



Crocodile group 3-year-old kindergarten Curriculum Reflection- Date: July 2024

The end of July has also seen the beginning of term 3 for the crocodile group. The children entered the modified classroom with excitement and joy as they explored the new learning environments and built their understandings of the new room. With the changes came discussions about room expectations and the children helped to establish some kinder rules to ensure the space is a safe learning environment for all. They were excited to see our family tree displayed with some of our peers' photos on display. If you haven't yet, please do bring in your family photo for our display (Identity and community)

Due to the inconsistent weather conditions for Melbourne winters, we have been exploring how we regulate and respond to our bodies needs. Using guided meditation/reflection, parachute play and ensuring we are providing an indoor/outdoor option as much as possible throughout the day is supporting the children to recognise their bodies need to run, jump, focus and play. We are reminding parents to please ensure they have the rights clothes to ensure children are able to explore the outdoor program at all times to support the children's needs and learning. "There's no such thing as bad weather, only unsuitable clothing."- Alfred Wainwright (wellbeing)

Sensory play remains prominent within our learning environment as it has continued to support children to engage in different textures. We have continued to provide a variety of tools however for greater manipulation. Supporting hand strength and dexterity and they work to manipulate the tools with a desired outcome. With the ongoing changes in the tools supplied we have been observing greater concentration, determination, hand repositioning and trial and error as they work with them. (wellbeing and learning)

This term we including cognitive thinking activities whereby children and encouraged to complete a task. Activities such as puzzles and shape pictures whereby children can see the finished outcome and remain for longer periods of focus and concentration (learning). The introduction of the car garage has also seen a greater engagement in building train tracks as they link it to the garage and exploring the mechanisms within the garage. Using cause and effect and turn taking as the wind the lift up and down. (learning, community)

Dramatic play has been modified this term to the farm shop whereby children are encouraged to follow through with the narrative in their play. We have also included a small world Frozen play space, whereby the children can engage in a well-known storyline as well as extend and introduce their own ideas to such a familiar story. (Communication, identity, and learning)

Future possibilities:

- Using body regulation activities that incorporate stop/start actions
- Smaller group opportunities to share individuals' voices
- Small world play
- Opportunities to engage in gross motor/body awareness activities

Linked to the National Quality Standards: Quality Area 1- Educational Program and Practice, and TRCC Philosophy.

