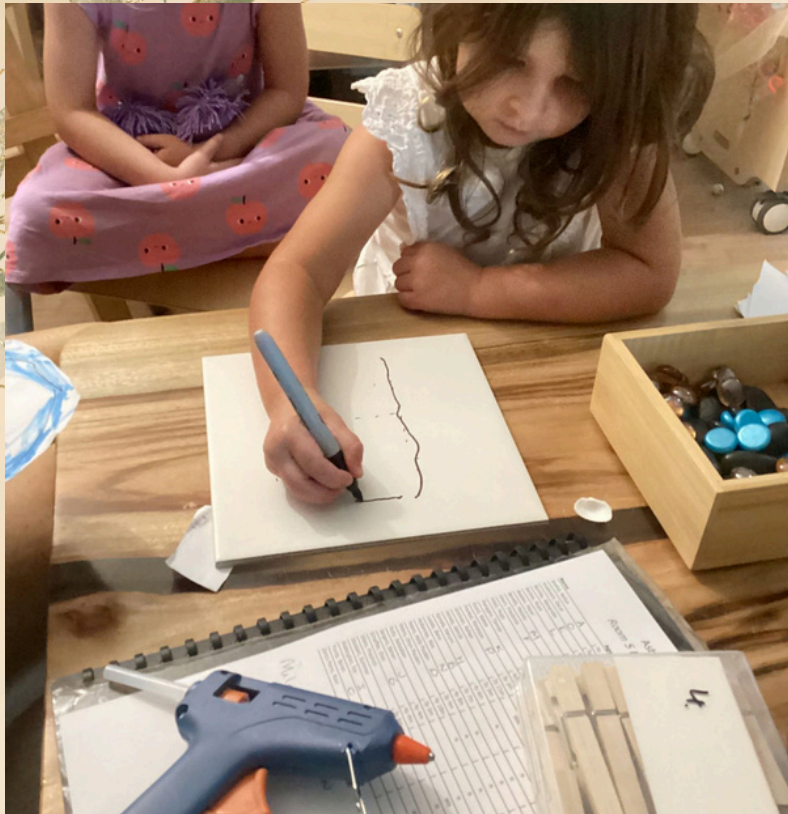
This learning game J-O-E-Y is my name is giving us the opportunity to recognise letters in our names in a personally meaningful way. We have been enjoy chanting the spelling of our own names.

To extend further on this learning into letter recognition we got tiles and using recyclable resources to create the first letter of their name. Using the shape and sound of the letter to help them.

This helps children become aware of letters as symbols whilst also recognising the sound. This is the foundation of a child's early literacy development.

Links to Queensland Kindergarten Learning Guideline:
Engaging and expanding language whilst building literacy in personally meaningful ways.

QI LIFE FORCE SKILLS: WIGGLE - physical and intellectual restlessness make up the wiggle skills that play a key role in putting WHY and WILL into action.



What's it for?

3A learning game

Date: 17th - ongoing

We are extremely grateful for our families who have continuously brought in recyclable materials to help us extend on our interest of construction. During our show and share we discussed what the original use of the item we brought was - this is part of our 3A learning game. We invite you to check out what our children have been saying on the conversation with children display in the mark making area.

We decided, we wanted to sort out the different recyclables and put them into categories based on material. This allows our children to practice critical thinking and comparison skills.

When children sort out things it helps them gain understanding of materials and classification (Mathematical thinking domain).

We utilised our creativity and problem solving skills to visualise our project of choice and then created them ourselves.

Links to Queensland Kindergarten Learning Guideline:
building numeracy in personally meaning for ways whilst building positive dispositions towards learning.

QI LIFE FORCE SKILLS: WILL - Self Motivation and drive





Comparing two amounts

3A learning game

Date: 24th - 28th March

In this 3A learning game, it is all about comparing two amounts and gaining an understanding of the concepts of more and less. Miss Sophie set out two amounts of cloud dough to see if we could recognise which had more and which had less. After investigating the dough, we could identify the difference (Queensland Kindergarten Learning Guidelines, Active Learners). We had so much fun figuring it out that we decided we could do it ourselves.

This game is also embedded into our cooking experience with Miss Georgie and at meal times: in our conversations, we compared amounts of ingredients while following our recipes and how much food we had in our bowl when we self served.

Children had the opportunity to recognise the difference between two amounts by describing it as more or less. This concept is necessary foundation for children to learn more complex series of things in order and logical thinking skills.

QI LIFE FORCE SKILLS: WILL: Self-Motivation and Drive.



Painting on paper

3a Learning game

Date: 31 March - 4th April 2025

With Easter coming up, we thought we could empower our children to contribute to our environment by starting to decorate our Studio with painted Easter bunnies. We had the opportunity to use our fine motor skills and creativity to create our very own Easter bunny. Miss Nakita brought out different brushes, and we got to pick out what colour to use. Pink, blue, and yellow were the choices. We had the opportunity to spontaneously and intuitively be creative and paint without instructions (Queensland Kindergarten Learning Guidelines, Active Learners).

This allows children to express themselves in their own art piece. We have hung our Easter bunnies in our studios, and it's amazing to see the children recognise their own creations. Having reflected conversation about our work reinforces our learning and identity (Queensland Kindergarten Learning Guidelines, Identity).

Do you have a tradition you do for the Easter public holiday?

QI LIFE FORCE SKILLS: WILL - Self-motivation and drive



Showing Concern

3A Learning game

Date: April 7th - 11 April 2025

We have been working towards treating our friends and resources with kindness. This learning game, Showing Concern, is about allowing us to practice feeling concerned and having sympathy. This can happen in imaginative play or in real-life situations (Queensland Kindergarten Learning Guides, Active Learning). A few of us were using our imaginative play to show concern to one another, asking questions to see if we were okay or helping each other out when needed.

Applying learnings in daily practice, when one of us was upset; we encouraged our children to come over to see if they were okay and brought a resource over that our friend might like (Queensland Kindergarten Learning Guidelines, Connectedness, Social & Emotional Domain).

Children role played feeling of concern and sympathy helps them apply it to real-life experiences and their development of social awareness and management. This is one of the qualities that keeps our studio strong and united.

We can't wait to support this with the children in Studio 5. Next week we will be extending on this with our Doctor thread in our current learning about health care. Would you like to visit our pretend surgery for a check up?

QI LIFE FORCE SKILLS: WE - People skills that allow us to understand, share, and "play well" with others.



5TH MAY - 9TH MAY 2025

LEARNING GAME 3A



Mother's Day event at Ashton's Place was coming up and Studio 5 had to get planning. Using the 3A learning game, 'Planning an Event,' this gave us the opportunity for all of us to participate in the event and share our ideas. We were so excited to have Mother's Day in Studio 5. First, we started by reading a book about our mothers and had the opportunity to share what we love about them. Lots of kind and loving things were said. Next, it was time to make our welcome sign; our creativity hats were on, and we used different painting techniques to create the backdrop (Queensland Kindergarten Learning Guidelines, Active Learning). Using our fine motor skills, we got to gluing and placing pieces of paper to create 'Welcome families.' It was amazing to see how many letters we recognised, extending on our letter recognition thread, "That is an S for Sophie," – Ivy (Queensland Kindergarten Learning Guidelines, Communication). The last thing we had to do was wrap up our flowers. Working together, one of us would pass the flowers to Miss Sophie and the other would cut the tape off to stick it together. How awesome that we can work together as a team (Queensland Kindergarten Learning Guidelines, Connectedness).

Link to QI Skills:

WHAT IF – creativity

WE – play well with others

Next week...

We will be using the learning game "Rhyming" in assistance of 3A reading

Dear families,
What did you do on
Mother's Day?



14TH APRIL TO 24TH APRIL

LEARNING GAME 3A

Following our learning thread about doctors, we tried the 3A Learning game **“What’s it for?”** We had the opportunity to use our doctor's office with different equipment you might see at the doctor's. The doctor was open for business, and we got to explore. Miss Sophie asked us different questions about the equipment and how the doctors could use it. We applied our prior knowledge of doctors in an imaginative environment and explore with our friends in Studio 5 (Queensland Kindergarten Learning Guideline: Active Learning, Executive Function Domain). “I am making medicine so you can get better” – Milania. “This is a thermometer” – Gray.

This learning game helps our friends to practice thinking in categories and what resources are used for what. Children were able to engage with different equipment and understand what it was used for.

Link to QI Skills:

WHAT IF – imagination

Next week...

We will be extending on our doctor thread in an artistic way to involve our children in create more drama play resources

Dear families,

Do you have a doctor kit at home?





3A LEARNING GAME RHYMING

Date: 12th May - 16th May

Following our literacy thread, we used the 3A learning game 'Rhyming' to help us develop our word recognition and phonological awareness. Miss Sophie thought the Dr Seuss book "Green Eggs and Ham" was a great introduction. Miss Sophie started by saying "Cat, mat, sat, bat" and waited for what we thought. Kalaia said, "They all sound the same!" We got reading and waited to see what we could hear. Boat and goat would and could, and fox and box were all things that we noticed sounded the same (Queensland Kindergarten, Communicating, Language and Communication Domain).



We are also using this game to help with transitions; it's called 'Wiggly, Wobbly, Woo, the elephant sat on you.' For example, Wiggly, Wobbly, Renee, the elephant sat on Renee. We all have to figure out whose name is being read to go line up (Queensland Kindergarten Learning Game, Connectedness).

This learning game allowed the children to hear rhyme patterns and enjoy the sound of language. Recognising rhymes is another step in understanding how words are put together.

Link to QI Skills: WE - communication

3A LEARNING GAME SORT ANY WAY YOU LIKE

Date: 19th May - 23rd May

following our STEM thread, we used the 3A learning game **Sort Any Way You Like** to extend on our Mathematical thinking Domain. We had the opportunity to sort different colours and shapes into their own category. This helped us develop our fine motor skills, numeracy learning including patterns and sequencing. Miss Renee set up a pattern for us to follow, we used our problem-solving skills to follow the sequence and pattern, this helped us prepare for more future math concepts (Queensland Kindergarten Learning Guidelines, Communicating, Mathematical thinking domain). Intertwining our dinosaur thread and STEM thread we created dinosaurs with numbers and had to sort out each number to the same number. We were so excited when we sorted the numbers to the correct number (Queensland Kindergarten Learning Guidelines,

As part of our STEM learning goal, we also helped setting up our Lego Lab which we were so excited about. In small group we participated in sorting the thousands of pieces into different boxes for our shelf,

This Learning game helped encourage the child to think in many ways that shapes might be grouped. it helps builds their confidence to find their own solution;

Link to QI Skills:

WOBBLE - Learn from failure

WILL - a can do attitude



3A game *Following directions*

12TH - 16TH OF MAY 2025



To develop cooperation in our children, we invite our children to play this game.

We provided clear multi-step directions for children to follow in a shared experience. We brought this game into our Bush Kindy experiences to guide the children to walk safely and explore the environment. When we met the traffic controller at the construction site nearby, we patiently waited for her to direct us so we could cross the road safely. We also enjoyed pleasing Miss Justine by following her directions at our exciting Kids Move incursion.

Early Years Learning Framework: Outcome 1

Children learn to interact in relation to others with care, empathy, and respect.

QI Skills: WE

The listening and social-emotional skills necessary for effective communication, collaboration, and teamwork.

3A GAME CARDBOARD BOX

19/05/25 -23/05/25

We observed that our children have a strong affinity for climbing and their immersive play schema. To help them safely explore their place within the environment (spatial awareness), we re-introduced the cardboard box game.

Hazel and Ottis eagerly climbed into the box, where we engaged in imaginative role play, pretending to be in a boat as we sang “Row, Row, Row Your Boat” together. When the box fell apart, we took the opportunity to create beautiful scribbles from the recycled material.

Physical Development - Gross Motor Skills

The Early Years Learning Framework - Children have a strong sense of wellbeing

QI Skills - Will Skill : Can-do attitude, determination.



3A LEARNING GAME

WHAT'S YOUR NAME?

19-25/05/2025



Through our daily transitions, we allow our children to further explore their own identity and their place in the world, linking into our current 3A Learning Game, *What's Your Name?*

Each morning, we sing "good morning" to each child, an educator says a child's name and we prompt the children to say good morning to each other. For example, when Miss Marli says "Good morning, Evie" the other children respond, "Good morning, Evie!". Evie then knows that it is her turn to find her face block and wash her hands. This practice builds confidence in our children's self-image, while strengthening Studio 3's sense of community and belonging as a whole.

Our children enjoy singing "Bee Bee Bumble Bee" as we transition inside before lunch, proudly saying their own name when they are chosen. "The children are becoming more and more clear in saying their name. It is great to see our children's faces light up when it is their turn to say their name".

We also explored new conversations, asking the children who each of the educators are at Ashton's Place. This helps the children to solidify their relationships within the centre and nurture their sense of security. Moving into this week, we will inquire into our home lives, prompting the children to talk about family members and discuss each child's place in the world as a son, daughter, sibling, cousin or grandchild. This will also help prepare our children who are about to become big siblings for the first time.

Link to QI Skills:

ME - Self Management Skills

WE - People Skills

Link to EYLF:

Outcome 1: Children have a strong sense of identity.

Early Childhood Learning Trajectories:

Social and Emotional Development - Self-Awareness.
Social Awareness - Understand each of us belongs to and contributes to community.

Language and Communication: Expressive language.

3A LEARNING GAME

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19-25/05/2025



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Link to QI Skills:

ME - Self Management Skills

WE - People Skills

Link to EYLF:

Outcome 1: Children have a strong sense of identity.

Early Childhood Learning Trajectories:

Social and Emotional Development - Self-Awareness.
Social Awareness - Understand each of us belongs to and contributes to community.

Language and Communication: Expressive language.

26TH - 29TH OF MAY
2025

3A Learning Games - Making Animal Sounds



To develop learning skills for our children, we invite them to join in and play this game so the children can recognise and help put together familiar animals, their sounds and their pictures. To offer the game initially, we provided water play and our chicken family into this experience for the children to observe different types of animals. Then in our outdoor program, our children also role play with an animal small world invitation through out the week.

We enjoyed our time with the chicken family taking turns patting and observing the sounds the chickens made. When experimenting with the play animals we would take turns holding each animal and showing our friends making the animal sounds.



Early Years Learning Framework: Outcome 4

Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence and imagination.

QI Skills: WE

the language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.





3A Game - Letter Matching

23.4.25 - Ongoing

This morning we explored our alphabet poster to see which letters we could match! After learning the first letters of their names a few weeks ago, Sully and Isla confidently identified and matched their letters straight a way. I was very I pressed the didn't need and help! Later, Harry B joined in and picked out a few letters from the bowl. Together, we sounded out each letter, supporting his growing awareness of letters, names and sounds.

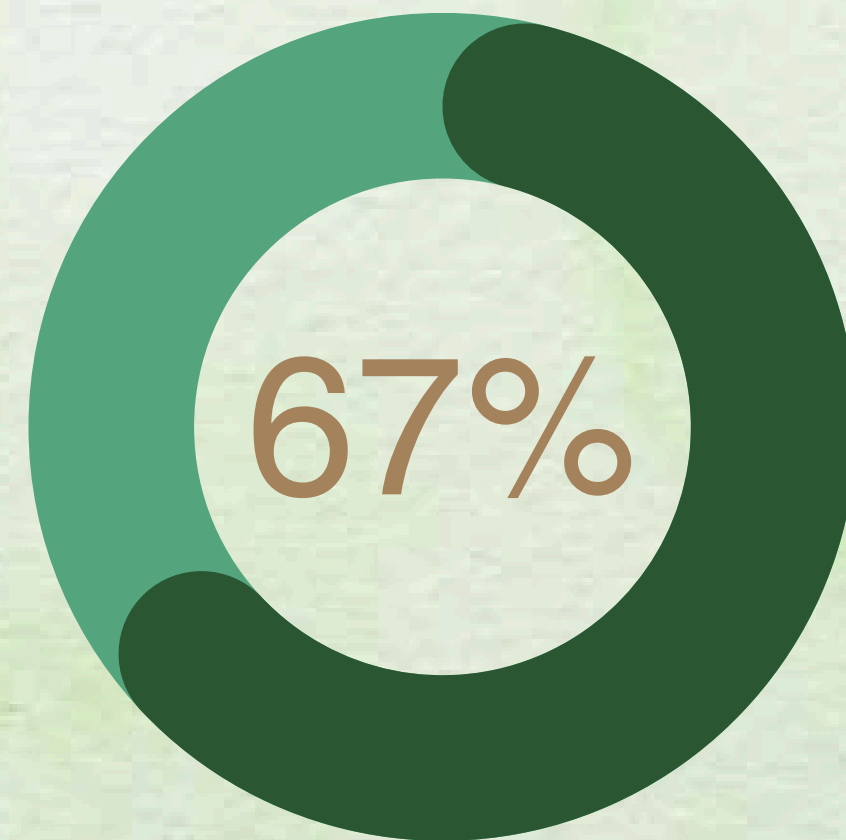
Domains: Language & Communication, Mathematical Thinking, Executive Functions

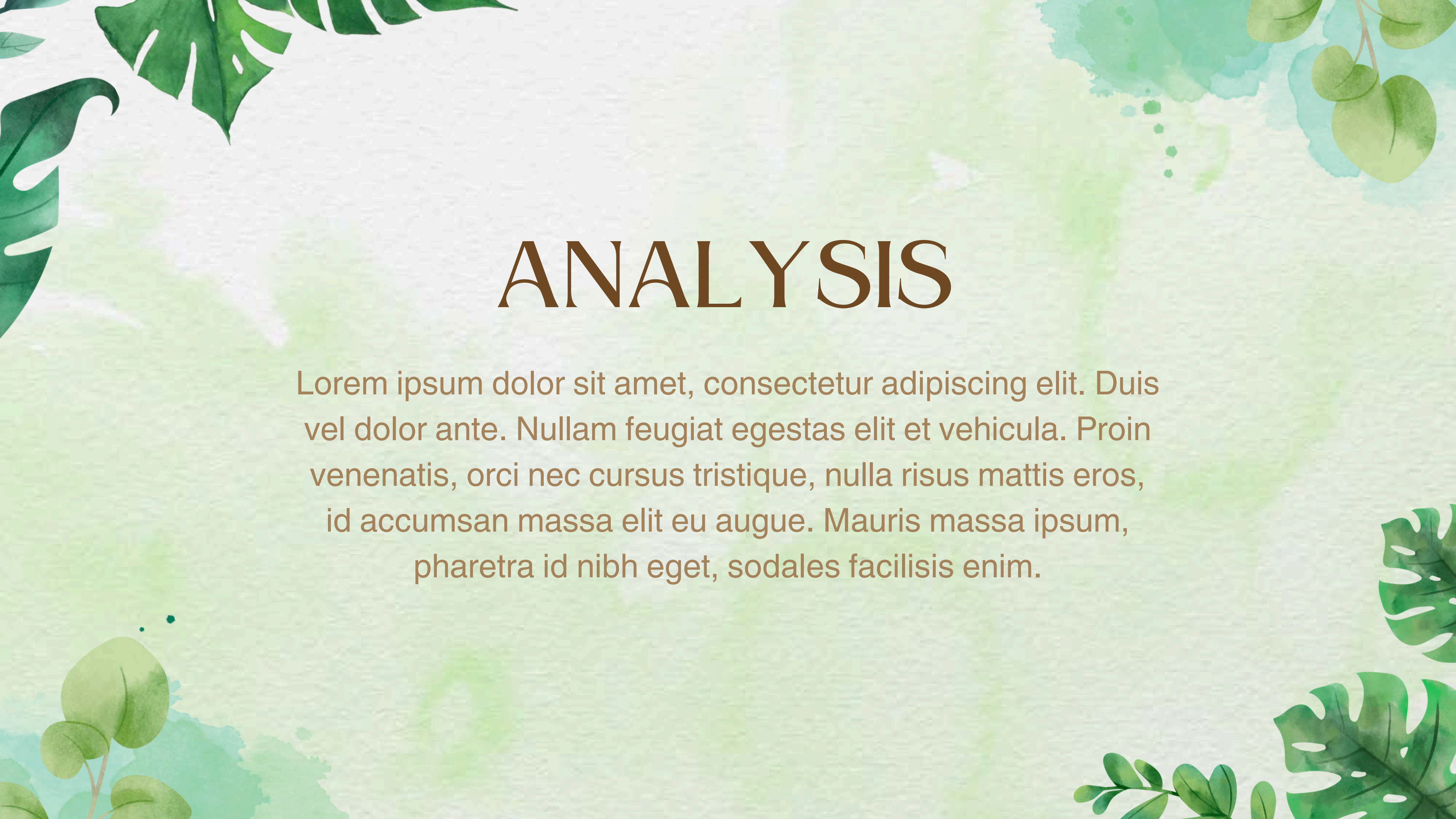
QI LIFE FORCE SKILLS: Will - A can-do attitude, conscientiousness, determination, gumption, persistence, perseverance, and focus put into action.

Early Years Learning Framework: Outcome 5.2 - Children engage with a range of texts and gain meaning from these texts

SUBJECT 1

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The background is a soft, watercolor-style wash of light green and white. It is decorated with various green leaves and foliage. In the top left, there are large, dark green monstera leaves. In the top right, there are smaller, rounded green leaves. In the bottom left, there are more rounded green leaves. In the bottom right, there are large monstera leaves and some smaller, pointed leaves. The overall feel is fresh and natural.

ANALYSIS

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RESULT

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CONCLUSION

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The background is a soft, watercolor-style wash of light green and pale yellow. It is decorated with various green leaves and foliage. In the top left, there are large, dark green monstera leaves. In the top right, there are smaller, rounded green leaves on a thin branch. In the bottom left, there are more rounded green leaves. In the bottom right, there are large monstera leaves and a small branch with tiny leaves. The text "THANK YOU" is centered in a brown, serif font.

THANK
YOU

