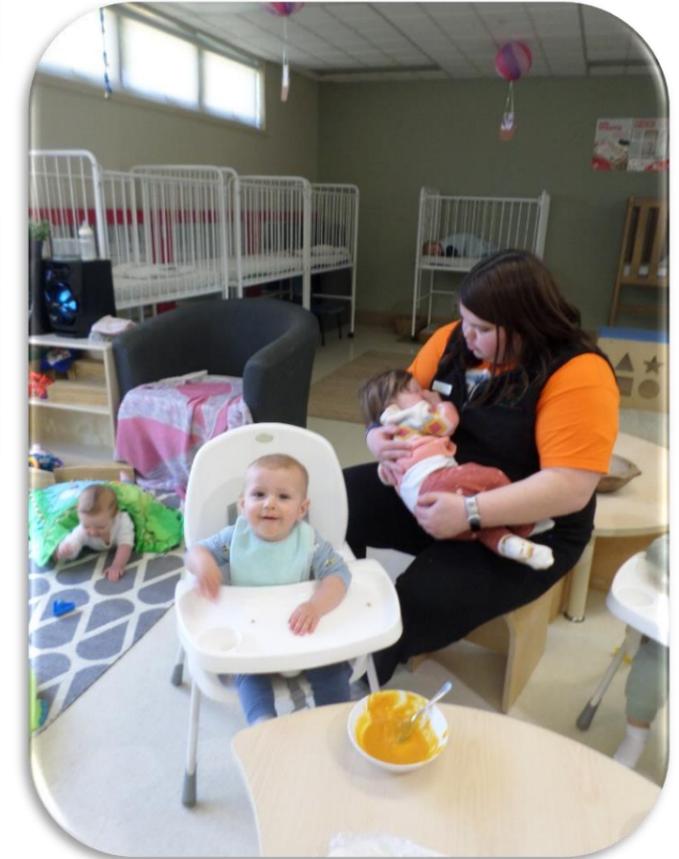


## Joey Room June 2020 Reflection 1



Over the month the children have increased their independence skills as well as further developing their cognitive skills and gross motor skills.

During meal times we encourage the children to feed themselves. Some of the children will try to use a spoon to eat with while others will pick up the food using their hands. Over time and through encouragement the children learn to use to scoop food onto their spoon and then take the food to their mouth. The children are able to hold their own cups to have a drink in the day as well as holding their own bottle in the arms of their educator when they are thirsty or requiring a bottle. These skills show stages of development and level of independence and how we can further develop their independence throughout the day. As the children are becoming aware of the routines, they are showing that they know what needs to happen. For example, if the trolley comes in the room the children start to move to the highchairs or stand at the table and begin to pull out a chair to sit down.

The children are having a voice in the room and if they are thirsty or they want a bottle they will indicate to us when they see another child having milk that they want one too. Pulling out a chair and pointing to the kitchen are indicators that the children are letting us know if they cannot verbalise to us, they will use non verbal communication to express their needs.

We are busy exploring the room and the toys on the mat. Some of the children are learning to crawl and are moving in a forwards or backwards direction to move about the room to different areas. Some of the children are walking around the room and are showing interest in climbing on the frames in the room.

When observing the children through their play you can see them initiating games with their educators. They have been putting material on their heads and pulling it off again and as they pull the material away you can see them smiling. As they smile and the educator says "Boo" you can hear a repetition of "Boo" as they begin to pull off the cloth again. Rolling a small ball around the room to educators or chasing the pull back cars as they move off are some of the interactions that the children are having in the room with the educators and their friends.

Links to the National Quality Standards: Quality Area 5: Relationships with children and TRCC Philosophy

